

Pupil premium strategy statement

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	Castle View Academy
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	56% 334 students
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Christian Down
Pupil premium lead	Rachel Fox
Governor / Trustee lead	Phil Harris-Bridge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,667
Recovery premium funding allocation this academic year	£88,872
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	£409,539

Part A: Pupil Premium Strategy Plan

Statement of Intent

The ultimate objective for our disadvantaged students is to fully embed the structures and strategies that will ensure that our students make at least the same progress as national progress for non-disadvantaged students at all key stages and become highly employable young people.

“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential”, stated in Supporting the attainment of disadvantaged students (2015). At Castle View the progress and attainment of all young people has risen significantly however the difference between PP students compared to non PP students is still too great to positively impact on their life chances.

Pupil Premium funding is used to support the implementation of our 3-year plan. The funding supports the academy's drive to ensure high quality teaching and learning with targeted intervention, where appropriate. It also supports wider strategies that have been essential in driving forward the improved performance of our PP students, ensuring they have the same opportunities as our non-disadvantaged students.

These, include supporting students' literacy and numeracy, behaviour, attendance, and student well-being as well as building communication and support for the families of disadvantaged students.

Our 3-year plan is a working document that is reviewed and evaluated in a robust and timely manner. We do not make assumptions about the needs of our disadvantaged students but, instead, use our robust assessment procedures and learning reviews to assess the impact of our strategy.

The key objectives of our 3-year plan include:

1. Fully embed a culture of high aspirations, work ethic and good behaviour amongst disadvantaged students.
2. Ensure disadvantaged students make at least the same progress as non-disadvantaged students at all Key Stages.
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning for disadvantaged students and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices, at the end of statutory education.
6. Ensure all students have the reading skills to be fully capable of reading texts required to be successful at school.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Progress and Attainment</u></p> <p>Our challenge is to ensure that PP students make at least the same progress as non-disadvantaged students. At Castle View, our highly aspirational curriculum aims to ensure that all students make accelerated progress and that PP students can match the achievement of non – PP students nationally.</p> <p>Attainment of disadvantaged students in English & Maths is our challenge due to the identified gap between PP and non-PP students. The impact of Covid 19, school closures and continued high covid infection rates have created a further risk to disadvantaged students falling behind their peers.</p>
2	<p><u>Attendance</u></p> <p>Attendance of disadvantaged students is less than that of non-disadvantaged students. The last national average for FSM students reported in 2018- 2019 was 90.8%. This is in comparison to our disadvantaged attendance figure of 88.9% (2018 – 19), 91.5% (2019 – 20), 80.9% (2020 – 21), 86.1% (2021 – 22)</p> <p>Attendance is a challenge due to low levels of resilience amongst parents with illness, the impact of the pandemic on external professional services such as CAMHS, the lack of a rigorous legal system to support attendance and an uncertain academic year that enables clear routines and stability to be established.</p> <p>Through a multi professional approach we will address concerns with PP students' attendance and support the families, who, otherwise can become disengaged. This will ensure students feel supported and more confident about attending school and being in the academy.</p>
3	<p><u>Welfare</u></p> <p>Welfare issues and mental health challenges are more prevalent now, this is evidenced by an increase in school-based referrals and greater number of students identified as SEMH. This can impact attendance as well as attainment. Discussions with families and students show that many of our disadvantaged students' mental health have been impacted by partial school closures. These findings are backed up by several national studies on partial school closure and our own UL research. The challenge now is to build their self-esteem, wellbeing, and resilience through our pastoral support system.</p>
4	<p><u>High quality teaching and learning for all</u></p> <p>At Castle View, our T and L pedagogy is routed in the Rosenshine Principles of instruction, with a firm commitment to high quality teaching, effective planning, and clear assessment for learning. Our teacher profile has changed significantly in the last three years, with a third of our teachers now being within three years of joining the profession. Our challenge is to ensure that in class teacher assessment is effectively interleaved with clear and cohesive planning, ensuring that every child can progress and address gaps identified in their knowledge. A significant investment is required in our teacher development and mentoring program.</p>
5	<p><u>Catch up curriculum and intervention</u></p> <p>Our EOY KS3 data demonstrates that Y8 and 9 PP boys are a specific group that require targeted intervention post covid. Our challenge is to ensure this group receive specific intervention in English, Reading and Mathematics as well as support to improve their independence and motivation to succeed. A whole school approach is required to address this challenge.</p>

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 8	Ensure the progress 8 value matches the national average for disadvantaged students.
Attainment 8	Ensure the attainment 8 value matches the national average for disadvantaged students.
Percentage of Grade 5+ in English and Maths	30% of Pupil Premium students to achieve 5+ EM
Other	Ensure attendance achieved is at least in line with national PP attendance
Ebacc entry	Ensure the proportion of Pupil Premium students following Ebacc is equal to proportion of non-disadvantaged pupils.
Improved attainment and attendance of Y8 and 9 set 2 and 3 boys	Ensure EOY Rank order assessments for Y8 and 9 set 2 and 3 boys are in line with their KS2 rank
Improved SEMH support	Ensure the academy achieves the SEMH wellbeing award

Activity in this academic year (RAG Rated at end of 2021 - 2022)

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: £264,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing (trainee teachers) leading to smaller teaching groups in the core subjects of English and maths and targeted intervention	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 – 5

Fully embed a culture of quality first teaching by ensuring all staff apply the academy principles, supported by Teaching and Learning Reviews and CPD Subject Program.	https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/ https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf	1, 4, 5
Ensure that every student in KS3 fully utilises their Chromebook and all students understand how to use technology to enhance their education both in school and at home.	https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/ https://www.suttontrust.com/our-research/learning-in-lockdown/	1 – 5
Devise a regular and rigorous staff CPD programme addressing Rosenshine Principles, planning, TLAC and EEF toolkit that allows all staff to demonstrate strategies and offer opportunities for deliberate practice	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 4, 5

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

Budgeted cost: £25,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully embed a culture of rich vocabulary to enhance student dialogue and written text.	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf	1, 4, 5

Further embed the whole school reading programme where students in year 7 to 9 read high quality texts with their form tutor	https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf	
Provide literacy and numeracy intervention for Year 10 and 11 through targeted morning tutor intervention.	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf	1, 5
Recruit an academic mentor to address attendance, motivation and independence	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2, 5
Use the national tutoring program to provide core subject intervention and ensure the progress of PP students matches the progress of non PP students nationally.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support https://nationaltutoring.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5
Purchase literacy planet to support the weakest readers	https://www.literacyplanet.com/case-studies/	1, 5
Train the English teaching team in Direct Instruction, a proven program to rapidly	https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01054/full	1, 5

improve literacy amongst the weakest students		
NGRT and MidYis testing for KS3 to support understanding of pupil profile and ensure intervention is accurately targeted	https://www.gla-assessment.co.uk/assessments/trusts/evidencing-impact/ https://www.cem.org/midyis	1, 5

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

Budgeted cost: £71,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a raising achievement summer school, capitalising on our link with Embley independent school	We will run three x three day 'raising achievement' sessions at Embley independent school for 100 students. The sessions will focus on engaging students in education through targeted Maths, English, Science and wider subjects, whilst also enabling the students to experience sports and recreation activities that we are unable to provide	1 - 5
Targeted homework club	Dedicated Learning coach staff will provide daily homework support for students who do not have the support at home, or struggle with deadlines and motivation. Half term tracking will provide evidence of this impact.	1 - 5
United Learning knowledge organisers will be purchased for KS3 students to ensure key vocabulary covered in the curriculum can be mastered. This will support the academy self-quizzing homework strategy	https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/	1, 4, 5
The Brilliant Club's Scholars Programme	To raise aspirations and in-still a culture of ambition through a National programme aimed at giving	1, 4, 5

	<p>PP students the opportunity to work with a PhD researcher to experience university style learning. The programme will help 15 Y10 and Y9 PP students to develop the skills, knowledge and confidence to secure a place at a highly selective university.</p> <p>https://thebrilliantclub.org/wp-content/uploads/2020/12/RIS-Annual-Report-2020.pdf</p>	
Investment in wellbeing award	<p>Greater focus on mental health and wellbeing for PP students across the school</p> <p>https://www.awardplace.co.uk/case-studies</p>	3
Appointment of an additional SEND Learning coach staff members to support PP SEND students	<p>Greater in class support and personalised learning interventions that impact positively on student progress</p> <p>Able to offer after school homework and catch-up support, targeted throughout the academic year</p>	1, 2, 4, 5

Total budgeted cost: £360,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Castle View Progress 8 for disadvantaged students in 2022 was -0.4 (-0.75 2019) compared with a national average of -0.37. At a subject level the Progress 8 data for English was -0.6 (-0.58 2019), Maths -0.12 (-0.34 2019) and Ebacc -0.58 (-0.83 2019).

Mid-year and end of year assessment show that there is still a gap in attainment between disadvantaged and non-disadvantaged students at KS3. However, UL group rankings show that the disadvantaged gap is closing. (disadvantaged attainment being higher in ranking than non-disadvantaged). This shows progress towards our 3-year goal and remains a challenge. Regular scrutiny of student books shows a growing body of knowledge and increasingly fluent application of skills with no difference between PP and non-PP in terms of content, presentation, or achievement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils