

# Bishop Challoner Catholic College

**Pupil Premium**  
**Attainment for All**



## Pupil Premium at Bishop Challoner Catholic College: The Attainment for All Strategy

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## Pupil Premium at Bishop Challoner Catholic College: The Attainment for All Strategy

### What can we do?

At Bishop Challoner Catholic College, we ensure that every decision we make and everything we implement in the school will be set up so no disadvantage is entrenched. We aim to ensure that PP pupils achieve in line with non-PP pupils both in terms personal and academic excellence.

### What barriers does a PP student face?

Pupil premium students may face issues surrounding one of the following areas:

- Literacy and numeracy levels
- Study habits/ study skills
- Vocabulary to access curriculum
- Cultural literacy
- Engagement/ concentration
- Attendance and punctuality
- Social/ Emotional/ Behavioural Issues
- Lower aspirations
- Articulation and social skills
- Previous negative associations of education
- Reduced available resources

### How do we address these issues?



Figure 1 DFE Supporting the attainment of disadvantaged pupils

## Academic Excellence for All

*Italics- Teacher led/ classroom based*

<b>Problem</b>	<b>Solution</b>
Numeracy levels (Barrier 1 2019/20 targets)	-Targeted one to one maths intervention address misconceptions in KS3 ensures that pupils remain engaged with maths into KS4.
Literacy levels (Barrier 1 2019/20 targets)	-The library is accessible for all pupils from 8am until 4.30pm. -Tailored book clubs are used to develop pupils reading skills. -Pupils who did not meet AR are supported by the SEN department. <i>- Pre-teaching of specific vocabulary and key terms.</i> <i>-Equal Access to Reading Project (EAR)- a range of texts are studied by all pupils in English lessons</i>
Study habits/ study skills (Barrier 1 2019/20 targets)	- Homework club. Space in the library for pupils to study before and after school. - Study sessions. - Science revision books given to all year 7 and 8. Engaging and supporting all learners from KS3. - Maths revision packs given to all PP students at no cost. - Pre-planned and structured revision materials sent to all parents and given to all pupils. - Revision tasks are provided on the school website. <i>- Revision strategies are modelled in the lessons.</i>
Vocabulary and 'velcro' to access the curriculum/ new learning (Barrier 1 2019/20 targets)	-Whole school vocabulary initiatives <i>-Collect and reward the use of vocabulary.</i> <i>-New vocabulary is explicitly taught.</i> <i>-New information is presented explicitly.</i> <i>-References to cultural literacy clearly addressed.</i>
Cultural capital (Barrier 1 2019/20 targets)	-Whole school Hinterland Form project. -Rich curriculum across the school. -Option pathways. -Ensuring that 1/3 of PP students access all extra-curricular clubs and trips.
Engagement (Barrier 1 2019/20 targets)	- <i>Questioning- ensuring that all students are engaging in learning. Linked to quality of teaching (Rosenshine- more effective teachers ask more questions).</i> <i>-Making learning applicable to real life.</i> -Quality of teaching is developed through CPD pathways. - Netbooks given to all PP students. This is based on research by the EEF.

## Personal Excellence for All

Attendance and punctuality (Barrier 2 2019/20 targets)	-Attendance workshops/ assemblies -Attendance raffles -Pastoral support systems. -Funded transport
Social/ Emotional/ Behavioural Issues (Barrier 2 2019/20 targets)	-Banding structure ensures PP students are supported from entry into the school. -Supported by pastoral team including HoY, AHoY and student services. Contributions to HoY and AHoY salary. -Working with Student Support Services. - <i>Good behaviour is modelled in lessons.</i> - <i>Seating plans used to ensure that behaviour is monitored.</i>
Lower aspirations (Barrier 3 2019/20 targets)	-Ensuring the same proportion of PP students accept work experience placements as NPP. -Addressing lower aspirations through subject specific trips and career development opportunities. -Extra-curricular opportunities highlight a variety of opportunities for students. School support for music lessons, skill based activities.
Articulation and social skills (Barrier 2 2019/20 targets)	-Insistence on articulation in all subjects. <i>Teachers model/scaffold verbal answers.</i>
Previous negative associations of education (Barrier 2 2019/20 targets)	-Engaging with positive phone calls home to PP students and recording them as an intervention on SIMS. - Staff retention initiatives. Retaining staff <sup>1</sup> and minimising turnover ensures that the needs of individual pupils are met.
Reduced available resources (Barrier 4 2019/20)	-Pupils are provided with a netbook, the schools biometric catering system means that the school is cashless and FSM pupils are able to use our fingerprint system.

<sup>1</sup> EEF 'Guidance to the Pupil Premium' (2019)

## **Attainment for All 4 Areas of Focus**

The support we offer students to overcome these barriers falls into 4 key areas:

- Teaching and learning
- Pastoral care and provision
- Extra-curricular
- Personalised provision

### **Why is outstanding teaching at the heart of what we do?**

When the quality of instruction is at its best, poorer pupils benefit disproportionately<sup>2</sup> i.e. those with less financial support for social and cultural experience home are more dependent on school. Therefore, the priority for the school to close the Pupil Premium vs non Pupil Premium gap is to deliver a consistently good quality of teaching provision.

### **How does our pastoral system support pupil premium students?**

Through our pastoral system, we are able to provide dedicated and high quality support for our students. Individual student needs are identified and focused support is provided. We employ a student support coordinator to liaise with parents, and train student social workers to support the pupils' needs at home. The impact of this is increased attendance and pastoral awareness of educational issues that relate to those pupils in receipt of pupil premium.

### **Why is extra-curricular provision important in our school?**

At Bishop Challoner Catholic College, we recognise that it is important for students to learn a variety of skills that go beyond the classroom. Skills learnt in a variety of situations are integral to a young person's sense of self, confidence and soft skills. It is crucial that pupil premium students are given equal access to these opportunities, allowing them to fulfil their potential.

### **What does our personalised provision look like?**

It is important that all students are equal. To ensure this is always the case certain provision must be in place to ensure that pupils do not feel stigmatised by their financial background. This includes our netbook scheme, biometric catering system, our Ebacc project and work experience support.

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<sup>2</sup> DFE: 'Supporting the Attainment of Disadvantaged Pupils'

## **Teaching and Learning**

At Bishop Challoner Catholic College, we recognise the importance of ‘quality teaching first’<sup>3</sup>. As a result, the school focuses on ensuring that all pupils are able to access, participate and enjoy the curriculum in each key stage. The strategies deployed across the school are supported by the EEF toolkit and extensive research. These include digital technology, one to one tuition and mastery learning (as explored in staff CPD pathways).

We understand that many pupils will struggle to access the topics and concepts in each subject area and so ensure that new materials, vocabulary and terms are explicitly taught and explained.

The funds are allocated under this heading as follows:

### **Whole School Teaching and Learning Strategies for Pupil Premium**

- Explicit teaching of new vocabulary
- Explicit teaching of cultural capital and terms
- Regular AFL to increase confidence
- Links to ‘real life’
- Whole class questioning strategies to increase engagement and confidence
- Model verbal answers
- Insistence of full sentences
- Use of praise to increase engagement

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<sup>3</sup> DFE ‘Supporting the Attainment of Disadvantaged Pupils’

## **Pastoral Care and Provision**

Within our pastoral system, we have dedicated and high quality support through Student Services to improve Teaching and Learning. Individual student needs are identified and focused support is provided. We employ a student support coordinator to liaise with parents, and train student social workers to support the pupils' needs at home. The impact of this is increased attendance and pastoral awareness of educational issues that relate to those pupils in receipt of pupil premium.

The funds are allocated under this heading as follows:

- Contribution to Head of Year and Assistant Head of Year costs
- Contribution to Student Services costs
- Pupil Premium co-ordination costs
- Contribution to Student Social Worker support costs
- Other miscellaneous needs e.g. uniform, transport etc



## **Aspirations and Extra-curricular**

A huge array of extra-curricular and enrichment activities are provided to students, many at little or no cost to pupil premium students. A proportion of this is funded by pupil premium. We also assist some of our pupil premium students who are financially unable to attend extra-curricular activities. This has an impact of engaging and motivating students whilst enabling them to participate fully in extra-curricular activities.

**To reflect the make-up of the school, it is essential that a minimum of 1/3 of pupils attending an extra-curricular activity/ residential trip are pupil premium.**

The funds are allocated under this heading as follows:

- Contribution to extra-curricular clubs and activities co-ordination
- Contribution to work experience and careers team

### ***Current clubs include:***

Badminton

Basketball

Book club

Choir

Cookery Club

Cricket

Debate Mate

Dodgeball

Drama Club

Duke of Edinburgh

Football

Gymnastics

Netball

Shows

Table tennis

Tampolining

Textiles

## **Personalised provision**

All pupils should be able to access the resources they need for education. At Bishop Challoner Catholic College, we aim to ensure that no pupil is disadvantaged because of their economic circumstances.

To support pupils in this area, funding is spent on:

- Schoolcomms system
- Biometric catering upkeep
- Netbook and IT costs
- CEIAG, Work Experience support
- EBacc Pupil Premium Project