

Youth Challenge Pupil Premium Strategy Statement

This statement details our centre's use of pupil premium (and recovery premium for the 2023 to 2024 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	66
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st September 2024
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	£45,540
Recovery premium funding allocation this academic year	£36,432
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	£81,972

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 of 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
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 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

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 understanding the impact of trauma on learning and development. Staff have increased awareness of SEND and regularly employ effective strategies to support students with additional needs. Underlying learning needs are identified promptly with assessments quickly scheduled to support diagnosis and the timely application of intervention.	1,2,3,4,5
Distance Learning Teacher and Re-engagement 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. A member of on-site teaching staff has one morning per week dedicated to forging relationships with distance learners and encouraging transitions back to on site learning.	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. Distance packages are reviewed regularly.	1,6,15
Transition Learning Mentor An all year round member of mentoring staff has been appointed to improve the admissions process and ensure that a full complement of assessment 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 learning needs, ACEs, family circumstances and triggers prior to a student starting ensures a smoother start for new students in which anxieties are reduced and consequently there is a reduction in negative behaviours exhibited.	1-17

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

Budgeted cost: To be funded via NTP allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate assessment of learning needs 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: £35,000

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
Recruitment of Attendance Officer Full time attendance officer in post to improve student attendance by providing a comprehensive administrative service.	Identification of patterns of attendance and the forging of strong home school relationships with a consistent staff member improves the attendance, and subsequent outcomes, of pupils. Regular dialogue with students and parents regarding the importance and impact of regular attendance results in improve attendance.	1, 9

Total budgeted cost: £85,000

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 2022 to 2023 academic year:

The Pupil Premium Funding received in 2022-2023 was used to provide:

- 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;
- Distance learning teacher as a response to non-attendance;
- TLR3 Reading Co-ordinator in post to launch new reading strategy;
- Accurate assessment of learning needs via Educational Psychologist and SpLD teacher;
- Pastoral learning mentors;
- Access to the BIT counsellor for individual therapy and parenting courses.

All staff received CPD to enhance their understanding of trauma and adopted a trauma informed approach within their practice.

All classes were supported by an in class learning mentor who helped to remove barriers to learning, resulting in improved engagement. In a pupil voice activity, all pupils remarked that their attendance to lessons had improved from their previous school where they rarely attended lessons.

The provision of 1:1 specialist tuition ensured that students with additional needs were well supported and that students with specific learning difficulties were equipped with the learning strategies needed to access the curriculum fully. Of our year 11 students on the SEND register, 89% left with a nationally recognised qualification in maths and English; 32% also left with two vocational qualifications.

Of our distance learners, 100% achieved a nationally recognised English qualification and 91% achieved a nationally recognised maths qualification.

A new whole school reading programme named Bedrock learning has been introduced and weekly sessions are timetabled for all pupils.

All students undertook diagnostic testing on entry to ensure any undiagnosed learning needs were identified and further investigated promptly, resulting in the timely application of appropriate support.

Pastoral learning mentors have conducted 1:1 key working sessions with students to provide support relating to a range of issues including exploitation, family issues, emotional regulation and mental health needs.

Access to our trust counsellor ensured that the parents of our most vulnerable students received expert support and guidance.