

The Castle School - Pupil premium strategy statement

School overview

Metric	Data
School name	The Castle School
Number of students	1198
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	TBC
Academic year or years covered by statement	2 years
Publish date	September 2021
Review date	January 2022.
Statement authorised by	
Pupil premium lead	Dominic Beer
Governor lead	Helen McConnell

Disadvantaged pupil performance overview for last academic year

Progress 8	Centre assessed grades (CAG's) 2021 - P8 0.4
Ebacc entry	4/41 (10%)
Attainment 8	47.57
Percentage of Grade 5+ in English and maths	42%
Attendance of disadvantaged	91.0%
Persistent absence for disadvantaged	20.9%

Strategy aims for disadvantaged pupils

Aim	Action	Target date	Key performance indicators
Achieve strong progress 8 for disadvantaged students	<ul style="list-style-type: none">Curriculum development – Intrinsic value of each subject. Disciplinary/Substantive Knowledge/.Focused Professional Development on curriculum sequencingContinue to embed Rosenshine's principles ensuring strategies used are effective in the classroomImproving assessment, marking and feedback	September 2022	Student voice indicates they know more and can remember more. Internal summative assessment data

	<ul style="list-style-type: none"> • Supporting NQTs (Newly Qualified Teachers)/RQTs (Recently Qualified Teachers) through the Early Careers Framework and improving maths for Low Prior Attainers (LPA's) through maths mastery • Commission English & Maths through the National tutoring programme (NTP) • Utilise the latest research to inform our practice. 		<p>shows sustained improvement.</p> <p>Formative assessment in class supports students' progress and acquisition of knowledge</p>
Improving literacy for disadvantaged students.	<ul style="list-style-type: none"> • Develop students' Disciplinary Literacy explicitly teaching vocabulary to address the vocabulary gap for disadvantaged students. • Academic reading to support cultural capital. • Reading for enjoyment in tutor time • Corrective reader has long term impact on students. 	September 2022	<p>Students use of subject specific language in lessons and are able to articulate meaning and context.</p> <p>Student voice is positive about reading in tutor time and in lessons.</p> <p>Corrective reader improves reading ages for students below age related expectation on entry to the school.</p> <p>Corrective Reader supports improvement over the 5 years in accessing the curriculum.</p>

<p>Increase attendance, as per 'belong'</p>	<ul style="list-style-type: none"> • Student Focus meetings (SFM)/Raising Achievement Process (RAP) pinpoint specific actions for individual with an attendance concern. • Reinforce 'Belong' with targeted enrichment for disadvantaged students, through Student Focus Meetings. • Invest in class charts. Platform that will monitor attendance and rewards. 	<p>September 2022</p>	<p>Increase attendance of Free School Meal students (FSMs) to equal 'others' at the Castle.</p> <p>Gap narrowing for attendance for disadvantaged students specifically reducing the Persistent Absence (PA) figure.</p>
<p>Ensure disadvantaged students acquire cultural capital</p>	<ul style="list-style-type: none"> • Every child who is entitled to free school meals is guaranteed a paid for place on every trip and activity that are curriculum focused (e.g: Poetry Live, Theatre trips, Art galleries) plus a trip abroad such as the Ardeche, New York, Paris. • Curriculum sequencing supports this to ensure Disadvantaged students acquire cultural capital. • Curriculum Enrichment supports the acquisition of cultural capital. • Introduction of participation tracker that will enable sharp focus on engagement of specific targeted students 	<p>September 2022</p>	<p>Participation trackers that identify students that are not accessing cultural capital.</p> <p>Bespoke plans in place via SFM as part of graduated response.</p> <p>Increased participation for disadvantaged students.</p>
<p>Effective careers advice and guidance for disadvantaged students</p>	<ul style="list-style-type: none"> • Ensure that no disadvantaged children become NEET (Not in Education, Employment or Training) post-16 and that they are ambitious for their futures through the plans they have. • Ensure that all disadvantaged students have early careers support and clear potential pathways to university or higher education 	<p>April 2022</p>	<p>All disadvantaged students are met by careers advisor by October half term.</p>

Timely and effective support for students with SEND including SEMH	<ul style="list-style-type: none"> • Reduce the number of Internal Exclusions (IE)/Fixed Term Exclusions (FTE) for disadvantaged students. • Effective whole school approach supporting students SEMH (Social, Emotional, Mental Health) 	September 2022	Half termly data showing a reduction in /IE FTE for disadvantaged students
Improve teaching in Maths for low ability sets in particular	<ul style="list-style-type: none"> • Invest in additional CPD (Continued Professional Development) for Maths teachers of Y9 lower ability sets in particular. • Develop mastery approach across Maths. 	September 2022	Number of colleagues engaging in additional CPD Progress of disadvantaged students in lower sets
Increase take up of Modern Foreign Languages (MFL) even further to increase numbers entering Higher Education.	<ul style="list-style-type: none"> • Review curriculum offer in MFL 	September 2022	Number of students that have opted to study MFL
Supporting primary feeder schools with SEMH, speech, language and play therapy.	<ul style="list-style-type: none"> • Assistant Head from The Castle advising on SEMH support • Supporting primary schools with EHCP applications • Speech and language lead working with primary feeder schools • Play therapist across the trust. 	September 2022	Create capacity and ensure we are able to address issues before students come to The Castle.

Teaching priorities for current academic year

Measure	Activity
Achieve strong progress 8 for disadvantaged students.	Review the curriculum and sequencing of the KS3 curriculum to ensure the building blocks are in place in each year group, the main themes, whilst emphasising the intrinsic value of each subject. Continue to develop Quality of Teaching, Learning and Assessment (QTLA) to ensure the focus is on what children know, can remember and have learned more.
Improving literacy for disadvantaged students.	Disciplinary literacy focusing key vocabulary, academic reading and subject specific language. Explicitly teaching vocabulary. Following academic text and developing reading in tutor time. Engage in most up to date research that supports literacy of disadvantaged students. Accessed, reviewed and monitored through Education Endowment Foundation (EEF)
Improve teaching in Maths for low ability sets in particular	Children in low ability sets often have multiple vulnerabilities-SEND, PP, CIN (Child in Need). Very careful planning needed to address such a wide range of need.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes. Children have not seen themselves as 'readers'. COVID has been a significant barrier to progress in all aspects.
Projected spending	TBC

Targeted academic support for current academic year

Measure	Activity
Increase attendance, as per 'belong'	The focused employment of the Attendance Officer with disadvantaged students Improved RAP-SFM-GR-review Improving SEMH provision Employing our own Parent Family Support Officer (PFSA) with feeder primaries so we can work with whole families. Link with Education Safeguarding Services (ESS) via Team around school (TAS) to secure follow up after failed Warning Penalty Notice (WPNs.)
Timely and effective support for students with SEMH	Review behaviour policy considering restrictions from COVID

	<p>Further training for staff on attachment and SEMH</p> <p>Extending the SEMH provision to allow for even more provision through the Graduated response and to ensure a gateway onto the SEN register for children with SEMH</p> <p>Building targeted enrichment to secure attachment/belonging from disengaged students.</p> <p>Improve provision and QTLA. Also, through SEMH passports/Early Health Care Plan (EHCP)</p> <p>Address discriminatory language that children are exposed to online earlier.</p> <p>Introduce Resolving Differences as a way of addressing behaviour and language with the behaviour policy.</p>
Barriers to learning these priorities address	<p>COVID lockdown has been a significant barrier and was apparent in correlation between attendance and engagement with remote learning. Students historically do not have good attendance due to SEMH or parental engagement.</p>
Projected spending	TBC

Wider strategies for current academic year

Measure	Activity
Ensure disadvantaged students acquire cultural capital.	<p>Map Universal- choice/option- targeted provision and include in Graduated response.</p> <p>Identify students through the Graduated Response to benefit from targeted enrichment especially outdoor education.</p> <p>Review the participation trackers so they are meaningful part of the tutor programme again post-COVID.</p>
Effective careers advice and guidance for disadvantaged students	<p>Universal offer through palm +, curriculum enrichment days and extended from times.</p> <p>All disadvantaged students have priority with specialised careers advisor.</p> <p>Vulnerable transition panel with local colleges to ensure students all have bespoke pathways.</p>
Barriers to learning these priorities address	<p>New Personnel Development (PD) strategy put in place to support the uptake of cultural capital.</p> <p>Some students have low aspirations of themselves.</p>

	Recovery from COVID will ensure universal offer is back to what makes The Castle school famous for its offer.
Projected spending	TBC

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Ensuring that CPD translates into sustained change in practice at faculty level.	Use of INSET days to embed T&L strategies for PP students into curriculum. Training on new participation trackers and class charts. A range of CPD sessions for staff to develop expertise, Disadvantaged RAPs, Disadvantaged calculators Disadvantaged clinic. Disadvantaged drives QA cycle picks up the impact of these strategies within lessons. Assessment data for each year group. Levels of engagement in tutor time reading. Data from corrective reader
Targeted support	Disadvantaged students nationally have poorer attendance than their peers. Ensuring that all stakeholders continue to be heavily involved in the process of maximising PP students' potential. Disadvantaged students are allocated mentor.	Effective use of attendance officer. Regular meeting with Deputy Headteacher where attendance of disadvantaged students is focus Disadvantaged allocated a mentor that students have strong relationship with. Disadvantaged students invited to disadvantaged meetings with members of SLT.
Wider strategies	Ensuring that all disadvantaged students are engaging in enrichment activities consistently. Disadvantaged students are supported in accessing trips and visits.	Form tutors regularly complete participation trackers and guide disadvantaged students and encouraged in take up of universal offer. Continued to be monitored with GR in SFM at all levels.

	<p>Ensuring that careers advisor meet with all students. Fully supported in tutor programme, PSHE and enrichment day focus with careers.</p>	<p>Disadvantaged students are prioritised for trips and visits.</p> <p>Disadvantaged students are prioritised to have careers advise meeting early in the academic year.</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Achieve strong positive P8 for disadvantaged students.</p>	<p>Centre assessed grades (CAGs) results for 2021 positive 0.4 for disadvantaged students.</p>
<p>Ensure that children who scored 100 on entry achieve 5+ Eng and Maths.</p>	<p>68% of disadvantaged students that scored 100 or more on entry achieved 5+ in both English and Maths.</p> <p>95% of students achieved 5+ in English</p> <p>68% of students achieved 5+ in Maths</p>
<p>Increase attendance of FSMs to equal non-FSM at this school.</p>	<p>There is a gap still between FSM and Non-FSM for overall attendance and this will continue to be a priority in the next Pupil Premium strategy to continue to close the attendance gap. However there has been an improvement in the persistent absence figure which has reduced by 2.7%.</p>
<p>Improve destinations of disadvantaged pupils</p>	<p>All disadvantaged students had early careers appointment with our career's advisor this academic year. Following up meetings were put in place remotely and support was given completing applications for further education. Targeted intervention for bespoke college visits were organised for specific students. Downwards trend % NEETS - TBC</p>
<p>Increase cultural capital</p>	<p>The COVID 19 pandemic has had significant impact on what the school has been able to offer over the past academic year. Data collected has seen an increase in disadvantaged students regularly taking part</p>

	<p>in extracurricular activity from full school reopening on in March until the end of the academic year - 70% of disadvantaged students are regularly attending extracurricular provision.. Increasing cultural capital for disadvantaged students is a key priority in our strategy moving forward.</p>
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