

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	756
Proportion (%) of pupil premium eligible pupils	58% 437 students
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dave Oakes
Pupil premium lead	Matt Gill
Governor / Trustee lead	Stuart Atyeo

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,405
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£424,405

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The ultimate objective for our Pupil Premium 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. We know that disadvantaged students in particular benefit from high-quality teaching. This is the central principle that drives the decisions behind our strategy, enabling us to have the greatest impact not only on students at our school who receive pupil premium funding, but on all our pupils. Increasingly our students' attendance is an important priority so that they are learning in the classroom. If they are not in school, they cannot learn and make the same progress as those students who are not disadvantaged. Carrying out additional interventions for our pupils gives them extra opportunities to master the material they need to be successful; they will be a priority when making decisions. Through our quality teaching and high expectations, we aim to close the disadvantage gap by ensuring that all our students, and particularly our disadvantaged students, can access, learn and enjoy a rich, ambitious and challenging curriculum in Key Stage 3 and Key Stage 4.

Pupil Premium (PP) 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:

- Fully embed a culture of high aspirations, work ethic and good behaviour amongst disadvantaged students.
- Ensure disadvantaged students make at least the same progress as non-disadvantaged students at all Key Stages.
- Improve the attendance and punctuality of disadvantaged students.
- Ensure all staff know and understand the barriers to learning for disadvantaged students and take steps to remove them.
- Ensure all disadvantaged students and parents are fully aware and understand further education and choices, at the end of statutory education.
- 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 pupil.

Challenge number	Detail of challenge
1	<p><b>Progress and Attainment</b></p> <p>To ensure that PP students make at least the same progress as non-PP 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 and maths is our challenge due to the identified gap between PP and non-PP students.</p>
2	<p><b>Attendance</b></p> <p>Many of our most PP students have either lower levels of attendance or have been persistent absentees at primary school which continues into secondary school. 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><b>Welfare</b></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 social media. The challenge now is to build their self-esteem, wellbeing, and resilience through our pastoral support system.</p>
4	<p><b>High quality teaching and learning for all</b></p> <p>At Castle View, our Teaching and Learning 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 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><b>Catch up curriculum and intervention.</b></p> <p>Our data demonstrates that PP boys are a specific group that require targeted intervention in English and Reading and PP girls require targeted intervention in mathematics. Our challenge is to ensure these groups receive specific intervention in English, Reading and mathematics as well as support to improve</p>

	their independence and motivation to succeed. A whole school approach is required to address this challenge.
6	<b>Cultural Capital</b>  Many of our PP students do not have access to enriching experiences outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life. Other barriers that CVA face include low parental engagement at Parent Events, pupils without the appropriate equipment for school, the lack of a place to work at home.

### 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
Attainment 8	Ensure the attainment 8 value matches the national average for disadvantaged students. Ensure the proportion of Pupils Premium students following the Ebacc qualification is equal to the proportion of non-disadvantaged
Percentage achieving a Grade 5+ in English and maths combined	Pupil Premium students to achieve 5+ EM in line with Non-Pupil Premium students
Improved Attendance	Ensure attendance achieved is at least in line with national PP attendance, closing the gap to our Non-Pupil Premium students
Increased Cultural Capital	Percentage of Pupil Premium students are participating in events and activities outside the classroom, in line with Non-Pupil Premium students. Whether this is trips, clubs or listening to outside speakers
Improved attainment of Y8 and 9 boys	Ensure EOY rank order assessments for Year 8 and 9 boys are in line with their KS2 rank
Improved SEMH support	Ensure the academy supports the SEMH wellbeing of students using skilled, trained staff to offer mentoring sessions

### 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: £88,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing leading to smaller teaching groups in the core subjects of English and maths and targeted intervention (£78,631)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	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.  (£8,160)	<a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a>  <a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 4, 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 (£2,081)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2, 4, 5

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

Budgeted cost: £196,297.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully embed a culture of rich vocabulary to enhance student dialogue and written text.  (£61,848)	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 4, 5, 6
Further embed the whole school reading program where students in year 7 to 10 read high quality texts with their form tutor  (£21,167.90) Resources (£79,434) Tutors	<a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a>  <a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf</a>	1, 4, 5
Provide literacy and numeracy intervention for Year 7 - 10 through targeted morning tutor intervention, based on data provide by NGRT and class assessment.  (£9,745.30)	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a>  <a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a>  <a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf</a>	1, 5
Use an internal tutoring program in mathematics to ensure the progress of PP students matches the progress of non-PP students nationally.  (£4,800)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  <a href="https://nationaltutoring.org.uk/">https://nationaltutoring.org.uk/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 5

Purchase Lexonik Leap to deliver to the weakest readers  (£3,235)	<a href="#">Lexonik Leap Literacy Programme - Lexonik</a>	1, 5
NGRT and MidYis testing for KS3 to support understanding of pupil profile and ensure intervention is accurately targeted  (£3,156.90)	<a href="https://www.gl-assessment.co.uk/assessments/trusts/evidencing-impact/">https://www.gl-assessment.co.uk/assessments/trusts/evidencing-impact/</a>  <a href="https://www.cem.org/midyis">https://www.cem.org/midyis</a>	1, 5
Greenhouse Sports mentoring and sports coaching  (£12,910.80)	<a href="https://www.greenhousesports.org/">https://www.greenhousesports.org/</a>	1, 2, 3, 6

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

Budgeted cost: £139,235.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased school trips, school uniform support, peripatetic music lessons and cultural experience  (£10,000) in budget for PP to cover Trips, Music, Uniform etc	CVA will run more school trips and drop-down days that focus on providing our students with richer out of school experiences.	1, 2, 3, 6
Targeted homework club  (£9,203)	Dedicated Learning coach staff will provide 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

Sparx Maths, Science and Reader licenses to be purchased for all students to make sure numeracy and literacy covered in the curriculum can be mastered outside of the classroom. This will support the Academy's homework strategy  (£8142.90)	To make sure out of classroom learning is linked to the curriculum and challenges pupils. This will help pupil premium pupils make progress outside of the Academy and in line with those pupils who are non-disadvantaged.	1, 4, 5, 6
Appointment of an additional SEND Learning coach staff members to support PP SEND students and Pathways provision to support pupils with ESRA requirements and behavioural needs  (£65,723.20)	Greater in class support and personalised learning interventions that impact positively on student progress. Able to offer after school homework and catch-up support, targeted throughout the academic year	1, 2, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. (£43,166)	Training and release time for staff to develop and implement new procedures and systems. The appointment of an Attendance officer.	2
Embed 'The Brilliant Club' for KS3 (£3000)	The club is set out develop the knowledge, skills and confidence to <a href="#">secure a place at a competitive university. Research using data from the Higher Education Access Tracker</a> (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment.	1, 2, 5, 6

**Total budgeted cost: £424,405**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the last academic year, Castle View Academy's CPD offer to staff continued to be focused on ensuring high quality, research-based, effective teaching & learning strategies. This CPD offer included whole school fortnightly T&L CPD, subject specific CPD and a whole school focus on developing oracy, which is aimed to support our PP student's progress. The attendance team, supported by year teams, form tutors, the safeguarding team and other pastoral leads continue to work relentlessly to ensure all students, including PP students, attend school regularly. Rigorous systems are in place to support early intervention where dips in pupil premium attendance are identified. Rewards & recognition are also strategically used to recognise both excellent and improved attendance.

Our PP 4+ Basics have improved from 2024, seeing a greater proportion of pupil premium students achieving these qualifications. This enables these students' greater opportunities when making choices about their education and employment post 16. We have a daily tutoring session for year 11 students, within which students receive additional English and/or Maths dependent on their individual needs. Where additional support is required, year 11 pupil premium students are also given further tutoring using small group intervention from maths and English staff. To further minimise this gap, lessons are designed using the TLAC techniques and Rosenshine principles and are structured to follow the I, We, You model. These techniques and structure are central to our whole school teaching and learning CPD, ensuring consistent, high-quality teaching is delivered to all. Every lesson includes a focus on checking for understanding, where gaps in understanding and skills are identified, and further support is embedded to support the progress of all students. Independent practice is also a key element of each lesson, ensuring students are given time to apply their understanding.

We use regular summative assessments to identify students for additional support. This data is analysed at a class level but also at a whole school level to identify trends and patterns. Mid-year and end of year assessment show that there is still a gap in attainment between disadvantaged and non-disadvantaged students at KS3. (Challenge 1) 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. Attendance of disadvantaged students was significantly less than that of non-disadvantaged students. Which challenged the Academy to improve students' outcomes. (Challenge 2)