Pupil Premium Strategy Statement

Bishop Challoner
Catholic Secondary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of students in school	898
Proportion (%) of pupil premium eligible student	13.1% (118 Students, 98 PPG, 1 LAC, 8 PLAC and 11 Service)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr J Wright, Headteacher
Pupil premium lead	Mr R Dollimore, Deputy Head
Governor Lead	Mrs C Megan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,120
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£120,120

Pupil Premium Strategy Statement

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects, where appropriate.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

School Contextual data, based on October 2025 Census:

Eligible for FSM in the last 6 years	98
Service Children - eligible in the last 6 years	11
Previously in the Care of the Local Authority	8
Child in the Care of the Local Authority	1

Students follow a broad, balanced, relevant and differentiated curriculum.

KS3
In Year 7, 8 and 9 we aim to give all students a wide variety of subjects:

The Core Subjects
- English
- Mathematics
- Science
- Religious Studies

Non-core Subjects
- Art
- Design Technology/ Food Technology/IT
- Drama
- French or Spanish
- Geography
- History
- Music
- Physical Education

KS4
Students still maintain the focus on the core subjects - English, Mathematics, Science, and Religious Studies alongside either Modern Foreign Language or a CNAT, History and/or Geography as well as selecting one other option subject:
- Art
- Drama
- Food & Nutrition
- Design Technology
- Music
- PE

Our aim is to also:
- Develop their knowledge, skills and understanding
- Gain understanding of social, economic and political issues
- Be aware of the spiritual dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society

- Develop a willingness to learn and apply themselves to study
- Develop a sense of self-respect
- Develop independence of learning fostering the skills and attributes for lifelong learning
- Engage with local communities
- Prepare for life in Modern Britain. The Curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths

The school operates a two week, seventy period timetable. Each week there are two focused tutor time periods; which incorporate literacy, numeracy, current affairs, articles, PSHE and assemblies.

Mathematics, English, Modern Foreign Languages and Science, set students based on ability, whereas all other subjects are broad banded or mixed ability.

We consider the challenges faced by vulnerable students, for example those who have a social worker and who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching and TEEP are at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Research shows the strong relationship between teaching and learning and student performance. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These are partly driven by concerns about exams/ future-prospects and life in the 21st century. These challenges particularly affect disadvantaged students. Many students require additional support with social and emotional needs. We currently offer multiple intervention strands that positively impact many students, several of whom are recognised as disadvantaged. Examples of support include

<table>
<tr><td></td><td>one or more of the following -1:1 counselling, small group interventions, ELSA, Tala and Relax Kids.</td></tr>
<tr><td>2</td><td>Local Authority data shows that on average 39% of PP students achieve L9-4. At Bishop Challoner 81.3% of PP students achieved L9-4 in English and Maths.

Recent data from PAPG would suggest that for the second year in a row our PP Cohort were the highest performing in Hampshire. 50% of the PP cohort were entered for EBAC. The PP Cohort achieved A8 of 47.25 the Local Authority average was PP students was 32.3

<table>
<tr><td>Disadvantaged</td><td>2018 (16)</td><td>2019 (15)</td><td>2020 (21)</td><td>2021 (19)</td><td>2022 (17)</td><td>2023 (19)</td><td>2024 (18)</td><td>2025 (16)</td></tr>
<tr><td>P8</td><td>-0.16</td><td>-0.32</td><td>-0.45</td><td>0.58</td><td>0.1</td><td>-0.81</td><td>0.27</td><td>0.13</td></tr>
<tr><td>A8</td><td>43.69</td><td>41.80</td><td>46.38</td><td>48.58</td><td>50.79</td><td>40.74</td><td>51.39</td><td>47.25</td></tr>
<tr><td>4+</td><td>71%</td><td>70%</td><td>80%</td><td>77%</td><td>80%</td><td>52.6%</td><td>77.8%</td><td>81.3%</td></tr>
<tr><td>5+</td><td>52%</td><td>59%</td><td>54%</td><td>52%</td><td>59%</td><td>21.1%</td><td>50%</td><td>31.3%</td></tr>
<tr><td>7+</td><td>6.3%</td><td>6.7%</td><td>0%</td><td>5.3%</td><td>11.1%</td><td>10.5%</td><td>16.7%</td><td>6.3%</td></tr>
</table>

We continue to focus on Quality First Teaching and TEEP in order to improve standards, using the work of Nuffield Foundation and the EEF toolkit to support staff.</td></tr>
<tr><td>3</td><td>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. Metacognition and self-regulation strategies for a core part of our Quality First Teaching.</td></tr>
<tr><td>4</td><td>Analysis of feedback from students shows that it is crucial for students to have access to all that school has to offer beyond the classroom; the pandemic had a huge negative impact on all forms of extra-curricular activities. The need to actively promote and encourage attendance at extra-curricular/ enrichment activities and events is essential to help encourage students to explore different areas of interest, increase self-confidence, build leadership skills and improve academic grades.

By acknowledging the gifts, talents and achievements outside of the academic arena, build on the need to celebrate each student's uniqueness and foster a feeling of self-worth and inclusion.
A full programme of extracurricular activities for clubs, day trips and extended residential experiences is now fully up and running. Disadvantaged students are actively encouraged and financially supported to access the extracurricular programme.

Registers are taken to record attendance and participation, and ensure that disadvantaged children are tracked in this area.</td></tr>
<tr><td>5</td><td>Maintain high standards of behaviour and attendance for all students including disadvantaged students:

2021/22 – 25 Suspensions of which 7 were disadvantaged
2022/23 – 25 Suspensions of which 4 were disadvantaged
2023/24 - 26 Suspension of which 4 were disadvantaged
2024/25 – 27 Suspensions of which 5 were disadvantaged</td></tr>
</table>

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Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve and sustain all student's mental health and wellbeing, including those that are disadvantaged.	Students feel well supported and have access to help if needed. Attendance remains high for Pupil Premium Students. Work with outside agencies to offer support to vulnerable students. Sustained high levels of wellbeing from 2024/2025 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. To make sure attendance remains high. We have been awarded multiple FFT National Attendance Awards in the last three years. We are in the 10% of school nationally for attendance. Our attendance on 14 November 2025 is 96.4%, nationally it is 92.7%. Local Authority comparison data from 6 November 2025, shows that we are ranked first against schools in the same phase who share data with the Department of Education. All students including disadvantaged are ready to learn each day and the school is actively seeks to understand and remove barriers to learning for individual students. **Local authority comparison** Compare your school's attendance with other schools like yours in your local authority. **Data shown:** Academic year start to 24 October 2025 **Last updated:** 06 November 2025 **Next update:** 20 November 2025 This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance. Results show compulsory school age pupils for the full academic year. How we calculate your position. **Filters** Special educational needs (SEN) support: ◉ Results for whole school; ○ Pupils with SEN support; ○ Pupils with no or unknown SEN support Free school meals (FSM): ◉ Results for whole school; ○ Pupils with FSM; ○ Pupils with no or unknown FSM Attendance measure / Percentage / Ranking Overall attendance / 96.5% / You are ranked 1st out of 68 schools Overall absence / 3.5% / You are ranked 1st out of 68 schools Authorised absence / 2.5% / You are ranked 2nd out of 68 schools Unauthorised absence / 1.0% / You are ranked 12th out of 68 schools Persistently absent / 7.3% / You are ranked 1st out of 68 schools Severely absent / 0.7% / You are ranked 1st out of 68 schools

Pupil Premium Strategy Statement

Local authority comparison

Compare your school's attendance with other schools like yours in your local authority.

Data shown: Academic year start to 24 October 2025
Last updated: 06 November 2025
Next update: 20 November 2025

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position.

Filters

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- ( ) Results for whole school
- (●) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking
Overall attendance	91.9%	You are ranked 2nd out of 68 schools
Overall absence	8.1%	You are ranked 2nd out of 68 schools
Authorised absence	4.1%	You are ranked 2nd out of 68 schools
Unauthorised absence	4.0%	You are ranked 32nd out of 68 schools
Persistently absent	20.8%	You are ranked 1st out of 68 schools
Severely absent	3.1%	You are ranked 7th out of 68 schools

National comparison

Compare your school's attendance with other schools like yours in your local authority.

Data shown: Academic year start to 24 October 2025
Last updated: 06 November 2025
Next update: 20 November 2025

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position and how to use your results.

Filters

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- (●) Results for whole school
- ( ) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Your overall attendance 96.5%

You are in decile 1, the top 0-10% of schools

Decile	Decile description	Number of schools	Lowest in decile	Highest in decile
1	Top 0-10%	340	95.8%	100.0%
2	Top 10-20%	340	94.8%	95.8%
3	Top 20-30%	340	94.3%	94.8%
4	Top 30-40%	340	93.7%	94.3%
5	Top 40-50%	340	93.2%	93.7%
6	Bottom 40-50%	340	92.7%	93.2%
7	Bottom 30-40%	340	92.2%	92.7%
8	Bottom 20-30%	340	91.5%	92.2%
9	Bottom 10-20%	339	90.4%	91.5%

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	National comparison Compare your school's attendance with other schools like yours in your local authority. **Data shown:** Academic year start to 24 October 2025 **Last updated:** 06 November 2025 **Next update:** 20 November 2025 This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance. Results show compulsory school age pupils for the full academic year. How we calculate your position and how to use your results. **Filters** Special educational needs (SEN) support: (●) Results for whole school; ( ) Pupils with SEN support; ( ) Pupils with no or unknown SEN support Free school meals (FSM): ( ) Results for whole school; (●) Pupils with FSM; ( ) Pupils with no or unknown FSM **Your overall attendance 91.9%** **You are in decile 3, the top 20-30% of schools** Decile / Decile description / Number of schools / Lowest in decile / Highest in decile 1 / Top 0-10% / 340 / 93.7% / 100.0% 2 / Top 10-20% / 339 / 92.2% / 93.7% 3 / Top 20-30% / 339 / 91.1% / 92.2% 4 / Top 30-40% / 339 / 90.0% / 91.1% 5 / Top 40-50% / 339 / 89.1% / 90.0% 6 / Bottom 40-50% / 339 / 88.3% / 89.1% 7 / Bottom 30-40% / 339 / 87.4% / 88.3% 8 / Bottom 20-30% / 339 / 86.2% / 87.4% 9 / Bottom 10-20% / 339 / 84.6% / 86.2%
A broad, balanced, relevant and differentiated curriculum ensuring that all students including those who are disadvantaged achieve their targets	Quality First Teaching and TEEP will ensure that students are aware of their learning objective for each lesson. Every department within the school provides learning ladders that enable students to easily see next steps and progression through the curriculum. Students will be able to demonstrate new learning in the form of tasks and activities. On review, students will be able to consolidate their learning, checked via memory via a number of methods including retrieval, quizzing etc. Lesson observations and book scrutiny are all good or outstanding.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports, data and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. Students feel confident in their exam preparation with a wide resource of revision techniques available to them. Students' complete mocks and past papers in preparation for summer exams.
Maintain high attendance expectations for all students, particularly our disadvantaged students.	High attendance demonstrated by FFT Aspire Attendance data and Local Authority comparisons. At the end of October 2025 our whole school attendance for the PP Cohort was 92%. Our attendance has been significantly impacted by two students who are known to Children Services and who refuse to attend to school.
Maintain a comprehensive and wide ranging extra-curricular programme that will be	A comprehensive extra-curricular timetable published on a termly basis offering a wide range of activities. Maintain participation in extracurricular/ enrichment activities and events, including residential visits, particularly among disadvantaged students, by encouraging PP students to attend as much as possible and by taking on board suggestions from student voice.

accessible to all students including disadvantaged.	

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop good teaching practice through continued professional development	Programme of Teaching and Learning Themes are completed and contributed to by all teaching staff. Comprehensive Inset and Twilight programme to support the wider needs of the school. Use of the EEF teaching and learning toolkit. Teep used across the school and fully embedded in lessons.	1, 2 & 3
Purchase of Cognitive Abilities Tests (CATs).	Standardised tests provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2 & 3
Developing metacognitive and self-regulation skills in all students This will involve ongoing teacher training and support, release time, the production of consumables. Outside speakers engaged to deliver skills/strategies in other formats to engage with more students Purchase of resources including revision guides, learning materials and online learning platforms	High attendance at extra-curricular session for metacognitive strategies sessions. Analysis of data captures at key points throughout the year show progression against target	2 & 3
Maintain Quality First Teaching and TEEP protocols, with clear	Attempting to eradicate the gaps between disadvantaged students and their peers.	1, 2 & 3

introduction to the programme for new staff and ECT colleagues		
Ongoing review of the whole school curriculum design.	Improved outcomes in Key Stage 4 and improved year on year data from Year 7.	1, 2 3 & 5

Targeted Academic Support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 and KS4 Homework Clubs	Registers to show attendance, positive outcomes at Key Stages.	2, 3 & 4
Saturday School for Year 11 targeted revision	Attendance records. Students survey Weekly activity programme, higher GCSE attainment	2, 3 & 4
To provide nurture groups offering additional support in Maths and English	Smaller teaching groups, allowing students more 1:1 time.	2, 3 & 4

Wider Strategies

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External and bespoke internal counselling interventions for specific students who require support with regulating their behaviour and emotions.	Evidence shows that external interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:	1 & 5
Head of Year Mentoring	Ensuring every disadvantaged student has been heard and has a trusted advocate.	
Breakfast Service	Breakfast service offered to all students. Porridge is offered free of charge to everyone. Benefits of eating breakfast are greater attention span, concentration, and memory, which all young people need to be active learners in school.	1, 4 & 5
Relax Kids	Helping identified students, including disadvantaged reduce symptoms of anxiety.	1, 3 & 5

Young Carers working group	Giving the opportunity to identified students, including disadvantaged to share and have time away from the pressures of their responsibilities.	1, 3 & 5
ELSA and TALA	Helping identified students, including disadvantaged manage their emotional literacy on a weekly basis.	1, 3 & 5
Music lessons	Qualitative comments and feedback from students Anecdotal evidence gained after school performances	4
Equal access to extra-curricular trips including residential	Anecdotal evidence gained after trips and visits provides evidence of cultural enrichment, allows a unique deep dive into the curriculum, improved relationships with staff, improved resilience and improved confidence.	1,2 4 & 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 & 5
Summer residential to Hampshire mountain centre in Brecon	To develop resilience for Year 7 PP Students. to provide enrichment activities that takes them outside of Basingstoke. Build key relationships with trusted adults, assisting transition to Year 8.	1, 2 4 & 5

Total budgeted cost: £160,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments and external data for the 2024/25 cohort show the performance of disadvantaged students was significantly higher than the local and national picture.

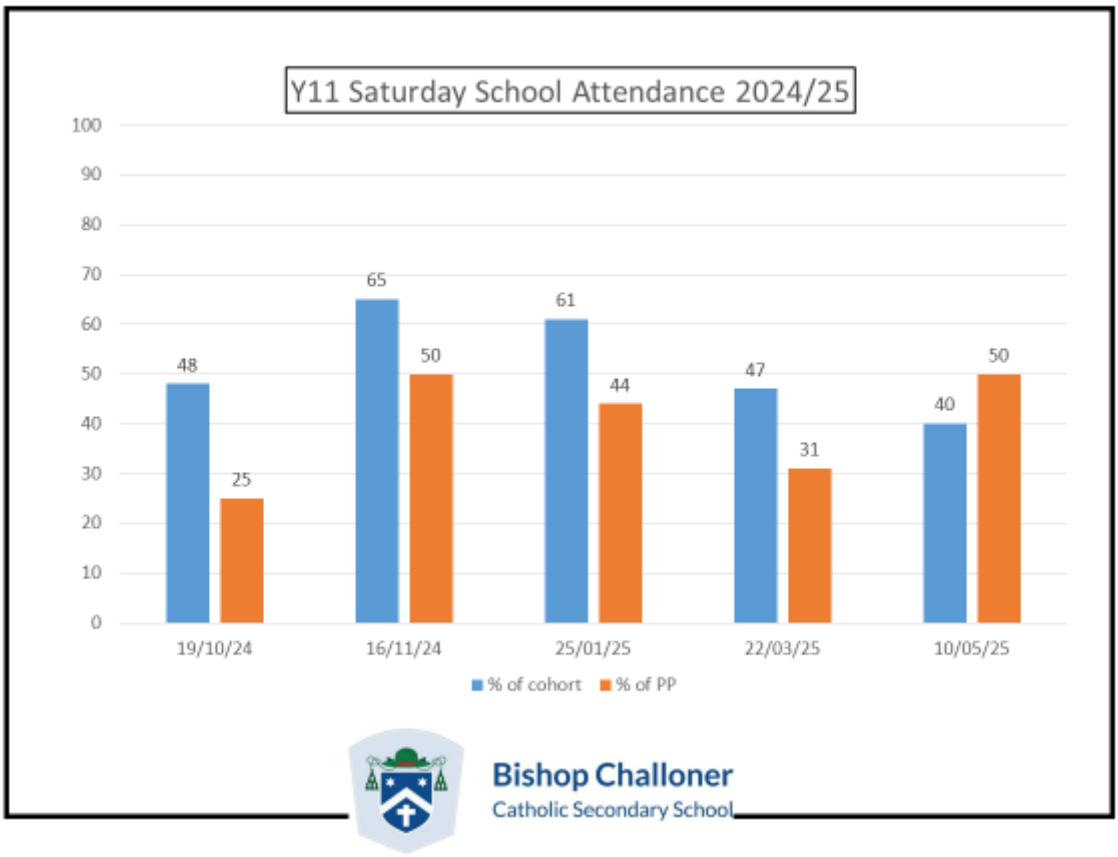
Their ability level was slightly lower than the 2023/24 cohort, with 50% sitting the English Baccalaureate and 81.3% achieving 9-4 in English and Maths, both of these statistics are significantly above any national comparators.

While recognising this was not our most academically able cohort, over 50% of the students had complex behavioural or attendance related issues and were known to external agencies. Some did not attend revision sessions and refused to engage with the school, this data set includes a student who refused to attend school but sat all of their exams.

This year we have completed a comprehensive audit of the needs of all our PP students and have allocated resources accordingly. We continue to use pupil premium funding

to provide wellbeing support for all students, and targeted interventions where required. Improving the outcomes of the PP cohort is our key whole school focus for this academic year.

- *EBacc entry = 50% of the disadvantaged cohort entered, well above the national average of 24.5%*
- *Saturday School Intervention (attendance):*



- Pupil Premium whole school tracker – whole school responsibility (curriculum and pastoral)
- PP Mentoring programme with Heads of Year 2024-2025
- NTP (Third Space Learning and Fleet Tutors):

Externally provided programmes

Programme	Provider
GCSE Exam Prep – Students	L Lee
GCSE Exam Prep – Parents	L Lee
Transition – getting ready for Year 7 – Parents	L Lee