

Pupil premium strategy statement – Bishop Challoner Catholic College

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	380 of 1004
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Dr James Coughlan
Pupil premium lead	Isabelle Goetschel
Governor / Trustee lead	Angela Gilbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£399,900

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: Five Areas of Focus

The support we offer students to ensure all pupils achieve their full potential falls into 5 key areas:

- Teaching and learning
- Targeted academic support
- 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. The Lead Teach lesson cycle means there are regular lessons linked to whole-school initiatives; these visits ensure teaching quality is monitored regularly and reviewed in HoD meetings.

How do we use targeted academic support?

A wide body of research highlights the benefit of targeted academic support, particularly for those Pupil Premium pupils who are not making good progress. Through robust standardised testing, we are able to identify those pupils who are most at need. Teaching assistants deliver a range of structured small-group interventions as well as one-to-one support.

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	Literacy- KS2 data and standardised testing highlights that disadvantaged pupils have lower literacy levels than their peers. This impacts their progress in all subjects. Research highlights the importance of literacy levels for a pupil's future success.
2	Mental health and well-being- Our 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 and can impact their attainment.
3	Attendance- Many students struggle to engage with educational systems. Through the use of our careers service and engaging extra-curricular programme, we aim to ensure that pupils see the purpose of school and want to attend the school.
4	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 school's ethos is the belief that all students should have equal opportunities. The school's extra-curricular and work experience programme provides students with opportunities that they might otherwise be unable to access.

5	Targeted resources- technology to support high quality teaching and learning - At Bishop Challoner Catholic College, we recognise that for some pupils accessing the curriculum presents complex challenges when they struggle to read and write. The school understands the importance of ensuring a range of resources are used to meet the specific needs of all pupils including disadvantaged and disadvantaged with SEND.
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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
Literacy- To improve reading comprehension and literacy levels among disadvantaged pupils across KS3. To identify pupil need quickly and accurately, embedding NGRT in whole-school models and to use data to support those who are not AR.	September delivery of NGRT testing to ensure pupil need is understood. Continual monitoring of NGRT to demonstrate improved comprehension skills among disadvantaged pupils. Monitoring of impact of all interventions across KS3. To review the literacy interventions that are currently in place and to ensure small group interventions are delivered to maximise impact.
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 student voice, student and parent surveys and teacher observations.
Attendance- To continue to monitor and improve the attendance of PP students so that they are in line with NPP.	Continued monitoring of student attendance. Staff email to be sent out to highlight daily attendance. Regular attendance staff CPD.
Cultural capital- To improve extra-curricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips, clubs and work experience placements reflect the PP proportion in the school.	To implement a clear and coherent system around the monitoring of student experience, including registers on InVentry. This is to ensure that all extra-curricular opportunities reflect the school's cohort.
Targeted resources- technology to support high quality teaching and learning - To ensure all pupils have access to targeted ICT provisions and appropriate EAA, thereby, enhancing their learning experiences.	Continued development of the school's netbook programme to ensure all pupils can access learning materials through a range of assistive technologies: typing, Claro Read, bespoke resources on Class Charts, speech to text software.

	Whole-school CPD delivered on how technology can help to raise attainment for all pupils, including those with SEND.
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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: £230,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Quality through Professional Development 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. The bespoke CPD programme is outlined in the school's 'Formation and Growth' documentation. Contribution to staff career pathways such as NPQs.	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 year 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. The EEF Guide to Pupil Premium (pg 3) Ofsted- The Logical Chain of Professional Development	1,2
Oral Language Interventions- Voice 21 Delivery of bespoke Voice 21 training to support literacy, language acquisition and engagement.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions EEF	1,2
Curriculum planning	Teaching quality across the school is sustained through regular lesson visits and support. This ensures that teaching	1,4

Contribution to Lead Practitioner staffing.	provision and quality remains at its most effective.	
Staff retention Contribution to Health and Wellbeing days.	The NFER highlights the importance of stability in the school environment for PP students.	1,2,4

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

Budgeted cost: £ 105,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised NGRT diagnostic assessments. Testing to be delivered in September for early diagnosis. All results shared with staff through Class Charts.	Improving Literacy in Secondary Schools Why Reading Matters Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1,2, 5
Literacy Initiatives Staffing of Corrective Reader (year 7), Paired Reading (year 8), reader Leader (year 9) course and resources needed to support pupils. Toe by Toe	There is convincing evidence of the value of systematic synthetic phonics (SSP) , including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England. Phonics EEF	1
Vocabulary Initiatives	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. EEF Improving Literacy in Secondary Schools National Literacy Trust: Language unlocks Reading Behaviour and Discipline in Schools (pg 47)	1
Teaching Assistant Deployment	Targeted interventions to meet the specific needs of disadvantaged pupils with SEND. 'Disadvantaged pupils with SEND have the	1,2

	greatest need for excellent teaching [...] strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Making Best Use of Teaching Assistants EEF	
Targeted resources-technology to support high quality teaching and learning Linked to the whole-school CPD programme, staff receive training from the Innovations Team on the use of effective, researched-based technology in the classroom.	The EEF's Five a Day Principle, highlights the ways in which digital technology can improve learning, particularly for those who are disadvantaged and SEND. Using Digital Technology to Improve Learning EEF	1,5

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting learning and behaviour of students through pastoral specialists 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' The EEF Guide to Pupil Premium (pg 3)	2,3
Supporting the emotional needs of our students	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 evidence indicat[es] that the wellbeing among disadvantaged pupils was worse	2,3

Contribution to student services costs, social worker support costs and the mental health team	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.	2, 3
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.	2, 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 given to all year 11 students.	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
Contribution to extra-curricular clubs and careers.	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	2, 3, 4

Contribution to the running of extra-curricular provisions: residential, overseas trips, and sporting initiatives.	also reveals that this can help with attendance initiatives as well as supporting a student's mental health and well-being Skills for Life DFE	
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Total budgeted cost: £ 399,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

With no national P8 measure, the school has used internal data to track and monitor the progress of students. Across the cohort, gaps between PP and NPP closed from 2023-24. The A8 gap closed from 9.3 in 2023-24 to 6.9 in 2024-25.

Group	No.	A8	4+	5+
All	176	50.6	73%	57%
Boys	102	47.6	74%	54%
Girls	74	54.6	72%	61%
SEND (E)	2	38.8	50%	50%
SEND (K)	29	36.6	48%	31%
PP	62	46.1	63%	48%
Not PP	114	53.0	78%	61%
L	26	26.1	8%	0%
ML	49	45.2	73%	49%
MH	46	53.7	89%	63%
H	48	68.4	100%	98%
PP – L	15	29.1	13%	0%
PP – ML	16	46.5	69%	56%
PP – MH	17	49.7	82%	53%
PP – H	12	65.7	100%	100%

Literacy

To improve reading comprehension and literacy levels among disadvantaged pupils across KS3.

Ongoing training on literacy means that all students are supported to develop their reading skills. Testing across years 7-9 means that a clear understanding of reading levels is obtained and appropriate intervention can be put in place. The Corrective Reading programme has highlighted the impact that meaningful group intervention can have. 70% (14 of 20 pupils) of the cohort were Pupil Premium. NGRT data highlights the impact that paired reading has had on our initial Corrective Reading group. Below is comparative data for the year 8 reading group.

June 2024 Reading Age	June 2025 Reading Age
7.07	15.02
8.08	9.05
9	9.1
9	12.01

9.05	12.11
9.1	13.05
8.04	11.04
9.1	12.04
10.11	11.1
8	9.03
11.1	13.05
7.07	10.05
8.08	11.02
7.05	11.07
8	10.05
9.03	12.01
11.07	11.07
11.07	13.08
11.02	11.04

Mental health and well-being

To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.

Through regular reviews of pupil outcomes at KS3 and 4, it is clear that there are discrepancies between pupil outcomes and their wealth. The differences centre around pupil behaviour, wellbeing and mental health. These areas seem to have been particularly impacted as a result of the pandemic. We have used pupil premium funding to provide wellbeing support for all pupils, including targeted interventions where required. These well-being interventions will remain a key focus of the 2025- 26 PP strategy.

Attendance

To improve the attendance of PP students so that they are in line with NPP.

Ongoing attendance initiatives have shown an improvement in whole-school attendance for both NPP and PP. The difference between NPP and PP has closed and this will be continually monitored.

	2021-2022	2022-2023	2023-2024	2024-2025	2025- Present
PP	89.63	87.9	88.01	89.72	93.07
Not PP	92.48	92.5	92.18	92.33	95.69
Difference	2.85	4.6	4.17	2.61	2.62

Cultural Capital

To improve extra-curricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips, clubs and work experience placements reflect the PP proportion in the school.

As an example, 55% of all PP students (32 of 58 pupils) attended a work experience placement. This was supported by the work experience team. Pupil premium students were assisted throughout the process and, where a placement was not obtained, students completed a works skills course.

Accessibility

To ensure all pupils have access to ICT provisions.

All students have access to a netbook. This is achieved through the school's innovative netbook programme. In addition to this, all teaching bases have access to a netbook trolley meaning that student's technological literacy is developed across a range of subject areas. Depending on student's individual learning profile, technology is used to support a range of learning needs.

Externally provided programmes

Programme	Provider
NGRT	Hodder
Lucid Exact/ Rapid/ Recall	GL Assessment
Corrective Reader	McGraw Hill Education