

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Bishop Challoner Catholic College
Number of pupils in school	984
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	James Coughlan Headteacher
Pupil premium lead	Isabelle Goetschel Assistant SENCo
Governor / Trustee lead	Angela Gilbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,255
Recovery premium funding allocation this academic year	£43,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£343,755

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	Educational disadvantage- 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	Literacy- Assessments (NGRT and ST), 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	Mental health and well-being- Our assessments (including the PASS survey), 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	Aspirations and cultural capital- It is widely acknowledged that pupils 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	<p>Accessibility- 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.</p>
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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
<p>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.</p>	<p>2018-19 NPP 0.38 PP 0.00 2019- 20 NPP 0.59 PP 0.39</p> <p>To sustain an achievement gap of 0.2 or less and ensure achievement for PP remains above 0.</p>
<p>Literacy- To improve reading comprehension and literacy levels among disadvantaged pupils across KS3.</p> <p>To embed NGRT/ST in whole-school models and to use data to support those who are not AR.</p>	<p>All staff trained in literacy strategies. A literacy CPD pathway will be delivered to ensure staff can opt in for literacy training. Continual monitoring of NGRT and ST to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>Mental health and well-being- To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by through qualitative data from PASS survey, student voice, student and parent surveys and teacher observations.</p>
<p>Cultural capital- To improve extra-curricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips and clubs reflect the PP proportion in the school.</p>	<p>Continual 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.</p>
<p>Accessibility- To ensure all pupils have access to ICT provisions.</p>	<p>Monitoring of homework clubs before and after school. Continued development of the school's netbook programme to ensure all pupils have access to ICT facilities.</p>

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: £136,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Quality through Professional Development</p> <p>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 a bespoke 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.</p> <p>The CPD pathways look to address these areas.</p> <p>The EEF Guide to Pupil Premium (pg 3)</p> <p>Ofsted- The Logical Chain of Professional Development</p>	<p>1,2</p>
<p>Curriculum planning and Cultural Capital</p> <p>Contribution to Lead Practitioner staffing.</p>	<p>Teaching quality across the school is sustained through regular lesson visits and support. This ensures that teaching provision and quality remains at its most effective.</p>	<p>1,4</p>
<p>Staff retention</p> <p>Contribution to Health and Wellbeing days.</p> <p>Contribution to staff career pathways.</p>	<p>The NFER highlights the importance of stability in the school environment for PP students.</p>	<p>1,3</p>

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NGRT/ ST 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:</p> <p>Improving Literacy in Secondary Schools</p> <p>Why Reading Matters</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	1,2
<p>Vocabulary initiatives</p> <p>Cost for pages in planners for pupils to bank key vocabulary across the curriculum. Synchronised sentences sheets in planners.</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>EEF Improving Literacy in Secondary Schools</p> <p>National Literacy Trust: Language unlocks Reading</p> <p>Behaviour and Discipline in Schools (pg 47)</p>	2,3
<p>Staffing of small groups as part of BCCC tiered groupings.</p> <p>Identifying students who need additional support.</p> <p>Using staffing to support the year 7 transition to BCCC.</p>	<p>The Social Mobility Report 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 4 instead of younger pupils. This is particularly important when pupils are transitioning from primary to secondary school.’</p> <p>Targeted Interventions</p>	3

<p>Class Charts</p> <p>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.</p>	<p>Understanding the individual needs of pupils ensures that appropriate interventions can be put in place to meet their needs.</p> <p>The EEF highlights that it is important to identify those pupils who are not 'making good progress across the spectrum of achievement'. Class Charts allows Pastoral Leads and SLT to monitor the academic and pastoral needs of pupils.</p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 97,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting learning and behaviour of students through pastoral specialists</p> <p>Contribution to HoY and AHoY to ensure that behavioural policies are implemented and pupils are supported at BCCC.</p>	<p>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.</p> <p>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'</p> <p>The EEF Guide to Pupil Premium (pg 3)</p>	<p>3,5</p>
<p>Supporting the emotional needs of our students</p>	<p>As a result of the pandemic, we have seen an increase in the number of pupils who would like support with the mental health. The Sutton Trust states that 'initial</p>	<p>3,5</p>

Contribution to student services costs, social worker support costs and the mental health team	evidence indicat[es] that the wellbeing among disadvantaged pupils was worse during the crisis'. Public Health found a link between mental well-being and attainment.	
Attendance initiatives Pastoral office staff attendance initiatives and monitoring.	The correlation 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 Improving School Attendance advice.	3
Supporting the individual needs of our pupils Contribution to individual needs as they arise transport, uniform, resources etc...	The EEF highlights that there are ' specific features ' in a school that should be addressed through the Pupil Premium spend.	3, 5
Equal Access Biometric systems, School Comms and ICT access.	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.	3, 5
Work experience placement team and sixth form team Contribution to ensure PP students are able to access work experience placements One to one careers/ pathways interviews	Of the research studies, the report (provided largely positive findings (pg 22) , evidencing improvements in educational outcomes linked to pupil participation in careers education; EEF Careers Review	4, 5

given to all year 11 students.		
<p>Contribution to extra-curricular clubs and careers.</p> <p>Contribution to the running of extra-curricular provisions: residential, overseas trips, Duke of Edinburgh and sporting initiatives.</p>	<p>At Bishop Challoner Catholic College, we aim to ensure that all pupils are able to access the same opportunities. Research highlights the importance of a wealth of skills for a pupil's success later in life. It also reveals that this can help with attendance initiatives as well as supporting a student's mental health and well-being</p> <p>Skills for Life DFE</p>	3,4,5

Total budgeted cost: £343,755

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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. On our return to school, interventions were put in place to meet the needs of those pupils who needed support.

Pastoral

Our pastoral care teams provided extensive support throughout 2020-21. 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

As a result of the pandemic, it was harder for the school to run extra-curricular clubs. These clubs were re-instated as quickly as possible. Understandably, trips and careers events were also impacted by the pandemic.

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NGRT/ST	Hodder
Pass	Hodder
Reading Eggs	Blake eLearning
My Maths	Oxford University Press