



## Richard Challoner School: Pupil Premium Statement 2023 /24

The following statement has taken into account the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium funding effectively](#).

This statement details our school'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	Richard Challoner School
Number of pupils in school (7-11)	792
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Ian O'Brien (Deputy Head)
Statement approved by	Governing Body
Pupil premium lead	Mr Richard Gooud (Head of Learning Support & PPG Lead Professional)
Pupil Premium Link Governor	Mr Kevin Beatty

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,825
Recovery premium funding allocation this academic year	£30,200
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	£145,025

## Part A: Pupil premium strategy plan

### Statement of intent

The children that are on the pupil premium, as all our children, come from many different backgrounds and circumstances. We have children whose parents have special needs, that are in single parent families, some have parents who are separated or divorced, some are carers unable to work or may not be able to work for other reasons.

All these and other factors can have an impact on a family's financial situation and the government deem these children as being disadvantaged and vulnerable to underachieving in comparison to their peers. At Richard Challoner we recognise that not all students who are eligible for free school meals are disadvantaged and not all students who are disadvantaged or vulnerable are eligible or registered for free school meals. We look at each case individually and respond to each particular need.

At Richard Challoner we are committed to ensuring the progress, achievement and well-being of all our pupils. All staff are committed to ensuring disadvantaged students are given the same opportunities as their peers through a high quality educational experience which is designed to meet individual learning needs. We recognise it is important that high expectations, great teaching and learning and excellent pastoral care will ensure all pupils, including disadvantaged pupils, reach their full potential irrespective of background or need.

The key priority of the strategy is to raise attainment and ensure disadvantaged pupils make the progress that they are capable of and close the gap in attainment and progress with non-disadvantaged pupils nationally. At Richard Challoner School we recognise and respect that there is no one size fits all solution to ensuring successful outcomes for our disadvantaged students and strive to know our children and their families and aim to meet their needs. We have identified this year's key aims to support all those students eligible for Pupil Premium.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- **Ensure *Quality First Teaching* for all students and to ensure those eligible for Pupil Premium are in line with the progress of their non Pupil Premium peers nationally.**
- **Ensure use available resources to ensure we are targeting support to individuals both pastorally and academically where there is a need. This involves;**
  - *1)Identifying 2)Targeting 3)Supporting 4)Reviewing*
- **Ensure school wide aspirations for all learners to encourage learners to understand that individual achievement is attainable for all, no matter the starting point.**

- **Ensure all students have an ambitious, broad and balanced curriculum during their time at the school and to provide the relevant information, advice and guidance to students in order for them to be able to make informed decisions at key transition points in their school life.**

## Challenges

This details the key challenges to attainment that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<b>Academic Barriers</b>
A	Lower levels of literacy and numeracy on entry for many of our disadvantaged students
B	Aspirational deficit
C	Learning environment outside school
2	<b>Additional Barriers</b>
A	A significant percentage of our disadvantaged students also have Special Educational Needs & Disabilities (SEND)
B	Continuing Impact of COVID-19 (last year of national Tutoring Programme)
C	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.

## 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
Progress of Pupil Premium students to be in line with the progress of their non Pupil Premium peers nationally and where possible to close the in school gap.	Progress 8 score for Pupil Premium students to exceed or match non-Pupil Premium students nationally and to narrow the within school gap.  As a school we intend that our Pupil Premium cohort outperforms the national average score for non Pupil Premium students in all KPIs.
High aspirations whilst in school and beyond	Outcomes for Pupil Premium students in year 11 or sixth form allow students to access appropriate courses and provisions.  Enhanced Careers Information Advice & Guidance (IAG) for all Pupil Premium students to ensure they know all the pathways that are open to them.

	<p>Pupil Premium students to be specifically encouraged to get involved with the wider curriculum that is available to all our students through the use and monitoring of the new Challoner Challenge software.</p>
<p>Improved and sustained well-being and engagement.</p>	<p>Provision in place to support the positive engagement of Pupil Premium students where appropriate.</p> <p>Attitude to Learning (AtL) data will be analysed on a half termly basis and where there are concerns appropriate support will be put in place.</p> <p>Attendance at school is consistently high and above local and national averages. Where attendance does drop our dedicated Pastoral Support Manager will liaise with families and provide support for the students when they are back in school. Where necessary home visits will be organised by the pastoral team.</p>
<p>Minimise the long terms effects of Covid-19</p>	<p>Catch up and support has been in place since January 2022 to ensure effective academic support to mitigate against the continuing negative effects of COVID and the academic gaps that have occurred for some of our students.</p> <p>We have increased our early intervention support capacity for wellbeing and resilience across the school and now have 3 Emotional literacy support LSAs delivering up to 2 sessions per week over the course of 2023/24.</p> <p>We will continue to offer financial support and wellbeing support to those students and their families who are identified as having a need.</p>

## 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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller classes for children with low prior attainment with extra Learning Support Assistant support.	Consistently high outcomes in terms of attainment and progress for all students at key stage 4 and beyond.	1A,1C,2A,2B
Appropriate curriculum arrangements for those Pupil Premium students who on entry to the school would benefit from a more supportive curriculum.	Two Transition classes for students who would be vulnerable as they move between the primary and secondary phase.  This model continues to be held up as an example of outstanding practice and is frequently visited by staff from other schools to show its impact.	1A,1B,1C,2A, 2B
Use of online literacy assessments to screen all students at key stage 3	Twice yearly online assessments used to identify students in need of support and to look at the impact of any interventions.	1A,2A,2B
Creation of Inclusion Register	Enhancement on schools main database to enable all staff to identify all those students in key groups with all relevant information accessible very quickly and securely.	1A,1B,2A
National Foundation of Education Research (NFER) cognitive assessments on entry to Year 7.	NFER cognitive assessments have been used as a diagnostic tool for many years at Richard Challoner. With the current uncertainty of key stage 2 attainment, having a nationally established test that does not depend on the effects of COVID at different schools has allowed us to ensure that we are able to identify need and have a consistent baseline to track progress against.	1A, 1C, 2A, 2B
Effective intervention tracking using Provision Map	Provision Map (Intervention tracking software package) is being used to track provisions and interventions for all students (including Pupil Premium). This allows us to review the effectiveness of support that has been put in place and allows us to track this support more	1A,1B,1C,2A, 2B

	effectively over time. This system has been rolled out for the last academic year. Reviews to take place termly and to be facilitated by the Learning Support Department.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Year 7 Camp.	Students benefit from the sense of inclusion as part of this 3 night residential trip towards the end of year 7, forming memories and friendships that often last beyond their time at school. In addition, this is often the first time away from home for many Pupil Premium students, giving them a wonderfully enriching experience, building on long-term relationships with Teachers and Learning Support Assistants.	1B, 1C
Pastoral Support Manager to monitor attendance and intervene on behalf of year leaders.	An indispensable aspect of the pastoral team. Our Pastoral Support Manager is now directly monitoring attendance and punctually, acting on issues the moment they arise and following up with clear actions. This takes the pressure of Year Leaders enabling them to be more effective. offering greater support and response across the pastoral team.	1A,2B,1C,2B
Access to financial support for curriculum equipment.	Students continue to benefit from financial support when and if it is required.	1A,2B,1C,2B
Access to financial support for Uniform, PE & Games Kit.	Students continue to benefit from financial support when and if it is required.	1A,2B,1C,2B
Targeted intervention given to those boys who appear to have a widening gap in ability. Especially in Reading.	As a follow on from the baseline test, support can now be put in place for those felt most in need, with programs such as Lexia Power Up (online literacy support package) and Paired Reading. Once identified they can be placed on these literacy programs to help bridge the gap in time for their GCSEs.	1A,2B,1C,2B
Accelerated reader program	To build and develop targeted and bespoke reading experiences for the lower school. To	1A,1C,2A,2B

	increase engagement in reading and to promote a better relationship with literacy.	
Access to financial support for the iPad Scheme.	Students continue to benefit from financial support when and if it is required.	1A,2B,1C,2B
Group tutoring sessions in English & Maths.	Using the Recovery Funding: Richard Challoner School will provide group tutoring to all identified students who are considered to be underperforming. Targeting the highest need in the priority year group first, then continue to roll out similar across other year groups. Pupil Premium students are prioritised in this approach.	1A, 2A, 2B
1:1 Pastoral Catch up with Pastoral Support Manager for Pupil Premium students	Pastoral Support Manager to meet with students/parents who we deem have not directly benefited from headline interventions as a result of the Pupil Premium scheme.	1A,2B,1C,2B
Use of external providers	To continue to investigate and make use of local external providers that would support the wellbeing and engagement of Pupil Premium students where such a provision would enhance the long term outcomes of those students.	1B,1C,2A

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

Budgeted cost: **£14,825**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clinical Psychology Support	Richard Challoner directly commissions a private Clinical Psychologist to help students overcome some significant barriers to mental health that make being in school and fully accessing learning a problem.  This can also take the form of support and work with parents of these students as and when they require it.	1B, 2A,2B
Direct Educational Psychology support (Unify)	Richard Challoner directly commissions a private Educational Psychologist known and familiar to the school. This provides greater flexibility in offering systemic support and training to all staff to provide better, concise and practical strategies to support all learners. It also provides greater opportunities to work flexibly with identified students.	1A, 1B,2A,2B

Direct employment of Occupational Therapist	We have appointed a full time highly skilled Occupational Therapist to support classroom learning with strategies to help engagement and minimise sensory distractions specifically in KS3. This will not only support a high proportion of students with SEND, but also students who are often disengaged, some of whom will be Pupil Premium students.	1A, 1B,2A,2B
Careers advice for all students	Richard Challoner School has employed a highly skilled careers advisor to provide Information Advice & Guidance (IAG) to our students.  All Pupil Premium students continue to have prioritised access to careers advice and additional support via the PSHE program and individual meetings.	1B, 2B
Duke of Edinburgh Support	Financial support offered to Pupil Premium students to participate in the Duke of Edinburgh scheme.  This includes registration with the scheme and support for equipment for the expedition phase of the program. Participation in DofE widens the perspectives and aspirations of all students but Pupil Premium students will particularly benefit from this opportunity.  DofE Coordinator to meet with Pupil Premium students in year 10 to outline what support is available and the advantages in participating in the scheme.	1B,1C

### Recovery Premium

Budgeted cost: **£30,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery premium funding allocation this academic year	Recovery premium is used to provide targeted interventions in English and Maths. The interventions take the form of small group tuition for groups of 5/6 students. Both English and Maths have 50 targeted sessions per subject area available to use and will deploy staff and students appropriately to maximise the coverage available. The number of sessions available to each group varies depending on need and the specificity of the intervention taking place.	1A,1B, 2B

Total budgeted cost: **£145,025** (*inc Recovery Fund*)



## 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.

#### Richard Challoner School GCSE 2023 results breakdown

*\*comparison from 2022 GCSE Results*

KPI	RC - All Students	+/-	RC - PP	+/-	LA - Non PP*	+/-	England - Non PP	+/-
No. of Pupils	158	-3	14	-3	1602	+136	447564	+14733
P8 Score	0.66	-0.05	-0.54	-0.30	0.69	+0.06	0.17	+0.02
A8 Score	57.1	-2.5	43.9	-2.2	61.2	-2.2	50.2	-2.4
EN & MA 5+	73%	-4%	64%	+11%	71%	-4%	52%	-5%
EN & MA 4+	89%	-3%	64%	-12%	85%	-2%	73%	-3%
EBacc 5+	40%	-7%	29%	+5%	42%	-7%	20%	-4%
EBacc 4+	59%	-3%	43%	-10%	52%	-7%	28%	-3%
Entering EBacc	86%	-4%	71%	+6%	70%	-3%	43%	-
EBacc APS	5.45	-0.22	4.17	-0.08	5.7	0.24	4.43	-0.22

Significant Decrease	Negative Downward Trend	Marginal Decrease	Positive Marginal Trend	Notably High increase
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*\*Including selective schools*

*(Noting specifically that colours purely represent the change from previous GCSE 2022 examination results and not the overall level of performance)*

### Interpretation of Data

Examining the standout figures, the data, coupled with colour-coded change indicators, reveals a noteworthy pattern. A significant decrease is represented by deep red, transitioning through orange for a negative downward trend, yellow for a marginal decrease, light green for a positive marginal trend, and dark green for a notably high increase. *(Noting specifically that colours purely*

*represent the change from previous GCSE 2022 examination results and not the overall level of performance)*

Upon close inspection of the data, the most striking change is the local area experiencing a decline in Ebacc4+ attainment. While all students, including non-disadvantaged ones, seem to have performed less favourably compared to previous years, the substantial local decrease for this Key Performance Indicator (KPI) is cause for concern. A comparative analysis with Richard Challoner's disadvantaged students indicates they managed to mitigate the decline, although still performing less optimally than last year, albeit to a lesser extent than all students locally.

Acknowledging ongoing trends is essential. It's indeed commendable that our disadvantaged cohort consistently outperforms their counterparts in local schools and surpasses national averages significantly. However, we remain mindful of the substantial in-school gap that persists. Recent data indicates a widening of this gap nationwide, necessitating its consideration as a pivotal factor in shaping our newly formulated Pupil Premium Strategy Document for 2024-2027. Despite this challenge, it's noteworthy that our disadvantaged students have consistently exceeded the national average in recent years.

It's essential not to evaluate these results in isolation or solely in comparison to the previous year. In 2020 and 2021, students received grades through teacher assessment, and the government opted to recalibrate grade boundaries to the 2019 standards. This adjustment rendered higher grades more challenging to attain and the government has stated "In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022."

### Staying in education or entering employment

*\*data available from 2021*

Richard Challoner School	Local Authority	England
99%	96%	94%

This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 in 2021 (after year 11, usually aged 16). Our Pupil Premium students are a subset of this figure. All our Pupil Premium students in this cohort stayed in the 6th form and went on to complete their courses of study.

### Attendance

Attendance for Year 11 Pupil Premium students during **2022 - 2023** up to the start of their GCSE Exams was 88.1% (92.7 % for all students) against a school target of 98%.

Attendance for Year 7 - 10 Pupil Premium students during **2022 - 2023** up to the end of the academic year was 92.9% (94.7 % for all students) against a school target of 98%.

### **Continuing Aims into 2024 and 2025**

Continuing our commitment to advancing the early identification of disadvantaged students, our school places significant importance on collaborative partnerships with primary school counterparts. This strategic approach is integral to creating an inclusive and supportive learning environment, and we have implemented various initiatives to enhance identification processes for students with diverse needs.

#### **Year Leader Visits:**

Year 6 visits by the year 7 year leader to primary schools facilitate a seamless transition and provide valuable insights into the individual needs of students on a whole year group basis.

#### **Year 6-9 Age Phase Coordinator Visits and Handover Meetings:**

These initiatives aim to foster a continuous understanding of students' development and learning needs as they progress through different age phases, promoting early identification and intervention. This ensures the smoothest possible transition to secondary school. This is often a huge social, cognitive and developmental jump for students.

#### **Attendance in Year 6 EHCP Annual Reviews:**

Our active participation in Education Health and Care Plan (EHCP) Annual Reviews for Year 6 students ensures a comprehensive understanding of their educational and support requirements ensuring relevant and appropriate outcomes can be understood.

#### **Attendance at Year 6 CIN, TAF, and Professional Meetings:**

Participation in Child in Need (CIN), Team Around the Family (TAF), and other professional meetings enhances collaboration with primary schools and aids in the early identification of potential challenges.

#### **Extended Invites to Enhanced Induction Programs:**

By extending invitations to disadvantaged students that have been identified as part of our screening process to our inclusive induction programs, we create opportunities for collaborative planning and early identification of students who may require additional support. These programs take the form of Sports Camp and SEND Support Preview Mornings in the run up to the start of year 7. Those from disadvantaged backgrounds can be disproportionately affected when starting in a new educational setting and this helps them as part of their transition.

#### **Induction Day:**

Our inclusive induction day is designed to provide a supportive environment for new students and offers a platform for all students to meet and get to know each other on a supportive and fun day.

### **NFER Standardised Assessments:**

The use of NFER standardised assessments contributes to a systematic approach to identifying learning and support requirements at the earliest possible point in a student's education journey at Richard Challoner, ensuring a comprehensive understanding of every student's abilities and what we might be able to do to enable them to thrive. This whole year group approach will identify not only those known to the primary but also can highlight all those students who haven't presented with any gaps.

### **Online Literacy Assessments:**

Students complete online literacy assessments throughout Key Stage 3 and this allows us to identify those students whose reading age is behind that of their peers and put in place interventions to close this gap. Our Pupil Premium students are always prioritised for intervention if they show up in this screening process.

In conclusion, our school's commitment to collaborative initiatives with primary schools focuses on early identification and support for disadvantaged students. The implementation of these strategies reflects our dedication to creating an inclusive educational environment that prioritises the diverse needs of every student throughout Key Stage 3.

### **Pupil premium support framework**

As part of our commitment to enhancing support, we are keen to develop and introduce pupil premium profiles for all students registered as Pupil Premium. This initiative ensures a comprehensive understanding of individual needs, facilitating targeted interventions. Additionally, we're implementing termly reviews of all interventions and support for these students. To enhance this process, we'll conduct deep dives into attitude to learning data (Atl), collaborating with pastoral leads to promptly address concerns and intensify support at the earliest opportunity. Linking to the current success that we have in understanding and knowing our students the moment they step through our doors to the last day they leave us. This structured approach reflects our dedication to providing tailored and timely care for the success of every Pupil Premium student.

Continuing with the Education Endowment Foundation (EEF) tiered approach structure (outlined above) will continue to play a part in compartmentalising areas of focus within High Quality Teaching and Learning, Targeted Interventions, and Wider School Initiatives. EEF Guidance can be found [here](#).

It is important to note that this approach is part of our 3-5 year rolling Pupil Premium Strategy as recommended by the DfE and EEF.

## Externally provided programmes

### **Anstee Bridge**

*“Anstee Bridge, as part of Achieving for Children, has been supporting vulnerable young people struggling with their social, emotional and mental health since 2008.*

*We work with young people in years 7 to 11 (age 11 to 16) in the boroughs of Kingston and Richmond Upon Thames, through creative workshops to build confidence and resilience in a nurturing, therapeutic, safe and fun environment.”*

### **Further information Anstee Bridge**

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### **Sports Group England Provision**

*Based at Imber Court sports ground in Esher. Students can enrol on NCFE courses providing a vocational and hands-on approach to Levelled Qualifications in sport. Working closely in small groups or 1 to 1 teaching, students obtain qualifications leading to future opportunities and further education and or training in line with their skills and aspirations.*

### **About NCFE Qualifications**

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### **EISS: Step by Step (Education Inclusion Support Service)**

*“Step by Step is a part time alternative provision and a forum to support children and young people experiencing emotionally related school avoidance (ERSA). This currently runs on three mornings a week and there are places available in key stage 1, 2 and 3.*

*Step by Step is a social provision supporting children and young people experiencing ERSA and is a nurturing programme focused on relationship building, social interaction and small step exposure to a new setting. We aim to raise self-esteem, aspirations, confidence and motivation to help pupils access their education, attend and thrive. All our tutors and specialist support workers have specialist expertise with special educational needs and pupils are able to access non-clinical mental health. support from staff during these sessions.”*