



Richard Challoner School: PPG Statement 2022 /23

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 2022 to 2023 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)	800
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Ian O'Brien (Deputy Head)
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 (Estimated)	£100,000
Recovery premium funding allocation this academic year (Estimated)	£12,778
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	£112,778

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 to 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 many of our 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
C	Impact of national school funding and unfunded pay rises, and 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 PP students to be in line with the progress of their non PP peers nationally and where possible to close the in school gap.	Progress 8 score for PP students to exceed or match non PP students nationally and to narrow the within school gap. As a school we intend that our PPG cohort outperforms the national average score for non PPG students in all KPIs.
High aspirations whilst in school and beyond	Outcomes for PP students in year 11 or sixth form allow students to access appropriate courses and provisions.

	<p>Enhanced IAG for all PP students to ensure they know all the pathways that are open to them.</p> <p>PP students to be specifically encouraged to get involved with the wider curriculum that is available to all our students.</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 will be analysed on a half termly basis and where there are concerns appropriate support can 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>
Minimise the long terms effects of Covid-19	<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>Increase our early intervention support for wellbeing and resilience across the school by training a further 3 Emotional literacy support LSAs over the course of 2022/23.</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: **£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 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
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

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 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	1B, 1C

	away from home for many PPG students, giving them a wonderfully enriching experience, building on long-term relationships with Teachers and LSAs.	
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 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 increase engagement in reading and to promote a better relationship with literacy.	1A,1C,2A,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
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. PPG students are prioritised in this approach.	1A, 2A, 2B
1:1 Pastoral Catch up with Pastoral Support Manager for PPG students	Pastoral Support Manager 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
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Clinical Psychology Support	<p>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.</p> <p>This can also take the form of support and work with parents of these students as and when they require it.</p>	1B, 2A,2B
Direct EP support (Unify)	<p>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.</p>	1A, 1B,2A,2B
Direct employment of Occupational Therapist	<p>Richard Challoner School to employ a highly skilled Occupational Therapist to support classroom learning with strategies to help engagement and minimise sensory distractions specifically in KS3. Not only to support a high proportion of students with SEND, but also students who are often disengaged, many of whom will be pupil premium.</p>	1A, 1B,2A,2B
Careers advice for all students	<p>Richard Challoner School to employ a highly skilled careers advisor to provide IAG to our students.</p> <p>All PPG students continue to have prioritised access to careers advice and additional support via the PSHE program and individual meetings.</p>	1B, 2B
Duke of Edinburgh Support	<p>Financial support offered to PPG students to participate in the Duke of Edinburgh scheme.</p> <p>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.</p> <p>DofE Coordinator to meet with PPG students in year 10 to outline what support is available and the advantages in participating in the scheme.</p>	1B,1C

Total budgeted cost: £112,778 (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 2021 to 2022 academic year.

Richard Challoner School GCSE 2022 results breakdown

KPI	RC - All Students	RC - PPG	LA - Non PPG*	England - Non PPG
No. of Pupils	155	17	1466	432831
P8 Score	0.71	0.24	0.63	0.15
A8 Score	59.6	46.1	63.4	52.6
EN & MA 5+	77%	53%	75%	57%
EN & MA 4+	92%	76%	87%	76%
EBacc 5+	47%	24%	49%	24%
EBacc 4+	66%	53%	59%	31%
Entering EBacc	90%	65%	73%	43%
EBacc APS	5.67	4.25	5.94	4.65

**Including selective schools*

Staying in education or entering employment

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 2020 (after year 11, usually aged 16). Our PPG students are a subset of this figure. All our PPG students stayed in the 6th form and went on to complete their courses of study.

Attendance

Attendance for PPG students during 2021 - 2022 was 87.6% (93.2.% for all students) against a target of 98%. These figures reflect enforced quarantines due to Covid before the relaxation of Covid restrictions nationally.

Early Identification of PPG

Closer and more direct work with our primary school partners to identify consent early for SEND but also pastoral concerns. The creation extension of the Year 7-8 SEND coordinator to now incorporate Year 6. Member of staff to work closely with the pastoral team to identify as early as possible concerns who may be in need of assistance with transition into a secondary environment.

Whole School

The whole school focus since the return to school since September 2021 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.

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

NA