

# **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 might a PP student face?

Pupil premium students may face issues in the following areas:

- Educational facilities at home
- Literacy and numeracy levels
- Study habits/ study skills
- Confidence/ engagement/ standards
- Language for learning deficit- vocabulary and cultural capital
- Attendance and punctuality
- Social/ emotional/ behavioural issues
- Lower aspirations
- Previous negative associations of education
- Reduced available resources

### How do we address these issues?

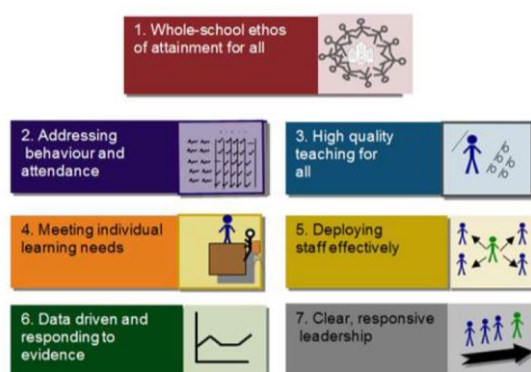


Figure 1 DFE Supporting the attainment of disadvantaged pupils

## Academic Excellence for All

*Italics- Teacher led/ classroom based*

Teaching and Learning	<b>Problem</b>	<b>Solution</b>
	Educational facilities at home (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- Staff retention initiatives. Retaining staff<sup>1</sup> and minimising turnover ensures that the needs of individual pupils are met.</li> <li>- CPD pathways ensures that the quality of teaching is maintained across the school.</li> <li>- Structured curriculum.</li> </ul>
	Numeracy levels (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- Targeted one to one maths interventions address misconceptions in KS3.</li> <li>- Banding structure allows for small class sizes to ensure pupils are supported.</li> </ul>
	Literacy levels (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- The library is accessible for all pupils from 8am until 4.30pm.</li> <li>- Tailored book clubs are used to develop pupils reading skills.</li> <li>- Pupils who did not meet AR are supported by the SEN department.</li> <li>- Additional teaching time for previously lower attaining English groups to develop literacy.</li> <li>- <i>Pre-teaching of specific vocabulary and key terms across the school curriculum.</i></li> <li>- <i>Equal Access to Reading Project (EAR)- a range of texts are studied by all pupils in English lessons</i></li> </ul>
	Study habits/ study skills (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- Class Charts supports student organisation and study habits.</li> <li>- Homework club. There is space in the library for pupils to study before and after school.</li> <li>- Study sessions.</li> <li>- Revision packs given to all PP students at no cost.</li> <li>- Pre-planned and structured revision materials sent to all parents and given to all pupils.</li> <li>- Revision tasks are provided on the school website.</li> <li>- <i>Revision strategies are modelled in the lessons.</i></li> </ul>
	Confidence, engagement and standards (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- <i>Questioning and AFL strategies- ensuring that all students are engaging in learning. Linked to quality of teaching.</i></li> <li>- <i>Making learning applicable to real life.</i></li> <li>- <i>Seating plans and implementation of the behaviour policy.</i></li> <li>- Quality of teaching is developed through CPD pathways.</li> <li>- Financial support for netbooks given to all PP students.</li> <li>- Netbook provision is based on research by the EEF.</li> </ul>
	Language for learning- the 'velcro' to access the curriculum (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- Whole school vocabulary initiatives.</li> <li>- <i>Collect and reward the use of vocabulary.</i></li> <li>- <i>New vocabulary is explicitly taught.</i></li> <li>- <i>New information is presented explicitly in small amounts.</i></li> <li>- <i>Articulation and verbal answers are modelled.</i></li> </ul>
	Cultural capital (Barrier 1 2020/21 targets)	<ul style="list-style-type: none"> <li>- <i>Whole school Hinterland Form project.</i></li> <li>- Rich curriculum across the school.</li> <li>- Option pathways.</li> <li>- Ensuring that 1/3 of PP students access all extra-curricular clubs and trips.</li> </ul>

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

## Personal Excellence for All

Pastoral Care	Attendance and punctuality (Barrier 2 2020/21 targets)	<ul style="list-style-type: none"> <li>- Attendance workshops/ assemblies</li> <li>- Attendance raffles</li> <li>- Pastoral support systems</li> <li>- Funded transport</li> </ul>
	Social/ Emotional/ Behavioural Issues (Barrier 2 2020/21 targets)	<ul style="list-style-type: none"> <li>- Banding structure ensures PP students are supported from entry into the school.</li> <li>- Class Charts provides detailed guidance, for selected pupils, regarding appropriate strategies to support learning.</li> <li>- Supported by pastoral team including HoY, AHoY and student services. Contributions to HoY and AHoY salary.</li> <li>- Working with Student Support Services.</li> <li>- <i>Good behaviour is modelled in lessons.</i></li> <li>- <i>Seating plans used to ensure that behaviour is monitored.</i></li> </ul>
Extra-curricular and aspirations	Lower aspirations <sup>2</sup> (Barrier 3 2020/21 targets)	<ul style="list-style-type: none"> <li>- Ensuring the same proportion of PP students accept work experience placements as NPP.</li> <li>- Addressing lower aspirations through subject specific trips and career development opportunities.</li> <li>- Extra-curricular opportunities highlight a variety of opportunities for students.</li> <li>School support for music lessons, skill based activities.</li> <li>- Aim Higher career aspirations- working alongside Birmingham University, Wolverhampton, Warwick and UCB to raise aspiration of children who have no previous links to higher education.</li> <li>- Wesleyan Schools Programme links with local businesses and community.</li> </ul>
	Previous negative associations of education (Barrier 2/3 2020/21 targets)	<ul style="list-style-type: none"> <li>- Engaging with positive phone calls home to PP students and recording them as an intervention on SIMS.</li> <li>- Large range of extra-curricular activities for pupils to engage with.</li> </ul>
Provision	Reduced available resources (Barrier 4 2020/21)	<ul style="list-style-type: none"> <li>- Biometric catering system</li> <li>- Schoolcomms systems means the school is cashless.</li> <li>- Netbook costings support.</li> </ul>

<sup>2</sup> Correlational evidence shows a significant link between pupil (Goodman and Gregg 2010; Strand 2007)

## **Attainment for All Four 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>3</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 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.

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<sup>3</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>4</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**

- Staff retention initiatives
- CPD pathways selected by staff
- 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>4</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
- Class Charts 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