Richard Challoner School

Pupil Premium Strategy

2024 - 2027

Our continuing mission…

At Richard Challoner School, we are dedicated to promoting the advancement, accomplishments, and welfare of every pupil. Our approach is to offer a superior educational journey, tailored to the unique needs of each learner, with a particular emphasis on providing equitable opportunities for disadvantaged students. We maintain high expectations and prioritise exceptional teaching and pastoral care, underpinned by the conviction that all pupils, including those facing disadvantages, can fulfil their potential without the constraints of background or need.

The principal goal of our Pupil Premium strategy is to elevate achievement levels and secure the progress of disadvantaged pupils, bridging the gap with their peers across the nation and more recently the widening in school attainment gap. We recognise the diversity of our student body, understanding that a singular approach does not fit all. Our commitment is to deeply understand our children and their families, catering to individual needs.

This year, building on success from the last several years, we have pinpointed crucial objectives to support those eligible for Pupil Premium. Our methods are adaptive, addressing common obstacles as well as individual needs through thorough diagnostic evaluations rather than preconceived notions about the effects of adversity. The strategies we employ are harmoniously integrated, designed to empower our pupils to thrive academically and personally.

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Intent key points

- At Richard Challoner School, we steadfastly uphold our commitment to Quality First Teaching, guaranteeing that this inclusive model benefits all students while proactively prioritising the needs of our disadvantaged pupils. Our educational ethos is rooted in the belief that Pupil Premium students receive our focused attention, ensuring they are at the forefront of our pedagogical practices. This approach is not just a method but a promise to nurture every student's potential, with a particular emphasis on providing additional support to those who need it most.
- At Richard Challoner School, our resolve is to strategically deploy our resources to meet the individual academic and pastoral needs of our students. This conscientious allocation is a fourfold process:
    - **Identifying**: We meticulously ascertain the specific requirements of each student, recognising that each journey is unique.
    - **Targeting**: With precision, we direct our resources to areas where they can make the most significant impact.
    - **Supporting**: We provide comprehensive support, tailored to foster the growth and development of every student.
    - **Reviewing**: Continual assessment ensures that our support remains effective and responsive to evolving needs.

Through this diligent approach, we commit to nurturing every student, guaranteeing that no one is overlooked and that every child can excel.

- At Richard Challoner School, we are unwavering in our school-wide ambition to instil a culture of high aspirations in and out of the classroom for all learners. We believe that every student, irrespective of their starting point, can achieve individual success. Our commitment extends to fostering an environment where the pursuit of personal excellence is not just encouraged but expected.
- At Richard Challoner School, we are devoted to offering an ambitious, broad, and balanced curriculum that serves as a foundation for lifelong learning and success. Our aim is to accompany each student through their entire educational journey, particularly at pivotal milestones. We recognise that these key transition points — be it moving from primary to secondary school, selecting GCSE subjects, considering post-16 options, or preparing for higher education and careers — are crucial in shaping a student's future.

Continuing challenges

Academic Barriers

- Lower levels of literacy and numeracy on entry for many of our disadvantaged students
- Aspirational deficit
- Learning environment outside school

Additional Barriers

- A significant percentage of our disadvantaged students also have Special Educational Needs & Disabilities (SEND)
- Impact of national school funding, rising costs and part funded staff pay rises, as well as potential cuts to curriculum and staffing to balance budgets.

Closing the *"In-School Gap"*

At Richard Challoner School, we are steadfast in our commitment to bridging the noticeable in-school attainment gap, whilst acknowledging our disadvantaged students' achievements that consistently exceed national benchmarks. Our strategic focus is to build upon this success and to decrease the in-school gap year on year.

We will concentrate on data-informed interventions, bolster professional development for our staff, and strengthen partnerships between home and school. Resources will be allocated with precision, emphasising comprehensive support and a curriculum that engages every student. Through these concerted efforts, we are determined to ensure every student, irrespective of their background, can realise their full potential within our nurturing school community.

Quality First Teaching

At Richard Challoner School, Quality First Teaching (QFT) underpins our educational ethos, reflecting our unwavering commitment to delivering the highest standards of teaching for every pupil. With a focus on inclusivity, high expectations, and differentiated instruction, our approach ensures learning is accessible, stimulating, and challenging for all. Clear, structured lessons and embedded assessment for learning enable us to tailor our teaching to individual needs, fostering a supportive atmosphere where students are motivated to excel. Our collaborative ethos encourages professional development and the exchange of best practices, affirming our dedication to cultivating well-rounded individuals equipped for lifelong achievement.

What we offer to improve educational attainment:

Offering smaller class settings for pupils with lower initial attainment levels, facilitating more personalised and individualised teaching. This strategy is further supported by the inclusion of extra Learning Support Assistants, providing dedicated assistance and intervention to ensure each child receives the focused attention required to boost their learning and development.

Crafting appropriate curriculum arrangements for Pupil Premium students who, upon joining the school, would benefit from a more supportive educational framework. This approach ensures that these students are provided with a curriculum that is not only accessible but also tailored to their specific needs, enabling them to build a strong foundation and achieve their full potential.

Employing online literacy assessments to systematically screen all students at Key Stage 3, ensuring early identification of literacy needs. This digital approach allows for a comprehensive understanding of each student's literacy levels, enabling targeted support and interventions to be implemented effectively, fostering improved literacy outcomes across this critical stage of education.

Establishing an Inclusion Register that is readily accessible to all teaching and learning staff, ensuring comprehensive awareness and understanding of each student's specific educational needs, accommodations, and support strategies. This initiative promotes a cohesive approach to inclusive education, enabling staff to tailor their teaching methods and interactions to optimally support every learner's success.

Implementing the use of Provision Map software for efficient and effective tracking of interventions, enabling a clear and detailed overview of the support provided to each student. This technology-driven approach ensures that interventions are monitored and evaluated in real time, facilitating adjustments and enhancements to support strategies, thereby maximising the impact on student progress and outcomes.

Administering National Foundation for Educational Research (NFER) cognitive assessments to all students upon entry to Year 7. This initial evaluation provides a valuable baseline understanding of each student's cognitive abilities, informing personalised learning pathways and support structures designed to optimise their educational journey from the outset.

Targeted Support

At Richard Challoner School, our targeted support for disadvantaged students is focused and impactful. We identify individual needs and tailor interventions to ensure every student thrives. Through dedicated resources and a supportive ecosystem, we provide the bespoke guidance necessary for academic and personal excellence, setting the foundation for future success.

What we offer In relation to targeted support:

Focused Pastoral Oversight: Our Pastoral Support Manager closely monitors student attendance, intervening alongside year leaders to address and mitigate barriers to regular school engagement. This targeted approach ensures consistent student participation, supporting their educational journey within a nurturing and responsive school environment.

Enhanced Learning Opportunities: We provide financial and targeted support for key educational experiences, including the Year 7 Camp, ensuring all students, regardless of their financial background, can participate in these valuable curriculum-based residential trips. This commitment promotes inclusivity and equal access to enriching educational opportunities, fostering a sense of community and enhancing the overall learning experience for every student.

Accessible Educational Resources: To ensure all students have equal access to learning tools, our school offers a discounted iPad scheme along with support for essential items such as sports kit and uniform. This initiative aims to remove financial barriers to educational participation, ensuring every student is well-equipped and ready to engage fully in all aspects of school life.

Focused Academic Support: Our school implements targeted interventions for students, who show signs of a widening ability gap, with a special emphasis on reading. This initiative ensures that students receive the necessary support and resources to improve their skills, promoting equity in learning outcomes and helping every student reach their full potential.

Personalised Pastoral Care: Pupil Premium students benefit from one-on-one catch-up sessions with our Pastoral Support Manager, providing a tailored support system that addresses individual needs and concerns. This dedicated time ensures students receive the guidance and encouragement necessary to navigate their school experience positively and confidently.

Local Resources & Expertise: Richard Challoner School is committed to continuing and expanding its collaboration with external experts to improve initiatives and resources that support certain students who require more assistance than is typically available within the school. These partnerships will be developed to provide these students with dedicated, bespoke support and to enhance the staff's in-depth understanding of the students' specific challenges and the reasons why they need this additional support and intervention.

Wider initiatives

Whole school initiatives to support Pupil Premium students extend beyond targeted interventions, focusing on broader strategies that benefit the entire community while providing additional support to those disadvantaged. Such school-wide approaches not only uplift Pupil Premium students but also contribute to a more cohesive, supportive, and effective learning environment for every student.

What we offer to all our students with priority given to Pupil Premium students:

Enhanced Careers Advice - vital for Pupil Premium students as it provides them with tailored guidance and exposure to a range of career possibilities, helping to bridge the information and aspiration gap often faced by disadvantaged students. This personalised support empowers them to make informed decisions about their futures, understand the pathways to their goals, and builds confidence in their ability to achieve success. By addressing barriers and expanding horizons, enhanced careers advice plays a crucial role in levelling the playing field and fostering equal opportunities for Pupil Premium students to thrive in their chosen careers.

The Duke of Edinburgh's Award Scheme - Particularly important for Pupil Premium students as it offers a structured, yet flexible program that encourages personal development, resilience, and self-reliance. Participating in this scheme provides these students with unique opportunities to engage in volunteering, physical activities, skills development, and expeditions, which can significantly enhance their confidence, social skills, and sense of achievement. It also allows them to demonstrate commitment and perseverance to future employers or educational institutions. By participating in the Duke of Edinburgh's Award, Pupil Premium students gain valuable life experiences that go beyond the academic curriculum, helping to level the playing field and improve their life chances.

Clinical Psychology Support - Crucial for students on Pupil Premium, their families, and staff, as it addresses the complex interplay of emotional, social, and behavioural factors that can affect learning and well-being. For students, it provides targeted interventions to overcome barriers to learning, such as anxiety or trauma. For families, it offers guidance on supporting their child's educational journey. For staff, it ensures they are equipped with strategies to support diverse learners effectively. This holistic approach fosters a supportive learning environment, enhances resilience, and promotes positive outcomes, making it an essential component in teaching and supporting Pupil Premium students.

Occupational Therapy Support - Having a full-time occupational therapist in a school significantly benefits Pupil Premium students, their families, and staff by providing specialised support tailored to individual needs. This professional can help students overcome physical, sensory, or cognitive barriers to learning, thereby enhancing their ability to engage fully in the educational environment. For families, the therapist offers valuable strategies to support their children's development at home. Staff benefit from expert advice on creating inclusive classrooms and adapting teaching methods to meet diverse needs. Overall, an in-school occupational therapist plays a pivotal role in fostering an accessible and supportive learning environment, ensuring all students can succeed.

Education Psychology Support - Directly funding an educational psychologist in a school brings substantial benefits, particularly for Pupil Premium students and staff. Through systematic work, such as staff training and development of inclusive educational practices, the psychologist enhances the overall teaching and learning environment. This not only supports the direct needs of Pupil Premium students by addressing learning barriers and emotional challenges but also empowers staff with strategies and insights to better support these students. The presence of an educational psychologist fosters a more responsive and understanding school culture, ultimately leading to improved educational outcomes for students facing disadvantage.

Supportive Strategy Overview

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Challoner Challenge

The Challoner Challenge, though a new initiative, is poised to become an essential tool in supporting the school's disadvantaged cohort moving forward. By encouraging participation in a wide range of extracurricular activities, the bespoke app fosters a sense of belonging and engagement among all students, particularly those who might face barriers to involvement. The ability to earn points and achieve awards through the Challoner Challenge not only motivates students but also builds their self-esteem and resilience, crucial qualities for overcoming challenges. The forthcoming feature of tracking and recognising commitments outside of school further ensures that every student's efforts are valued, providing a more holistic view of their achievements. This comprehensive approach to student engagement and recognition, embodied by the Challoner Challenge, is particularly beneficial for disadvantaged students, offering them equal opportunities to shine, be acknowledged, and develop valuable life skills that go beyond the academic curriculum.