



Richard Challoner School



Pupil Premium Strategy 2019/20

Contents

Introduction	3
Free School Meals (FSM)	3
Richard Challoner School Summary Information	4
Current Attainment	5
Barriers to future attainment (for Pupils eligible for PP)	5
Intended outcomes	6
Planned Expenditure	7
Review of Expenditure	12

Introduction

The government allocates a sum of money to schools to support students who are deemed by the Government as disadvantaged. This is called the Pupil Premium Grant. Currently the government allocates this money to schools based on the following criteria:

- Pupils who are known to have been eligible for free school meals.
- Pupils who have been looked after.
- Pupils that have been adopted from care.
- Richard Challoner received £79,250 this financial year for our children who are in this cohort.

The children that are on the pupil premium (PPG), 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 young 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 families' 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 hugely 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, can reach their full potential irrespective of background or disadvantage.

Free School Meals (FSM)

If you think your child might be entitled to Free School Meals please use the LGfL 'Free School Meals / Pupil Premium Service' www.fsm.lgfl.net

This web site provides a quick and easy check for free school meals and, if eligible, also welcomes additional funding for their child's school, known as 'Pupil Premium'. If eligible, you are not obliged to accept the free school meals for your child if you wish to make other arrangements, but we do want to encourage applications as the additional funding gained would still benefit education provision at the school.

What the service does for parents

After entering essential details into the web site, the online application process links to the Department for Education system for checking eligibility and gives an immediate 'yes' or 'no' response, and will notify the school. This system is being provided to encourage parents to apply and take advantage of free school meals while at the same time increasing the benefit to schools from Pupil Premium funding, a substantial amount of which does not reach schools because not all parents who are eligible apply for free meals for their child. By way of a 'thank you' to parents for taking part, and regardless of individual outcomes, The London Grid for Learning (LGfL) would like to provide parents of children attending LGfL-connected schools with Sophos Anti-Virus software, free of charge, to protect the computers used by pupils at home. To gain access to this software there is a short registration process which will also give you access, if required, to other LGfL services and benefits that are available to your child's school. Please be assured there is no catch, no cost and no advertising. LGfL (a UK education charity set up in 2001 and owned by London's 33 local authorities) exists to support education and is leading this initiative to make it easier for parents to apply for free school meals and to encourage the drawdown of unclaimed Pupil Premium.

What the service does for schools

As the government has now introduced free school meals for all children in Key Stage 1, it is more important than ever for schools to know the number of pupils for whom they can claim Pupil Premium funding. These funds enable schools to take on additional staff and invest in additional equipment, resources and activities to benefit all children. Please visit www.fsm.lgfl.net enter the necessary details and support this worthwhile initiative.

Richard Challoner School Summary Information

Summary of School Context	Richard Challoner School Academic Year 2019-2020
Total Number of pupils on roll (Year 7 to 11)	792
Total number of pupils eligible for PP	74
Percentage of PP (Year 7 to 11)	9.34%
Amount of PP received per pupil	£935
Total amount received	£79,250

Year Group Breakdown

Year Group	Student population	Number of disadvantaged students	Number of disadvantaged *SEND students	Percentage of disadvantaged students per year group	Percentage of disadvantage students who are *SEND
7	160	16	7	10	43.8
8	161	6	4	3.7	66.7
9	160	15	4	9.4	26.7
10	153	20	4	13.1	20
11	158	17	5	10.8	29.4
Totals	792	74	24	9.3	32.4

**SEND, Special educational needs & disabilities defined by students who have clear and diagnosed barriers to learning that can't be met with Quality First Teaching (QFT) by the class teacher.*

The key priority of the strategy is to raise attainment and ensure disadvantaged pupils achieve and close the gap in attainment and progress with non-disadvantaged pupils. 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 the below as our key barriers to achievement for our PP students and this has helped to structure our strategy.

Barriers to Educational Achievement	Strategy Objective
Teaching & Learning	Effective learning and teaching and increasing children's meta cognitive understanding
Aspirational Deficit	Raise aspirations and increase motivation to elevate post 16 and 18 destinations to further and higher education.
Access to Resources	Address resources required to allow full curriculum access and support wellbeing
Lack of Engagement and correct challenge	Assess and build engagement and challenge into curriculum offer and design.

Current Attainment

In 2020, students were allocated Centre Assessed Grades (CAGs) for their GCSEs and no performance tables were produced across the country.

	Pupils eligible for PP (Richard Challoner)	Whole School Performance (Richard Challoner)	Pupils not eligible for PP (National Average)
Progress 8 Score	n/a	n/a	n/a
Attainment 8 Score Average	56.85	59.48	n/a

Barriers to future attainment (for Pupils eligible for PP)

Academic Barriers (*Issues to be addressed in school, for example literacy*)

- A. Lower levels of literacy and numeracy on entry for disadvantaged students
- B. Aspirational deficit
- C. Learning environment

Additional Barriers (*Issues which also require action outside school such as lower attendance rates*)

D. A high percentage of our disadvantaged students are also SEND

E **COVID-19 Impact**

Intended outcomes

Intended outcomes (Specific outcomes and how they will be measured)	Success Criteria
A. Progress of PP students to be in line with the progress of their non PP peers.	Progress 8 score for PP students to exceed or match non PP students nationally and to narrow within the school gap.
B. High aspirations whilst in school and beyond	Outcomes for PP students in year 11 or sixth form allow students to access appropriate courses. IAG in place to support this.
C. Improved and sustained well-being	Provision in place to support the wellbeing of PP students where appropriate.

Planned Expenditure

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- I. **Quality of teaching for all**
- II. **Targeted support: A positive learning environment.**
- III. **Other approaches: Wellbeing, attendance and parental engagement.**

Quality of teaching for all

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staffing lead	When will review implementation
Smaller classes for children with low prior attainment often PP with extra LSA support.	Teachers are able to devote more time to targeted pupils who need the extra support. More individual knowledge of the pupil due to the smaller class size.	Building on the noticeable success of previous years. smaller and better supported lower ability groups increases overall time for the teacher to spend with disadvantage or SEND students. the more dedicated attention, feedback and support adults can give in the classroom should lead to better engagements and better performance.	Clear timetabling and collaborative input by Head of Learning support with a teaching timetable to ensure clear targeted groups have adult support and where possible make choices to ensure classes are balanced.	IOB RG SLT	2020
Appropriate curriculum arrangements for those PP students who on entry to the school would benefit from a more supportive curriculum.	Transition class for years 7 taught by specialist teachers to make progress selected	Whilst we have established a clear and supportive environment on entry to the school, the same level of supported focus could continue all the way through to	Dedicated teacher led sessions supported in the same way Transition is with	IOB SLT JG RST RG	2020

	<p>due to their low prior attainment at key stage 2 or vulnerable to secondary school transition. At Key stage 4 a pathway 2 curriculum offered.</p>	<p>GCSE with Pathway2. If better and more dedicated teacher time is focused at KS4 we could see increased performance in GCSE exams and high quality results in core subjects.</p>	<p>the same routine Support staff who knows all the students. support staff are also indirectly learning mentors to those boys to better support them outside of the lesson. The large sized year groups of 10 plus in Pathway 2 could be split to ensure better Teacher/Student Ratio.</p>		
<p>Baseline Academic Assessment</p>	<p>Regular and specific online assessment for students from disadvantaged backgrounds to gain insight into baseline ability.</p>	<p>In addition to 1 formal annual end of year exam. To boost academic awareness and progress. The LS department will seek to run a series of online baseline assessments to closely identify academic gaps that could be growing or developing. ideally this would run every half term in class to avoid any embarrassment.</p>	<p>Working closely with MWA and year leaders to find the most appropriate way to deliver online screening and ability tests without causing disruption.</p>	<p>MWA RG Year Leaders English Department</p>	<p>2020</p>

Targeted Support: A positive learning Environment

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staffing lead	When will review implementation
Curriculum based trips are funded for all disadvantaged pupils.	All PP students have access to all curriculum opportunities.	School trips enrich curriculum experience and allow students to understand how their studies fit into the wider world, raising aspirations and attainment.	Student support database implemented and tracked by RG with clear allocation of expenditure for trips	Trip Leaders RG Middle Leaders	2020
Curriculum equipment specific to subjects is funded.	Student access to curriculum not hindered by lack of appropriate equipment.	This will reduce sanctions received related to this and encourage a positive starting position at school.	Student support database implemented and tracked by RG with clear allocation of expenditure for equipment	RG Department Leaders DSL Year Leaders	2020
Uniform subsidy is provided to individuals requesting support.	Less unnecessary negative interactions with staff.	Student learning and engagement is better when students are properly prepared for their lessons.	Student support database implemented and tracked by RG with clear allocation of expenditure for Uniform/Kit	RG PE Finance PTA/Sec ond Hand clothing and School Office	2020
In relation to new regular baseline tests, targeted department support given to those boys who appear to have a widening gap in ability for no reason.	To implement targeted intervention based on regular baseline	Whilst identification is essential the next vital part is to action on evidence found. If the identification of a weekend in a student's performance is delivered	Working closely with the English department and LS department the intervention can be	RG MWA English Department	2020

	assessments carried out each half term.	a clear support plan is required to get them on track, support them and enable them to make better progress. the earlier this intervention can be implemented the better and more long lasting the progress can be.	the result of joined up thinking to deliver the most impactful package of support for the individual or group of students who could be underperforming.	Subject Leaders Middle leaders Support Department / LSAs	
Other Approaches: Wellbeing, Attendance & Parental engagement					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staffing lead	When will review implementation
Clinical Psychologist working with parents.	To improve parenting skills.	The home environment and effective parenting is important to support attendance, wellbeing, motivation and academic progress.	Tracking of attendance over time.		2020
CP/EP/Counselling.	Improve wellbeing	Research by Public Health England found that 'Pupils with better health and wellbeing are likely to achieve better academically'.	Tracking of attendance over time.		2020
Wellbeing application	something to reach all students but especially those boys who become disengaged in education through mental	A discrete and positive application on every student Ipad they can use to help in or out of school understand how they feel when they need it. This hopefully will address and sooth issues when and if they happen. leading to more positive conversation back	Working with IT department as well as the mental health ambassadors and pastoral teams to push the use of this potentially	RG AS SRD Year Leaders ADR	2020

Richard Challoner School - Pupil Premium Strategy 2019/20

	health and low mood. Often not being able to seek support.	in school when possible.	application to be used routinely.		
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Review of Expenditure

Quality of teaching for all (2019/20)				
Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost
Smaller classes for children with low prior attainment often PP with extra LSA support.	Teachers are able to devote more time to targeted pupils who need the extra support. More individual knowledge of the pupil due to the smaller class size.	Whilst smaller class sizes alone does not instantly bridge learning disadvantages, it does allow the teacher to spend more direct time with the students as well as the possibility of better and more frequent support from experienced LSAs and Mentors. This closer support network of teachers and LSA builds strong supportive environments spotting and supporting needs much quicker.	Continuing	£18,500
Appropriate curriculum arrangements for those PP students who on entry to the school would benefit from a more supportive curriculum.	Transition class for years 7 taught by specialist teachers to make progress selected due to their low prior attainment at key stage 2 or vulnerable to secondary school transition. At Key stage 4 a pathway 2 curriculum offered.	Enhanced P2 Provision led by subject specialist to ensure better quality support sessions for GCSE students.	Continuing	£24,480

Targeted Support: A positive learning Environment (2019/20)				
Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost
Providing a calm, quiet space where children can work after school and on Saturdays.	A dedicated, staffed, calm working space is allocated to students so that they have a place to work with any resources which may be lacking at home. This can be either in the LRC or the Learning support department.	All boys across the school are aware of the value of staying in the environment to complete work. Saturdays had been a great success prior to Covid with many students taking up the opportunity to have an extra day to study.	Looking into starting this facility post COVID Restrictions to be able to have cross year support in the same space.	£7500
One to one reading from learning support assistants.	Improved literacy for those who are not achieving as expected for their age.	Extremely effective for those boys who have attended and worked with either 6th form students or LSAs. students are reported to be more confident in lessons.	Careful consideration to times this can be run, as well as benchmarking start and finish to ascertain impact of support. assessment could be carried out prior and after.	£3700
Funding support for curriculum based trips are for all disadvantaged pupils.	All PP students have access to all curriculum opportunities.	This is essential for the parallel progress from a disadvantaged student to the disadvantaged student. Trips that are key to learning have been supported by school to make sure that individual circumstances do not impact their education experience.	To maintain and continue - formalise application for funding with finance and trip leaders. Continued.	£2861

<p>Curriculum equipment specific to subjects is funded.</p>	<p>Student access to curriculum not hindered by lack of appropriate equipment.</p>	<p>For a student not to miss out, much like curriculum based trips this has been essential for students to feel included and supported.</p>	<p>To be extended more formally with iPad and applications. Continued.</p>	
<p>Uniform subsidy is provided to individuals requesting support.</p>	<p>Less unnecessary negative interactions with staff.</p>	<p>School has a large supply of school uniforms that we have been able to give to students requiring them. We have been able to also purchase PE kits for those who need this. again building no barrier between pupils confidence in school and with peers. giving them full access to the lesson without negative interactions.</p>	<p>Continuing</p>	
<p>iPad Scheme Support</p>	<p>Access to the ipad scheme crucial to various recourse apps, communication and access to potential home learning. all students entitled to use an ipad when in school.</p>	<p>46 Students access financial support for the Scheme across the school</p>	<p>Continuing</p>	<p>£9240</p>

Other Approaches: Wellbeing, Attendance & Parental engagement (2019/20)				
Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost
Encouraging PP parents to attend information evenings to support learning, wellbeing, and internet use.	Parents become more involved with their children's development. and education.	Good uptake, could be worth refining and producing a leaflet to advertise. Could still run virtually.	Need to publicise and keep board to not specifically targeted disadvantaged students who would be then less likely to attend.	£370
Clinical Psychologist working with parents.	To improve parenting skills.	Extremely effective and instant engagements with experienced professionals.	Continuing	£1500
CP/EP/Counselling.	Improve wellbeing	better on the ground support for our most vulnerable. enabling those students to make better progress in class. The better we work to improve children's wellbeing the better they will be able to deal with the challenges of later schooling, peer pressures, examinations, options, further education etc.	Continuing	£1600
Appoint a specialist Careers officer.	Improve aspirations and provide information leading to a wider range of opportunities and	This has been extremely positive. opening up many and new future pathways, better links with Local Authority, excellent support for		£9200

	pathways.	disadvantaged students as well as increased support and work with SEND Students. students feel far more confident in their direction, giving them greater depth to their aspirations and direction. .		
Youth Health link worker working with a group of students on aspirations and motivation.	Improve behaviour, achievement and well-being.	extremely positive to have a dedicated individual to spot, take action and record when students become low. This quick and meaningful support can be offered to take pressure off Year leader and pastoral teams. enabling better and more focused response to mental health.	Health link work has been a brilliant roll, however could move to a dedicated support professional as part of the school staff.	£0
Encourage disadvantaged students to take part in Duke of Edinburgh	Increased confidence, resilience and self-esteem.	Sense of achievement and success in a controlled and supportive way. pride and confident students out of school simply makes for better learners in school.	Demand is high, potentially needing to recruit more permanent support staff to be involved as well as key teaching leads. Continuing.	£2000

Richard Challoner School - Pupil Premium Strategy 2019/20

<p>Monitoring attendance closely responding to address attendance concerns of disadvantaged students. YLs and EWO meet with parents of key disadvantaged pupils regarding attendance.</p>	<p>Ensure attendance of PP children is in-line with non PP students</p>	<p>keeping a close eye on patterns and keeping our expectations equal across the board, all boys no matter the barriers have a right to education. Students from a disadvantaged background would gain (in needed) increased support to attend school and pastoral teams ability to step in to support parents/carers is not only brilliant for the student but fantastic supportive backup for families. This relationship builds confidence with home and school leading to better attendance and cooperation.</p>	<p>Assistant year leaders and the need for dedicated tracking of attendance by an individual to support Year teams.</p>	<p>£14,650</p>
<p>PP Budget</p>				<p>£79,250</p>
<p>2019/20 PP Expenditure</p>				<p>£92,500</p>