

# Youth Challenge Pupil Premium Strategy Statement

This statement details our centre'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	Youth Challenge
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	4 <sup>th</sup> October 2021
Date on which it will be reviewed	30 <sup>th</sup> September 2022
Statement authorised by	Nick Hockenhull
Pupil premium lead	Nick Hockenhull
Governor lead	Mark Hilton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,873
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,618

# Part A: Pupil premium strategy plan

## Statement of intent

At Youth Challenge, we work with secondary aged children who have been excluded from schools in Bolton. Our ultimate objective is to break cycles of conflict o help pupils acquire the knowledge, understanding and skills they will need to be successfully re-engage with education and learning.

We will use of pupil premium strategy to work with individual pupils and identify gaps in learning to ensure that each child has the academic skills that they need and use individual provision maps to help overcome barriers to success. Finally, we will help co-ordinate services to ensure that children and families are accessing the support they need.

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 the Forwards Centre, these risk factors/barriers may include:

Challenge number	Detail of challenge
1	Children referred to Youth Challenge have missed a significant amount of 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
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 80% 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 exclusions)

## 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: £21,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>SEND screening and SEND specialists</b> Every pupil completes a KBIT test and a range of standardised testing to identify issues around learning. <i>Kaufman Brief Intelligence Test Second Edition (KBIT-2) is a brief measure of verbal and nonverbal intelligence</i>	High impact in identifying pupils with underlying learning difficulties  High impact on removing barriers to learning and improvements in behaviour  Pupils identified access specialist in MLD and Educational Psychologist to explore further  This work will improve the quality and targeted approach of our 1:1 and small group work.	1,2,3,4
<b>Specialist CPD</b> CPD for all staff from Educational Psychologist and other specialists on how children's learning is affected by trauma	Staff understanding the impact of trauma on learning  Lesson observations reveal the range of strategies staff are using to improve the learning of pupils especially around learning retention  Lesson plans always include strategies around how children affected by trauma learn effectively	1,2,3,4,5,6,7
<b>Class Learning Mentor support</b> Each class teacher receives CLMS support to support the use of reading comprehension strategies within the structure of our revised curriculum	High impact on the use of class support in terms of literacy, extending writing and reading comprehension strategies  Support in engagement and removing behaviour as a barrier to learning	1,2,3,4,5,6,7

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

Budgeted cost: £6552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accurate assessment of learning needs</b> Educational psychology assessment and MLD specialist teacher	High impact of 1:1 tuition to support pupils in class with literacy or to support referral for EHCP. Children often enter arriving at YC with undiagnosed communication and/or learning needs.	2,3,4
<b>Speech and Language</b> Individualised speech and language programme	Effective impact for speech and language programmes: Lego Therapy and Whole school Oracy work Voice 21. Many children arrive at Youth Challenge having speech and language difficulties and our speech and language addresses that need.	1,2

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

Budgeted cost: £11107

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Pastoral Learning Mentors</b></p> <p>The high number of learning mentors has a predominantly pastoral role and supports pupils in class and with their SEMH needs. This includes providing challenge and support with attendance. It also includes ensuring that CP and EH processes are robust and supportive.</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite effective Child Protection and Early Help processes as being significant protective factors in mitigating the challenges listed above.</p> <p>This has an effective impact for improved parental engagement. The pastoral mentor dedicates time to building good quality relationships with parents.</p>	<p>5-20</p>
<p><b>Counsellors</b></p> <p>Youth Challenge counsellor supports parents through our parents' group and the 'Who's in Charge' programme which is aimed at pupil to parent conflict. The school counsellor also works with individual parents and children if this is identified as needed.</p>	<p>Moderate impact for parental engagement. Our Trust counsellor runs parent groups, the Who's in Charge programme and provides 1:1 counselling and support several parents. In our view, her expertise has significantly supported changes in the dynamic in some households with positive effects on outcomes for children.</p> <p>The DfE (2018) cite having at least good parent-child relationship with clear consistent discipline as being a mitigating factor to the challenging listed above.</p>	<p>5-16</p>
<p><b>Uniform KS3</b></p> <p>We believe that the rapid cessation in challenging behaviour that we see is supported by the sense of welcome, acceptance and belonging that younger pupils/families feel as they arrive at Youth Challenge. We believe that the way we show pupils/families around the school and present them with their uniform is part of that. We run a reward system which recognises the number of consecutive days of positive behaviour a child has achieved. We reward with a points system where children</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that presenting children with school uniform on arrival contribute significantly to that sense of belonging.</p>	<p>6,15,17</p>

can access a range of rewards.		
<p><b>Breakfast</b></p> <p>When pupils arrive at school each morning, we provide them with something to eat. This is a time when the children and staff in each room come together and chat. It promotes a sense of community and belonging within the centre as well as ensuring that every child starts the day with something to eat. We then provide the children with fruit during the day.</p>	<p>As above, for children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that pupils eating together on arrival each morning promotes that sense of belonging. Pupils and staff also eat together at lunch.</p> <p>It also promotes positive friendships and good pupil/staff relationships. Both are cited by the DfE (2018) as being important protective factors mitigating the challenges listed above.</p>	15,17

**Total budgeted cost: £38,873**

## 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.

Item/Project	Rationale	Cost	Objective/description	Update Spring term Feb 2020	Outcome
Extending Mini bus coverage and strategic use of Taxis	Despite offering a pick up point from the town centre we still have some pupils who struggle to get to school. Many pupils prefer to travel in a taxi therefore for those pupils who this presents as a barrier we have allocated PPG money to use a local taxi firm.	<b>£1,500 Per year.</b>	To improve the attendance of identified students and to ensure they engage in school.  We will analyse: Attendance to measure the impact of the intervention.	Sept- Dec spend £156	Despite the significant impact on national attendance figures due to covid there has been a 3% drop from 2018/19. However, attendance has since had a positive swing compared to 2018/19
Whysup Intervention	We have identified a group of PPG pupils who struggle with a number of social issues including; self-esteem, self-image, low self-confidence, addictions and social media. In order to address these issues we have worked with the Whysup provision to devise a bespoke programme to address these	<b>£2,000 for 8 sessions</b>	To educate pupils and allow them to develop skills to have improved confidence, self-esteem, self-image and a greater awareness around the use of social media.  We will analyse: Understanding before and after via questionnaires. Impact on areas of ECM data.	Sessions to commence 15/01/2020	Data from ECM and engagement trackers show a positive impact of the Whysup intervention on this cohort.

	particular needs. (To take place in the spring term.)				
Outreach Teacher	We have a number of PPG pupils who are unable to engage in school life for a variety of reasons. Historically these pupils would have been missing in education or school refusers. Through the appointment of an outreach teacher we are able to work with pupils who do not engage in school to ensure they access other services, develop Maths and English skills and are safeguarded.	<b>1 x Outreach teacher £45,000 with on costs</b>	To improve the engagement of pupils who do not engage with the traditional YC offer and to prepare them successful for their next steps.  We will analyse: Pupils' attendance data. Pupils' progress data at phase 1 & 2 Pupils' destination data	23 pupils engaged successfully with this offer during Sept – Dec on bespoke timetables.	All outreach pupils gained a nationally recognised English and Maths qualification.  The impact of outreach teaching and mentoring has reduced the amount of pupils refusing the main site provision from 23 to 9.
Outreach Learning Mentor	We have a number of PPG pupils who are unable to engage in school life for a variety of reasons. Historically these pupils would have been missing in education or school refusers. In response to this and to try and engage these pupils positively we have an outreach mentor that works with pupils to access enrichment activities and undertake key working sessions.	<b>1 x Outreach mentor £30,000 with on costs</b>	To improve the engagement of pupils who do not engage with traditional YC offer and to prepare them successful for their next steps.  We will analyse: Pupils' attendance data. Pupils' progress data at phase 1 & 2 Pupils' destination data	9 pupils engaged successfully with this offer during Sept – Dec on bespoke timetables.	All outreach pupils gained a nationally recognised English and Maths qualification.
<b>Total PPG</b>		<b>£62,645</b>			
<b>Total LAC</b>		<b>£8,000</b>			
<b>Overall</b>		<b>£70,645</b>			
<b>Projected spend</b>		<b>£78,500</b>			
<b>Actual spend</b>					