

## Pupil premium strategy statement

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	Bishop Challoner Catholic Federation of Schools
Number of pupils in school	646 girls and 549 boys
Proportion (%) of pupil premium eligible pupils	50% girls and 55% boys
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	JP Morrison Acting Executive Head teacher
Pupil premium lead	Kay Meehan Assistant Head teacher Tim Gladstone Pupil Premium coordinator
Governor / Trustee lead	Aleisha Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,610 girls £307,510 boys
Recovery premium funding allocation this academic year	£49,735 girls £47,125 boys
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (for both schools)

<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	£730,980
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## Part A: Pupil premium strategy plan

### Statement of intent

As a Catholic school in Tower Hamlets, one of the most deprived areas in England, we see it as our mission to ensure that our pupils recognise their value as young men and women and are given every opportunity to be successful in whatever they choose to do in the future. As modelled by our founder Bishop Challoner, we feel that regardless of their background, our pupils should feel empowered to do extraordinary things extraordinarily well, and we intend to use our pupil premium strategy to support that work.

We are very much aware that successful educational outcomes for pupils can be traced back to the quality of learning and teaching in the classroom, and the ability of all pupils to access an appropriately challenging curriculum regardless of their background. To ensure that pupils are given every opportunity for educational success we have begun a rigorous programme of monitoring pupil work and feedback so that good practice is shared and high quality teaching allows pupils to build on their achievements year on year.

As society begins to emerge from the impact of the Covid pandemic, it becomes more obvious that the disadvantaged have been most negatively affected. We have begun working with the National Tutoring programme to assist pupils make up for missed educational opportunities and identify and address gaps in their knowledge. We have used a forensic approach to prior data to identify the pupils in need of this type of intervention. This educational recovery will also be supported by in-school support such as revision workshops and a focus on improving literacy and oral language.

We treat all of our pupils as individuals with their own skills and talents and we see their development as the collective responsibility of all the teaching staff. To this end, all pupils are encouraged to take up opportunities within the school and to challenge themselves to improve. This means that we closely monitor the pupils who are in both the More Able and Pupil Premium categories to ensure that they are appropriately challenged and are encouraged to be as aspirational as possible.

In order to make certain our plan is effective, we will:

- adopt whole school approach to tackling the impact of disadvantage, particularly among White British, Black Caribbean and More Able pupils
- address the impact of low literacy levels early in a child's school career
- ensure all pupils are challenged to make progress in their learning and are ambitious in their goals for the future

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our monitoring of the reading ages of the KS3 pupils during the last 2 academic years indicated that the lockdowns had a negative impact of the literacy levels of KS3 pupils. A significant number of pupils maintained the same reading age during this period, or their reading age dropped. The impact is particularly apparent in Y9:</p> <ul style="list-style-type: none"> <li>• Y8 boys - 42%</li> <li>• Y8 girls - 30%</li> <li>• Y9 boys - 57%</li> <li>• Y9 girls - 55%</li> </ul> <p>This in turn affects their ability to access age appropriate work in lessons and long term will affect their outcomes at the end of KS4.</p>
2	<p>The attainment of White British and Black Caribbean pupils continues to be below that of their peers. This is particularly concerning as a significant number of these pupils come from a disadvantaged background.</p> <p>In 2020-21 the Progress 8 scores for our disadvantaged boys and girls from Black Caribbean, White British or mixed backgrounds were lower than their non-disadvantaged peers:</p> <ul style="list-style-type: none"> <li>• Girls = +0.11 (whole cohort = +0.79)</li> <li>• Boys = -0.81 (whole cohort = -0.01)</li> </ul> <p>These lower levels of attainment is a country wide issue and caused by the interaction of a complex set of reasons that include parental engagement, emotional health and wellbeing, low level of aspiration, lower levels of literacy and numeracy and a lack of access to relevant work experience and career guidance.</p>
3	<p>Lock down and limited access to technology for some families have affected education of disadvantaged pupils, widening attainment gaps. The government laptop scheme went some way to addressing this gap, however many families cannot afford the internet access required for pupils to log on to learning websites and apps for sustained periods of time.</p>
4	<p>The quality of exam paper answers from KS4 pupils is varied and many pupils have gaps in their understanding. This incomplete set of knowledge then impacts on outcomes in end of year exams and GCSEs. This is not a new phenomenon; however, the gaps have become greater because of the impact of school closures during the periods of lockdown and reduced face-to-face teaching in the classroom.</p>
5	<p>Through our discussions with pupils and their parents, it is apparent that some pupils do not see the value of parts of the school curriculum and would prefer to learn skills that are more aligned with their plans for the future, for example courses such as Hair and Beauty or plumbing. For some of these pupils improved engagement with their education comes from raising their self-esteem and improving their self-image as a learner, and for others the best outcome is achieved by moving to a college that offers the courses that they are interested in.</p>

6	Poor mental health and self-esteem has a very negative impact on many secondary school pupils and this impact is even greater among pupils from a disadvantaged background. This situation has been exacerbated by the effects of the pandemic as many pupils are aware of their lost learning time and how this will affect their futures, while also worrying about family and friends. Our counsellors already have a long waiting list of pupils, and the number of referrals are increasing more rapidly than any other year.
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## 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
Improved attainment among disadvantaged pupils by the end of KS4, especially for White British and Black Caribbean pupils.	By the end of our 3-year strategy in 2024-2025, our disadvantaged pupils, including White British and Black Caribbean pupils, will be achieving outcomes that are in line with the rest of the cohort. This will be measured by the GCSE results.
Improved reading comprehension by the end of KS3 for disadvantaged pupils	Reading age assessments will show all pupils will make steady and sustained progress in their reading age, regardless of their ability, from the point of starting with us in Y7 to the end of KS3. This will be measured by the reading age assessments.
Improved revision and exam preparation skills for pupils in the classroom	The outcomes for disadvantaged pupils will improve and in particular, their GCSE grades will come in line with the rest of the cohort by the end of our 3-year strategy. This will be measured by the GCSE results.
Improved wellbeing of our pupils, including the most disadvantaged	Pupil wellbeing and mental health will show sustained improvement post-Covid. This will be measured using pupil voice, parental and staff surveys, feedback from the counselling services and increased participation in extracurricular activities by disadvantaged pupils.

## 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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of Pupil Premium provision by consultant	In order to ensure that we are using the delegated funding effectively, and that we are making good progress with the execution of our strategy, we will review our progress at around the mid-point of the strategy (during 2022-2023). We evidence from this review will inform our actions for the remainder of the strategy period.	1, 2, 3, 4, 5 and 6
Increased literacy support for all pupils in KS3	It is well documented that literacy skills are an indicator of future outcomes for a child. This is particularly true for White British and Black Caribbean boys. By creating a solid foundation of literacy skills pupils are able to make much more secure progress in all subjects.  EEF research Boys on Track research paper (2018)	1 and 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £408,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme to increase engagement and outcomes for White British and Black Caribbean pupils (speakers, trips, family outreach)	Underachievement in White British and Black Caribbean pupils is a concern for many schools. This has been researched and recommendations made based on study of a countrywide cohort. These recommendations extend beyond actions that can be put in place by a secondary school; however, there are some that are very pertinent that we	2, 3, 4, 5 and 6

	<p>will put in place, including family engagement, enhancing pupils' emotional wellbeing and mental health, engaging families and providing relevant careers guidance.</p> <p>EEF research on Metacognition and self-regulation, parental engagement, peer tuition, reading comprehension strategies Boys on Track research paper (2018)</p>	
Provision of Visualisers in all classrooms.	<p>Visualisers provide and quick and effective method for feedback to pupils, allowing pupils to see techniques and strategies being modelled by a teacher and good practice to be celebrated by the class.</p> <p>EEF research on feedback, metacognition and reading comprehension strategies</p>	1, 2 and 4
Production of focused support for Y11 pupils such as revision materials and banks of past paper questions	<p>The pandemic has had a negative impact the performance of pupils, and the attainment gap has been increased between the disadvantaged pupils and the rest of the cohort. In order to address this issue, pupils must be supported to improve, both individually and as a whole cohort.</p> <p>EEF research on individualised instruction, one to one tuition, peer tuition, small group tuition and parental engagement Boys on Track research paper (2018)</p>	1, 2, 4 and 5
Saturday revision programme	As above	1, 2, 3, 4 and 6
Engagement with National tutoring programme for pupils affected by pandemic	As above	1, 2, 3, 4 and 6
Creation of a shadow structure of staffing to support the academic progress of pupils	<p>The teaching and support staff know the needs of the individual pupils that they teach very well. Because of this, we will use teachers who are under their timetable allocation to support and teach individual pupils.</p> <p>EEF research on feedback and individualised instruction</p>	1, 2 and 4

Targeted support for Y7 reading	<p>The Covid-19 pandemic lockdowns have had a negative impact on the ability of Primary schools to address the gaps in their pupils' knowledge and put in place literacy support. This means that pupils are starting Y7 with reduced literacy skills and reading ages. This in turn affects pupil outcomes in all subjects.</p> <p>EEF research on reading comprehension, one to one tuition and small group tuition</p>	1, 2 and 6
Subsidy of Borough Fair Access Protocol (FAP)	<p>Some pupils become disengaged as they feel that the curriculum does not equip them for the future that they have envisioned for themselves. Access to FAP allows us to direct support them towards their chosen career path.</p> <p>EEF research on mentoring and parental engagement Boys on Track research paper (2018)</p>	2, 5 and 6
Numeracy and literacy coordinators roles	<p>Numeracy and literacy skills have one of the greatest impacts on a child's educational outcomes. We have employed a numeracy and a literacy coordinator whose roles focus on raising the attainment of pupils in these areas</p> <p>EEF research on feedback, reading comprehension, one to one instruction and small group tuition Boys on Track research paper (2018)</p>	1, 2, 4 and 6

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

Budgeted cost: £229,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved wellbeing for pupils through access to counselling services (Place2Be and ASpace)	Our school counselling services have been well used by pupils, and the need for counselling is rising as children come to terms with the impact of the Covid-19 pandemic. The waiting lists for all of the services is increasing, but the	6



	pupils who access the service find that it gives them helpful strategies for coping with their concerns.	
Debate Mate	<p>Debate mate provides pupils with an opportunity to work on a range of skills that they will find useful both in and out of school. This activity has been aimed at disadvantaged and More Able pupils and the skills that the programme focuses on include:</p> <ul style="list-style-type: none"> <li>• Confidence to speak in front of others</li> <li>• The ability to create well-structured arguments supported by evidence</li> <li>• Learning how to work with others in a team</li> <li>• Learning how to argue/listen/support arguments which they might fundamentally disagree with – useful for appreciating other peoples' points of views</li> <li>• Greater confidence in their own abilities to argue</li> </ul>	1, 2, 5 and 6
SIM cards for pupils who do not have access to data	The Government laptop scheme has provided us with hardware to distribute to the most disadvantaged pupils, however we discovered during lockdown that many families could not afford to pay for the data needed to access online learning.	2, 3 and 4
Uniform supplies	A small number of our families cannot afford to buy all of the uniform as their children grow out of it quickly. This impacts on their Mental Health and the attendance and participation in PE lessons of some pupils	5 and 6

**Total budgeted cost: £688,608**

## 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.

Our internal assessments were very much disrupted by the Covid-19 pandemic; however, we were able to measure the pupils' performance through teacher administered assessments in 2020 and 2021. For the girls identified as disadvantaged, their Progress 8 performance showed an upward trend of +0.57 in 2020 and +0.62 in 2021. The disadvantaged boys' performance showed a negative trend during this time as they achieved Progress 8 scores of -0.3 in 2020 and -0.49 in 2021.

It is reasonable to surmise that we did not achieve our desired outcomes for the disadvantaged boys, but we were more successful with the girls. Further analysis suggests that the girls were able to adapt to studying the curriculum online during periods when the majority of pupils were working from home, something that the boys struggled with. All pupils also missed out on provision such as peripatetic music lessons, targeted literacy and SaLT support, Duke of Edinburgh expeditions and the Y7 transition programme, and this appears to have had a disproportionate effect on the disadvantaged pupils.

We are also aware that the mental health of the pupils was negatively impacted during the periods of lockdown, and this was particularly seen among the disadvantaged pupils. We had allocated Pupil Premium funding to Therapy provision, but the counsellors had to switch to phone calls rather than face to face appointments during this time and for many pupils the lack of privacy at home and discomfort at using an unfamiliar format meant that they did not use the service and so their mental health continued to deteriorate.

### Externally provided programmes

Programme	Provider
Debate Mate	Debate Mate Schools Ltd
Lexia	Lexia UK
Thinking Reading	Thinking Reading

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N.A.
What was the impact of that spending on service pupil premium eligible pupils?	N.A.

## Further information (optional)

### **Raising aspiration**

Oversight of work experience opportunities

- Some of the disadvantaged pupils feel that the school curriculum is not relevant to them as they would like to move directly into employment when they leave school. By working closely with the pupils we aim to find them appropriate work experience that will lead to training and apprenticeships that align with their ambitions.

Collaboration with the More Able Coordinators to raise aspirations in More Able pupils

- There is a range of ability among the disadvantaged pupils, but there is a risk that the focus is on the lower ability pupils. Some of the More Able pupils underachieve or do not go on to higher education as they do not see themselves as able learners. By exposing these pupils to experiences such as the Insights lecture series run in school, or the workshops run by V & E, a local law firm, we aim to inspire these pupils to consider careers and opportunities that they may not have come across before.

Young City poets and literacy workshops

- These workshops support 50 pupil premium pupils to develop their writing skills through workshops and meetings with a poet. The improvement in the pupils' literacy levels leads to greater confidence when reading and writing and improved end of key stage outcomes.

### **Monitoring and Evaluation**

Monitoring of the quality of work completed in lessons and feedback given by teachers

- Pupils need regular teacher feedback, and opportunities to respond to that feedback, in order to develop as learners. We ensure that this improvement work is done to a consistently high standard by regularly monitoring the pupils' exercise books and sharing best practice with the staff. Any areas of concern are flagged up to the Head of Faculty as a focus for improvement, and then monitored until they are no longer a concern.

### **Additional activities**

Improved engagement with parents, particularly those from White British and Black Caribbean backgrounds

- Parents have the biggest impact on their child's education and so by engaging them in all aspects of school life, our pupils will have greater support and be encouraged to have more ownership of their education and futures.

- Parents will be encouraged to attend information evenings and other school events and, where regular contact is difficult for a family, our Parental Engagement Team will aim to work directly with specific families

#### Extracurricular trips to develop social capital

- Trips will be arranged for disadvantaged pupil to give them a wider experience of life beyond their school and local area. If we want pupils to be ambitious in their aspirations for their futures, they must be exposed to more experiences and places that will encourage this

#### Ensuring equality in learning – vision testing and attendance at Y7 transition summer school

- Many parents are unaware that vision testing and glasses for schoolchildren are free so by testing pupils at school if we feel that eyesight is affecting a child's ability to learn, we can flag this to parents and make an initial appointment if the parent is happy for this to happen. This in turn will make the process easier for parents