

Youth Challenge Pupil Premium Strategy Statement

This statement details our centre's use of pupil premium (and recovery premium for the 2022 to 2023 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	61
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	15 th August 2022
Date on which it will be reviewed	1 st July 2023
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	£40,385
Recovery premium funding allocation this academic year	£33,672
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	£74,057

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 to help pupils acquire the knowledge, understanding and skills they will need to be successfully re-engage with education and learning.

We will use the 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 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
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: £41,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist CPD 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 include strategies around how children affected by trauma learn effectively	1,2,3,4,5,6,7
Class Learning Mentor support 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
Distance Learning Teacher A full time teaching member of staff is employed to work with students who are not attending site as a targeted response to non-attendance.	The distance learning provision is an impactful personalised response to disengagement Working closely with pupils and their families, often in their homes, helps re-engage learners who are unwilling to access the school site The aim with any learner on a distance package is to resume full time on site education when possible	1,5,15
TLR3 Reading Co-ordinator A TLR 3 position lasting 4 terms will be appointed from October 2022 to develop whole school reading. The TLR holder will lead on the implementation of the Bolton Impact Trust Reading Charter within Youth Challenge; elevate the profile of	By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes. Reading for pleasure is more important for children's cognitive	1,2,4,6,17

reading for pleasure at Youth Challenge; and research, devise and implement initiatives aimed at improving reading fluency and levels of engagement at Youth Challenge.	development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate assessment of learning needs Educational psychology assessment and SLD 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

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

Budgeted cost: £27,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Learning Mentors In addition to our in class support, we also employ a mentor who acts as an attendance officer who works with families in order to encourage high levels of attendance and build home school relationships. We also employ two learning mentors who are predominantly timetabled to key work students in either small groups or on a one to one basis. These sessions focus on addressing SEMH issues and the initial reasons for referral.	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. This has an effective impact for improved parental engagement. The pastoral mentor dedicates time to building good quality relationships with parents.	5-20

<p>Counsellors</p> <p>BIT 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 being necessary.</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 challenges listed above.</p>	<p>5-16</p>
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Total budgeted cost: £74,057

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 2021 to 2022 academic year:

The Pupil Premium Funding received in 2021-2022 was used to provide:

- SEND screening by a specialist Dyslexia teacher and follow up testing where needed;
- Specialist CPD for staff related to working with children affected by trauma;
- In class learning mentors to support students;
- 1:1 specialist tuition for student identified as having additional learning needs;
- CPD for staff relating to established speech and language programmes;
- Pastoral learning mentors;
- Access to the BIT counsellor for individual therapy and parenting courses.
- Access to additional qualifications via specialist provisions.

Standardised testing for all students, subsequent SEND screening and access to a specialised Dyslexia teacher where required has enabled us to successfully obtain five EHCPs for students who needed them.

All staff were trained on how to best adopt a trauma informed approach and this agreed consistent practice has been reflected in our Academy policy documents. Further training on this will take place in the next academic year as we continue to upskill our staff team.

Over the course of this year, two staff members have completed Elklan training and all staff have accessed training from experienced SALT practitioners.

The majority of PPG students made or exceeded their academic targets in both English and maths this year.

Pastoral learning mentors helped the majority of our PPG students to improve on their previous mainstream school attendance.

Our BIT counsellor worked with nine different parents this year, through personalised therapy and the delivery of the Who's in Charge? parenting course.

Two PPG students accessed additional motor vehicle mechanics qualifications via a one day per week placement at a specialist provision.