

# Pupil premium strategy statement – Bishop Challoner Catholic College 2022-23

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	987
Proportion (%) of pupil premium eligible pupils	336 (34%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dr James Coughlan Headteacher
Pupil premium lead	Emily Giubertoni Assistant Principal / Isabelle Goetschel / Assistant SENCo
Governor / Trustee lead	Angela Gilbride

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341323
Recovery premium funding allocation this academic year	£92046
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 433,369

# Part A: Pupil premium strategy plan

## Statement of intent

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.

### Attainment for All BCCC Four Areas of Focus

The support we offer students to ensure all pupils achieve their full potential falls into 4 key areas:

- Teaching and learning
- Pastoral care
- 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 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. The school's CPD pathways ensure staff are able to choose the training they need depending on the stage of their career. Regular lesson visits ensures pupils are able to provide feedback on their lessons and the curriculum.

### **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 are extra-curricular and aspirational provisions 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 and financial support for specific pupil needs.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Educational disadvantage-</b> Assessments, observations and discussion with KS3 and 4 pupils indicate that disadvantaged pupils generally have lower confidence levels in educational settings. A number of national studies highlight the effect the pandemic has had on disadvantaged learners resulting in students who can be less willing to contribute in lessons and are more likely to be withdrawn. They are less likely to participate or offer answers in whole-class discussions and are less engaged in lesson topics. As disadvantaged pupils benefit most of quality instruction, it is important to ensure that pre-pandemic teaching standards are maintained and developed
2	<b>Literacy-</b> Assessments (NGRT), observations and discussion indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers and lower literacy levels. This impacts their progress in all subjects. Research highlights the importance of literacy levels for a pupil's future success.
3	<b>Mental health and well-being-</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
4	<b>Cultural capital.</b> Students from disadvantaged backgrounds often do not have access to the same opportunities as their peers. At the heart of the schools ethos is the belief that all students should have equal opportunities and that, in many cases, these opportunities need to extend beyond the classroom to ensure that pupils leave the school as well-rounded individuals. The school's extra-curricular programme

	provides students with opportunities that they might otherwise be unable to access.
5	<b>Accessibility-</b> The financial circumstances of some families means that they are not able to afford some of the materials needed for their children to access the curriculum. At Bishop Challoner Catholic College, we recognise the importance of ensuring the pupils are not disadvantaged because of their material wealth. In particular, we recognise the importance of technological literacy and support all pupils in our netbook and ICT scheme.

## 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
Educational disadvantage- To continue, through high quality teaching and regular, targeted staff training, our pre-pandemic work to close the attainment gap between NPP and PP. This will be achieved through targeted CPD pathways.	To sustain an achievement gap of 0.2 or less and ensure achievement for PP remains above 0.  PP Progress 8 was 0.3 in 2022
Literacy- To improve reading comprehension and literacy levels among disadvantaged pupils across KS3. To embed NGRT/ST in whole-school models and to use data to support those who are not AR.	All staff trained in literacy strategies. Monitoring of NGRT to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers
Mental health and wellbeing- To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated through qualitative data from student voice, student and parent surveys and teacher observations.
Cultural capital- To improve extracurricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips and clubs reflect the PP proportion in the school	Continued monitoring of trips and clubs to ensure that all extra-curricular opportunities reflect the school's cohort: 1/3 of all pupils attending should be PP.
Accessibility- To ensure all pupils have access to ICT provisions	Continued development of the school's netbook programme to ensure all pupils have access to ICT facilities.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 170000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching Quality through Professional Development</b> Continued professional development for all staff. CPD pathways are selected by staff to ensure they make as much impact on classroom teaching as possible. Early career teachers follow the Best Practice Network development programme</p>	<p>The EEF highlights that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. They suggest in their latest report that ‘professional development’ and ‘support for early years teachers’ is the most effective way to spend PP funding. Fundamentally, PP students benefit disproportionately from the quality of teaching. Through targeted staff surveys, teachers highlighted the areas where they would like support. The CPD pathways look to address these areas.</p> <p><a href="#">The EEF Guide to Pupil Premium (pg 3)</a></p> <p><a href="#">Ofsted- The Logical Chain of Professional Development</a></p>	1, 2
<p><b>Curriculum planning and Cultural Capital</b>  Contribution to Lead Practitioner staffing</p>	<p><a href="#">Teaching quality</a> across the school is sustained through regular lesson visits and support. This ensures that teaching provision and quality remains at its most effective. Department Inset time is planned and protected for curriculum planning. Department reviews ensure accountability for high standards in curriculum planning.</p>	1, 4
<p><b>Staff retention</b>  Contribution to Health and Wellbeing days.  Contribution to staff</p>	<p>The <a href="#">NFER</a> report highlights the importance of stability in the school environment for PP students</p>	1, 3

career pathways		
-----------------	--	--

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 153,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NGRT diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p><a href="#">Why Reading Matters</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English</p>	1, 2
<p><i>Vocabulary acquisition</i></p> <p>The school uses Mine-Shine – Bank – Bling as a vocabulary stretching strategy</p>	<p>The correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language acquisition and behaviour. Pupils with lower language levels are more likely to misbehave due to a lack of understanding</p> <p><a href="#">EEF Improving Literacy</a>  <a href="#">National Literacy Trust: Language Unlocks Reading</a>  <a href="#">Behaviour and discipline in schools – p47</a></p>	2, 3
<p>Staffing of small groups as part of BCCC tiered groupings.</p> <p>Identifying students who need additional</p>	<p><a href="#">The Social Mobility Report</a> into low income pupils progress at secondary school found that ‘decisions about pupil grouping and resourcing have a profound impact: low income pupils are less likely to make good progress in schools where they are grouped by ability from an early age, and where resources are focussed on Key Stage</p>	3

support.  Using staffing to support the year 7 transition to BCCC	4 instead of younger pupils. This is particularly important when pupils are transitioning from primary to secondary school.'  <a href="#">Targeted Interventions</a>	
Class Charts  Contribution to ongoing Class Charts costs. This is used to monitor student behaviour, share homework and resources, communicate with parents and share Pupil Passports with staff.	Understanding the individual needs of pupils ensures that appropriate interventions can be put in place to meet their needs. The EEF highlights that it is important to identify those pupils who are <a href="#">not making good progress</a> . Class Charts allows Pastoral Leads and SLT to monitor the academic and pastoral needs of pupils	2, 3, 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Supporting learning and behaviour of students through pastoral specialists</b> Contribution to HoY and AHoY to ensure that behavioural policies are implemented and pupils are supported at BCCC	Understanding the needs of individual pupils ensures that solutions can be found. The school's HoY and AHoY structure ensures that staff are able to provide support for pupils needs. This pastoral structure is supported by the EEF who highlight the need for a tiered approach in schools. They highlight that these 'wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support  <a href="#">EEF Guide to the Pupil Premium</a>	3, 5

<p><b>Supporting the emotional needs of our students</b> Contribution to student services costs, social worker support costs and the mental health team</p>	<p>As a result of the pandemic, we have seen an increase in the number of pupils who would like support with their mental health. <a href="#">The Sutton Trust</a> states that ‘initial evidence indicat[es] that the wellbeing among disadvantaged pupils was worse during the crisis’.</p> <p><a href="#">Public Health</a> found a link between mental well -being and attainment</p>	<p>3, 5</p>
<p><b>Attendance initiatives</b> Pastoral office staff attendance initiatives and monitoring.</p>	<p>The <a href="#">correlation</a> between attendance and achievement is easily understood. However, it is how these attendance issues can be addressed that is more complex. At Bishop Challoner Catholic College, we aim to embed the principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice</p>	<p>3</p>
<p><b>Supporting the individual needs of our pupils</b> Contribution to individual needs as they arise transport, uniform, resources etc...</p>	<p>The EEF highlights that there are ‘<a href="#">specific features</a>’ in a school that should be addressed through the Pupil Premium spend</p>	<p>3, 5</p>
<p><b>Equal Access</b> Biometric systems, School Comms and ICT access.</p>	<p>These systems ensure that no pupil faces a sense of stigma because of their financial circumstances. As above, hiding these ‘specific features’ reduces the stress a child might feel due to their financial circumstances</p>	<p>3, 5</p>
<p><b>Work experience placement team and sixth form team</b> Contribution to ensure given to all year 11 students</p> <p>PP students are able to access work experience placements</p>	<p>In EEF research studies, the report provided largely positive findings (pg 22) , evidencing improvements in educational outcomes linked to pupil participation in careers education; <a href="#">EEF Careers Review</a></p>	<p>4, 5</p>



One to one careers/ pathways interview		
---	--	--

**Total budgeted cost: £ 433,369**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attainment**

To ensure pupils were supported throughout the pandemic, it was important that teaching quality remained at its highest. CPD pathways continued remotely to ensure that all pupils received the highest standards of teaching possible.

#### **Pastoral**

Our pastoral care teams provided extensive support. Regular monitoring and phone calls home ensured that all pupils were able to access the curriculum remotely. Our social workers provided care to ensure pupils felt confident to return to school. Attendance initiatives ensured that it was possible to identify the groups of children who had been most affected by the pandemic.

#### **Extra-curricular and Aspirational Provision**

An extensive range of extra-curricular clubs and trips have been reinstated post-pandemic. We currently offer over 50 extra-curricular clubs, running trips, and offering clubs in STEM, sport, and academic enrichment. In September-November 2022, 35% of students attending extra-curricular clubs were Pupil Premium.

#### **Personalised Provision**

The school's netbook scheme meant that all pupils were able to access the curriculum remotely. Netbook access was monitored to ensure, where needed, support could be put in place if updates and maintenance were needed. The school's in house ICT team were able to ensure that all pupils' netbooks would be fixed. Using the information provided by HoY and AHoY, the school was able to provide support to pupils on a case-by-case basis

#### **Outcomes and assessment**

*KS4 performance data for 2021-22*

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	45	7307	432831
P8 score & CI	0.3 (-0.11 to 0.71)	0.27 (0.23 to 0.3)	0.15
A8 score	51.6	54.3	52.6
English & maths at grade 5+	56%	61%	57%
English & maths at grade 4+	80%	77%	76%
EBacc at grade 5+	18%	30%	24%
EBacc at grade 4+	27%	38%	31%
Entering EBacc	36%	53%	43%
EBacc Average Point Score (APS)	4.33	4.9	4.65
In education or employed for 2 terms after KS4 (2020 school leavers)	89%	94%	96%

At internal reporting points, all departments complete a Common Framework, analysing the performance of pupil premium students in comparison to other groups of students, and identifying interventions and support (or extra challenge) if needed as a response.

Our attendance figures for extra-curricular support breaks down as follows:

Year 7: 129 (36%)	F:54 (42%)	M:75 (58%)	PP:37 (29%)
Year 8: 82 (23%)	F:21(26%)	M:61 (74%)	PP:26 (32%)
Year 9: 52 (15%)	F:18 (35%)	M:34 (65%)	PP:17 (33%)
Year 10: 71 (20%)	F:24 (34%)	M:49 (66%)	PP:42 (60%)
Year 11: 6 (1.7%)	F:2 (33%)	M:4 (67%)	PP:1 (17%)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
NGRT	Hodder
MyMaths	OUP