Youth Challenge
Believe Inspire Transform

Youth Challenge

Pupil Premium Strategy Statement

2026-2027

This statement details our centre's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Youth Challenge
Number of pupils in school	71.5
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	2nd November 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Viki Sutton
Pupil premium lead	Viki Sutton
Governor lead	Mark Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£56,650**
Pupil premium funding carried forward from previous years	**£0**
Total budget for this academic year	**£56,650**

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Part A: Pupil premium strategy plan

Statement of intent

Youth Challenge predominantly serves the children of Bolton who have been permanently excluded from school and a small number of students who have been placed with us directly from their mainstream school to work as an intervention to reduce the risk of permanent exclusion. For KS3 we aim to be a short stay provision with the goal of returning students to mainstream school or an appropriate specialised provision. In some cases, students remain with us through KS4. At Youth Challenge we strive to ensure that all our students feel valued, know how to keep safe and have the skills needed for an independent future.

We will use the pupil premium strategy to work with individual pupils and identify underlying learning needs so that each child has the support needed to overcome barriers to success. We will utilise the expertise of professionals to ensure that families are supported to ensure that all students get the most out of their educational provision.

We employ a tiered approach beginning with ensuring children receive the best quality teaching through improving staff knowledge and CPD. We use targeted approaches, 1:1 and small group work underpinned by quality ongoing formative assessment. Finally, we use wider pastoral strategies to promote pupil wellbeing, improve attendance and engagement.

Our intent is to comply with our duties in both the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014 by ensuring our provision is accessible for those with disabilities or SEN, including those children with SEMH needs.

Challenges

Pupils are referred to Youth Challenge because they are struggling to access education. Research (Department for Education, 2018 – Mental health and behaviour in schools) shows that children are more likely to present with social, emotional and mental health (SEMH) needs if they are experiencing a number of risk factors. These risk factors are cumulative and act as a barrier to pupils accessing education and making good progress. For children entering Youth Challenge, these risk factors/barriers may include:

Challenge number	Detail of challenge
1	A significant amount of missed schooling through erratic attendance, exclusion and time out of class. Time in class may also not have been spent in an optimal learning state. This leads to children often having inconsistent academic profiles, gaps in learning and well-below age expected attainment.
2	Low cognitive ability and complex learning needs
3	Specific development delay or neurodiversity
4	Communication difficulties
5	Social emotional and mental health needs
6	Low self-esteem
7	Overt parental conflict including domestic violence
8	Family breakdown (including where children are taken into care or adopted)
9	Inconsistent or unclear discipline
10	Hostile and rejecting relationships
11	Physical, sexual, emotional abuse, or neglect

Challenge number	Detail of challenge
12	Parental psychiatric illness
13	Parental criminality, alcoholism or personality disorder
14	Death and loss – including loss of friendship
15	Breakdown in or lack of positive relationships
16	Peer pressure
17	Socio-economic disadvantage
18	Homelessness
19	Discrimination
20	Online abuse, sexual exploitation and the influences of extremism leading to radicalisation

It must be noted that this is not an exhaustive list.

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
Improved pupil engagement with education	At least 75% of pupils meet their academic targets each term.
Improved pupil attendance	Positive swing data for attendance of at least 10%.
Improved pupil behaviour	Each child has a reducing amount of lost learning time due to challenging behaviour (reduction in internal and external suspensions)
Improved pupil outcomes	Over 75% of Y11 pupils will leave Youth Challenge with an appropriate English and maths qualification, plus two BTEC qualifications.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist Weekly access to Educational Psychologist in the form of SENDCo meetings or pupil assessments. SENDCo to disseminate knowledge across the rest of the staff team via half termly CPD sessions.	• Staff understand the impact of trauma on learning and development. • Staff have increased awareness of SEND and are equipped with an array of effective strategies to ensure that they can adapt to best support the needs of every learner. • Underlying learning needs are identified promptly with assessments quickly scheduled, thus supporting diagnosis and the timely application of intervention.	1,2,3,4,5
Transition Learning Mentor A member of mentoring staff manages the admissions process and ensures that a full complement of assessments are completed on entry and that families have a consistent point of contact with school. Key information gained in the admissions process is shared with staff before students begin on site.	Staff having an increased awareness of a student's learning needs, ACEs, family circumstances and triggers prior to them starting. This ensures a smoother transition for new students in which anxieties are reduced and consequently, negative behaviours reduce. Students are able to start at school more quickly and therefore have a reduction in lost learning time.	1-17

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

Budgeted cost: £3,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate assessment of learning needs SLD specialist teacher	1:1 tuition to provide students with specific learning needs, such as dyslexia, provides them with a better understanding of how they learn and equips them with the strategies needed to better access the curriculum. Children often arrive at YC with undiagnosed communication and/or learning needs.	2,3,4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Key Workers Additional two full time designated keyworkers in post to provide targeted, 1:1 pastoral support.	Students are able to access regular, targeted pastoral support to address specific barriers to learning and engagement, such as anger management, mental health support or support around maintaining healthy relationships. Addressing these issues improves emotional stability, improves self esteem and enables students to better access learning, thus resulting in better academic outcomes.	20

Total budgeted cost	£56,650

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year:

How the funding was used

The Pupil Premium Funding received in 2025-2026 was used to provide:

- Accurate assessment of learning needs via weekly access to Educational Psychologist and SpLD teacher;
- Transition learning mentors to expedite the admission of new students.
- Pastoral learning mentors to support students with emotional regulation.

Impact

The provision of 1:1 specialist tuition ensured that students with specific learning difficulties were equipped with the learning strategies needed to access the curriculum fully. Weekly meetings between the SENDCo and Educational Psychologist ensured that appropriate support and referrals were implemented in a timely manner. Subsequently, students in need of an EHCP were able to obtain one and access the support needed.

All students undertook diagnostic testing on entry, ensuring any undiagnosed learning needs were identified and promptly investigated further, resulting in the timely application of appropriate support. The designated transition mentor ensured that all new students were admitted to school quickly, that families had a clear link member of staff to support the process and that staff were fully informed about each student's personal circumstances and needs prior to them beginning on site, thus aiding a smooth and positive start at Youth Challenge.

Pastoral learning mentors were able to support students in addressing issues that impact on their ability to emotionally regulate and may prevent them from achieving their full potential. The improvement in their emotional wellbeing had a positive impact on their self esteem, attendance and academic progress.

Outcomes data

Outcomes data for 2025-2026 leavers showed that:

- 76% of students achieved a GCSE grade 1-9 in English.
- 76% of students achieved a GCSE grade 1-9 in maths.
- The cohort of 42 students achieved a total of 84 GCSE passes.