

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	The Castle School
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	James Lamb Headteacher
Pupil premium lead	Dominic Beer Assistant Headteacher
Governor / Trustee lead	Helen McConnell Lead Disadvantaged Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,380
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£37,000
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	£256,000

Part A: Pupil premium strategy plan

Statement of intent

The school's ethos is that **Every Child** Achieves, Belongs, and Participates in learning, enrichment and the community. We do this by ensuring every child has, a rich and diverse curriculum that engages them, exceptional teaching and pastoral care and Participation in enrichment.

As a result every child can expect to acquire powerful knowledge, develop strong relationships and adults modelling the way and no one is left behind.

The curriculum is designed to be well-balanced and gives rich opportunities for all students. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs.

Our students will be widely educated, with experiences that include consideration of the best that humanity has produced, words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life and live well.

We want every child to feel valued where they can expect **Strong relationships and adults modelling the way:**

- that value the importance of strong positive relationships. Where every adult works for the children and they recognise the importance relationships.
- To feel belonging to their House through strong relationships, enrichment and the family ethos of the school.
- To develop the whole child as an individual whilst maintaining that sense of family and belonging the Castle School through personal development
- To have **kind and respectful behaviour modelled by every adult in the school**, where positive behaviour is celebrated. Poor behaviour is always sanctioned appropriately but balanced with support.

We plan strategically to ensure our most disadvantaged students are successful. To ensure this is effective we will:

- Ensure disadvantaged students have the same equity of access to enrichment and participation as others.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve by prioritising disadvantaged students in the disadvantaged drive within subjects.
- All colleagues are skilled and able to Intervene early when there is a lack of knowledge within a sequence of lessons.
- Underachievement is identified through RAPs at House and SLT level.

Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p>Achieve strong progress 8 for disadvantaged students</p>	<p>Ensuring enough time is given over to allow for staff professional development Ensuring that CPD translates into sustained change in practice at faculty level.</p> <ul style="list-style-type: none"> • Curriculum development – Intrinsic value of each subject. Disciplinary/Substantive Knowledge/. • Focused Professional Development on curriculum sequencing • Continue to embed Rosenshine’s principles ensuring strategies used are effective in the classroom • Improving assessment, marking and feedback • 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>2</p> <p>Improving literacy for disadvantaged students.</p>	<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.
<p>3</p> <p>Increase attendance, as per ‘belong’</p>	<p>Disadvantaged students nationally have poorer attendance than their peers.</p> <p>Ensuring that all stakeholders continue to be heavily involved in the process of maximising PP students’ potential.</p> <p>Disadvantaged students are allocated mentor.</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>4</p> <p>Ensure disadvantaged</p>	<p>Ensuring that all disadvantaged students are engaging in enrichment activities consistently.</p>

<p>students acquire cultural capital</p>	<p>Disadvantaged students are supported in accessing trips and visits.</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>5 Effective careers advice and guidance for disadvantaged students</p>	<p>Ensuring that careers advisor meet with all students. Fully supported in tutor programme, PSHE and enrichment day focus with careers.</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>6 Timely and effective support for students with SEND including SEMH.</p>	<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)
<p>7 Improve teaching in Maths for low ability sets in particular.</p>	<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.
<p>8 Increase take up of Modern Foreign Languages (MFL) even further to increase numbers entering Higher Education.</p>	<ul style="list-style-type: none"> • Review curriculum offer in MFL

<p>9. Supporting primary feeder schools with SEMH, speech, language and play therapy.</p>	<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.
<p>10. Increase the number of Disadvantaged students following the full Ebacc</p>	<ul style="list-style-type: none"> • Remodel the MFL curriculum as this continues to be a barrier to increased Ebacc uptake • Targeted advice and guidance for future careers pathways for disadvantaged students reinforcing facilitating subjects at A-Level. • Ensure Disadvantaged students have the opportunity to visit Russell Group Universities.

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
<p>Achieve strong progress 8 for disadvantaged students</p>	<p>Student voice indicates they know more and can remember more. Internal summative assessment data shows sustained improvement. Formative assessment in class supports students' progress and acquisition of knowledge</p>
<p>Improving literacy for disadvantaged students.</p>	<p>Student's use of subject specific language in lessons and can articulate meaning and context. Student voice is positive about reading in tutor time and in lessons. Corrective reader improves reading ages for students below age related expectation on entry to the school. Corrective Reader supports improvement over the 5 years in accessing the curriculum.</p>
<p>Increase attendance, as per 'belong'</p>	<p>Increase attendance of Free School Meal students (FSMs) to equal 'others' at the Castle. Gap narrowing for attendance for disadvantaged students specifically reducing the Persistent Absence (PA) figure.</p>
<p>Ensure disadvantaged students acquire cultural capital</p>	<p>Participation trackers that identify students that are not accessing cultural capital. Bespoke plans in place via SFM as part of graduated response.</p>

	Increased participation for disadvantaged students.
Effective careers advice and guidance for disadvantaged students	All disadvantaged students are met by careers advisor by October half term.
Timely and effective support for students with SEND including SEMH	Half termly data showing a reduction in /IE Suspension for disadvantaged students
Improve teaching in Maths for low ability sets in particular	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	Number of students that have opted to study MFL
Supporting primary feeder schools with SEMH, speech, language and play therapy.	Create capacity and ensure we can address issues before students come to The Castle.

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: £150,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve strong progress 8 for disadvantaged students.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
Improving literacy for disadvantaged students.	<p>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)</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Improve teaching in Maths for low ability sets in particular</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance, as per 'belong</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Timely and effective support for students with SEMH</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based</p>	<p>9</p>

	<p>interventions Early Intervention Foundation (eif.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged students acquire cultural capital.	After-school programmes - Youth Endowment Fund	4
Effective careers advice and guidance for disadvantaged students	Careers education EEF (educationendowmentfoundation.org.uk)	5, 10

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.

1. Achieve strong positive P8 for disadvantaged students.

Centre assessed grades (CAGs) results for 2021 positive 0.4 for disadvantaged students.

2. Ensure that children who scored 100 on entry achieve 5+ Eng and Maths.

68% of disadvantaged students that scored 100 or more on entry achieved 5+ in both English and Maths.

95% of students achieved 5+ in English

68% of students achieved 5+ in Maths

3. Increase attendance of FSMs to equal non-FSM at this school.

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%.

4. Improve destinations of disadvantaged pupils

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.

5. Increase cultural capital

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 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.