



Richard Challoner School: PPG Statement 2021 /22

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 2021 to 2022 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)	794
Proportion (%) of pupil premium eligible pupils, (Estimate; pending delayed census data)	9% (9.3)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Mr Ian O'Brien (Deputy Head)
Pupil Premium lead Pupil Premium - Link Governor	Mr Richard Gooud (Head of Learning Support) Mrs Nickola Mason (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Estimated)	£100,000
Recovery premium funding allocation this academic year (Estimated)	£22,000
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	£122,000

Part A: Pupil premium strategy plan

Statement of intent

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 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 PPG.

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:

- To provide *Quality First Teaching* for all students and to ensure those eligible for PPG are in line with the progress of their non PPG peers nationally.
- **To 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**
- **To ensure school wide aspirations for all learners encourage learners to understand that individual achievement is attainable for all, no matter the starting point.**
- **To provide all students with 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	Academic Barriers
A	Lower levels of literacy and numeracy on entry for disadvantaged students
B	Aspirational deficit
C	Learning environment outside school
2	Additional Barriers
A	A significant percentage of our disadvantaged students are also SEND
B	Continuing Impact of COVID-19

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 PP students to be in line with the progress of their non PP peers nationally and where possible to close the in school gap.	<p>Progress 8 score for PP students to exceed or match non PP students nationally and to narrow the within school gap.</p> <p>Whilst national figures have not been available for the last two years, we have used 4Matrix to track attainment and progress. This shows an A8 score of 48.2 and P8 score of +0.38 for the 2020/21 cohort and an A8 score of 56.9 and a P8 score of +0.75 for the 2019/20 cohort.</p>
High aspirations whilst in school and beyond	<p>Outcomes for PP students in year 11 or sixth form allow students to access appropriate courses and provisions.</p> <p>According to the latest figures from the DfE 99% of our 2019 school leavers stayed in education and employment for at least two terms after key stage 4.</p> <p>This compares with 96% of students locally and 94% for England as a whole.</p> <p>100% of the PP cohort of 2020/21 remain in education with 45% of the students attending the school 6th form and the remaining 55% in local colleges following appropriate courses after the right information, advice and guidance.</p>
Improved and sustained well-being and engagement.	<p>Provision in place to support the positive engagement of PP students where appropriate.</p> <p>ATL data analysed on a half termly basis is overwhelmingly positive.</p> <p>We know that attendance at school is consistently high and above local and national averages. Where attendance does drop our dedicated pastoral assistant will liaise with families and provide support for the</p>

	students when they are back in school. Where necessary home visits are organised by the pastoral team.
Minimise the long terms effects of Covid-19	Catch up and support in place from 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 students. We will continue to offer financial support and wellbeing support to those students who are identified as having a need.

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: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller classes for children with low prior attainment with extra LSA 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 PP 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 has been 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. Use of lexia power up, paired reading program from January 2022.	1A,2A,2B
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 is being used to track provisions and interventions for all students (including PP). This allows us to review the effectiveness of support that has been put in place and allows us to track this support more 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.	1A,1B,1C,2A, 2B
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

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 4 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 PPG students, giving them a wonderfully enriching experience, building on long-term relationships with Teachers and LSAs.	1B, 1C
Pastoral support assistant to monitor attendance and intervene on behalf of year leaders.	An indispensable aspect of the pastoral team. Our pastoral support assistant 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, once identified they can be placed on this literacy program to help bridge the gap in time for their GCSEs.	1A,2B,1C,2B
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

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1:1 Tutoring intervention in response to the global pandemic	Students identified by English and Maths departments in the autumn term of 2021 as having significant gaps in their learning due covid disruption. Key staff identified to begin 1:1 program by February 2022. PPG students are prioritised in this process.	1A, 2B
1:1 Pastoral Catch up with Pastoral Support Assistant for PPG students	Pastoral support assistant to meet with students/parents who we deem have not directly benefited from headline interventions as a result of the PPG scheme.	1A,2B,1C,2B

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with parents.	School Clinical Psychologist to work directly with individual parents where appropriate. School to provide additional support to parents through evening presentations by external practitioners e.g. Academic year 2021/22 'Practical ideas for happier living' 6 week rolling program throughout the academic year.	1B, 1C, 2A, 2B
CP/EP Support	EPS service to support with the supervision of our 3 ELSA trained staff, offering emotional literacy support to all students with priority for PPG/SEND. Direct work with students and parents as and when required.	1B, 2A,2B
Carers Advice for all students	All PPG students will continue to have prioritised access to careers advice from year 9.	1B, 2B
Duke of Edinburgh Support	Financial support offered to PPG 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 PPG students will particularly benefit from this opportunity. DofE Coordinator to meet with PPG students in year 10 to outline what support is available and the advantages in participating in the scheme.	1B,1C

Total budgeted cost: £120,000.00 (inc Covid Catch up 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 2020 to 2021 academic year.

Year 11 cohort obtained centre assessed grades which makes it difficult to compare their performance with those of other students nationally. However, our own internal analysis using 4Matrix has provided us with the following information.

- PPG Students obtained a progress 8 score of +0.38 for the 20 students in the cohort (0.00 for all students nationally in 2019)
- 85% of these students were entered for the EBacc with 40% of them achieving a standard pass with this performance measure (to put this in context in 2019, when the last national data was available, the non PPG cohort in England had 40% of students entered for the EBacc, with 25% of them achieving a standard pass)

As evidenced in schools across the country, partial closure was even more detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, the use of live lessons on Zoom and further online resources through Showbie and Show My Homework, which was facilitated through our iPad scheme. Where students were struggling to access online learning they were able to access our key worker provision in school, if they chose to do so. Our pastoral support assistant kept in contact with all our high profile families.

We also provided these families with food parcels each week which were donated by the wider school community, and collated and distributed by school staff.

Attendance for PPG students during 2020/21 was 93.4% (96.0% for all students) against a target of 98%. This compares very favourably with previous cohorts. The use of lesson by lesson registration during lockdown virtual lessons, combined with support from our pastoral team, meant that attendance remained high throughout.

100% of the PP cohort of 2020/21 remain in education with 45% of the students attending the school 6th form and the remaining 55% in local colleges following appropriate courses after the right information, advice and guidance.

The whole school focus since the return to school since September has been about reintegrating all students to both their academic curriculum and the wider curriculum as a whole. We have encouraged departments to focus on current learning, and to use as many assessment strategies as possible to gauge any loss in learning. This has been coupled with ensuring that there have been as many opportunities as possible for all students to engage in the wider curriculum including sporting fixtures, music concerts, house competitions and drama productions. We feel that this approach has allowed

students to re-engage with their peers, as well as allowing them to look to the future with a positive mindset.

The schools PSHE and RSHE programs have been reviewed and we have ensured that more time has been given to dealing with wellbeing and mental health issues, in order to adopt a more proactive approach to these national areas of concern for young people.

The school has also adopted a whole school initiative on oracy and literacy, which has included the use of a significant amount of whole school inset time in order to promote and enhance these skills in all our students. We know that there are issues for boys nationally with regards to engaging in reading and the wider benefits this brings to their overall academic attainment and future life chances. This is a long term program which we hope will promote these skills and lead to even better outcomes for students at Richard Challoner school.

As part of the SSAT network of leading edge schools we continue to engage with the research and data that looks at how best to engage with all students, and PPG students in particular, during these difficult times.

The SSAT has acknowledged the work we have been doing with three awards under its Framework for Exceptional Education, namely; Principled Curriculum Design; Professional Learning; Engaging With Evidence and Research.

Externally provided programmes

Programme	Provider