

Secondary Pupil Premium Strategy 2018/19

The term 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding.

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child, £1320 per primary pupil)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Castle Hall Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2018-19.

	2016	2017	2018 (validated)
Progress 8 (P8) overall	- 0.25	- 0.04	- 0.11
Disadvantaged (P8)	- 0.51	- 0.11	- 0.12
Non-disadvantaged (P8)	- 0.13	- 0.02	- 0.11

Average student progress for students who are disadvantaged at CHA is in line with those that are non-disadvantaged students and has improved from a 0.38 gap back in 2016.

The pupil premium funding will be used to ensure that progress for these students is in line with non- disadvantaged students at CHA, but also that it is in line with national average.

Allocation

Student numbers to be included in the calculation of the Pupil Premium Grant (PPG)

Allocation	2018/19 Expected Funding			Funding received
	Numbers	Funding	Total	
Pupils in years 7 to 11 recorded as ever 6 FSM	257	935	£240, 295	
Looked after children	0	1900		
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	1900		
Service Children	0	300		
Year 7 Catch up funding			£12, 266	

Internal barriers

In-academy attainment gaps on entry in English and Mathematics: Scaled score/APS gaps: Y7 = Y8 = -2.1; Y9 = +0.1; Y10 = -2.1; Y11 = -1.3. Disadvantaged students often start at Castle Hall Academy with relatively lower aspirations than other students in the academy. Positive learning habits are often not fully embedded on entry.

External barriers

Attendance of disadvantaged students (91% in 2017/18) does not match that of other students in the academy (92% in 2017/18) and national (96% in 2017/18).

Parent support, expectations and engagement for a significant group of pupil premium students is not reflective of the high aspirations the academy has for the students to achieve exceptional outcomes. Overcoming these issues by building strong relationships with families can be more complex.

Priorities for the academic year 2018-2019:

1. Improving the transition and outcomes for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.
2. Improve curriculum engagement and academic achievement for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.
3. Improve literacy and numeracy outcomes for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.
4. Improve attendance so that the gap between attendance of disadvantaged students and non-disadvantaged students is diminished.
5. Raise the aspirations and broaden the experiences of disadvantaged students

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Actions for academic year 2018-2019:

1. *Improving the transition and outcomes for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.*

Action	Responsible	Date	Monitoring	Cost	Success criteria
Appoint progress leader for KS3 (currently one progress leader for KS3/KS4)	AHT curriculum & assessment	Spring term	Half term data input for A2L Termly data input for progress	£2500	Disadvantaged students progress is in line with non-disadvantaged students
Progress leader and Year 7 HOY to identify barriers to learning across the cohort. At risk students identified and interventions put in place	Progress leader Year 7 HOY	Every half term	PPI spreadsheet reviewed half termly and when updated needed	£300 + costs of external agencies when needed	Identified students make good progress based on starting points
Those students who have no IT resources at home are provided with loaned equipment (tablet or similar) to access the AfL software used in school.	Progress leader	Ongoing	RA coordinator intervention tracker	£5000	Students receiving support have homework points similar to the average at CHA and make good

They are also provided with the revision guides or similar for core subjects and others where needed.					progress based on their starting points
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2. Improve curriculum engagement and academic achievement for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.

Action	Responsible	Date	Monitoring	Cost	Success criteria
Embed new data review procedures which identifies target cohorts across all year groups for first, second and third wave interventions. Including new A2L monitoring cohorts in each year.	AHT curriculum & assessment Progress leader HOFs	Half termly	Half term data input for A2L Termly data input for progress	After school intervention funding £6000	Disadvantaged students progress is in line with non-disadvantaged students
Appoint a raising achievement coordinator Targeted interventions across the school and in subjects are coordinated through the raising achievement coordinator. This ensures all interventions are targeted and their efficacy is monitored in every year group.	AHT curriculum & assessment Progress leader HOFs	Ongoing	Progress of students receiving interventions is monitored	£22 000	Students of the parents who attend the workshops make good progress based on their starting point
Implement an academic subsidy to enable disadvantaged students to fully access the curriculum. Subject leads bid for this fund e.g. revision guides, resources for technology, staffing for intervention sessions. All applications are reviewed to ensure they will have an impact on disadvantaged students progress	RA coordinator AHT curriculum & assessment Progress leader HOFs	Ongoing	Progress of students receiving interventions is monitored	Approximate costs £10 000- holiday sessions	Disadvantaged students progress is in line with non-disadvantaged students

3. *Improve literacy and numeracy outcomes for disadvantaged students to ensure attainment and progress is in line with national average non disadvantaged students.*

Action	Responsible	Date	Monitoring	Cost	Success criteria
Learning mentors appointed who work with underachieving students across maths and English to improve their outcomes and remove barriers	English and Maths HOFs	Ongoing	Every half term data reviewed for progress and cohort amended. RA coordinator monitoring efficacy of interventions	£44, 000	Identified cohort makes good progress in line with non-disadvantaged nationally
Embed accelerated reading scheme to improve reading ages of year 7/8 students	MKN ZIN to oversee	Ongoing	Reading level assessment at start of year 7 Ongoing monitoring tests.	£7000 (3 year licence) and infrastructure investment	Reading levels for disadvantaged student improve rapidly to bring them in line with non disadvantaged students.
Curriculum review to increase the number of English lessons at KS3/KS4. English teacher appointment.	AHT curriculum & assessment Headteacher	January	Progress review Termly for all year groups Half termly for year 11	£32 000	Progress in English for disadvantaged students is in line with non-disadvantaged students
Embed the use of Bedrock and Hegarty Maths	HOFs MKN	Autumn term and ongoing	Weekly review and updates to HOYs tutors	£2000	Disadvantaged students use of interactive AfL is in line with non-disadvantaged students
Continue to develop a mastery approach to Maths at KS3 further with support from THA.	KS3 lead in maths	January	Disadvantaged students use of interactive AfL is in line with	£3000 for training	Progress in Maths for disadvantaged students is in line with non-disadvantaged students

			non-disadvantaged students		
GCSE intervention sessions for both Maths, English and Science. based on target cohorts identified in the half termly data review and analysis	HOFs Maths, English and science	Evenings	Half term reviews	£10 000	Progress in Maths, English and Science for disadvantaged students is in line with non-disadvantaged students
Curriculum review to increase the number of Maths lessons at KS3/KS4. Maths teacher appointment.	AHT curriculum & assessment Headteacher	Easter	Progress review Termly for all year groups Half termly for year 11	£32 000	Progress in Maths for disadvantaged students is in line with non-disadvantaged students

4. Improve attendance so that the gap between attendance of disadvantaged students and non-disadvantaged students is diminished.

Action	Responsible	Date	Monitoring	Cost	Success criteria
Appoint Attendance and Safeguarding officer	AHT	HT4	New staff member appointed and PM through AHT.	£24 000	Attendance of disadvantaged students is in line with the attendance of non-disadvantaged students
Revised Attendance Policy with focus on earlier intervention and clear procedures for all stakeholders to follow. Policy to include strategies for tracking key group attendance and earlier intervention strategies to address issues immediately.	AHT HOYs A and S officer APSO LSU Manager	Ongoing – in place	Ongoing monitoring of weekly/half termly/termly data of whole school and all groups.	Staffing	Attendance of disadvantaged students is in line with the attendance of non-disadvantaged students
CPD for key staff in SIMS and attendance tracking (Staff include Attendance and Safeguarding officer, admin staff who will cover the role and the Inclusion team).	AHT	HT4	All key stakeholders are fully aware of how to utilise	£1000	Consistency in attendance tracking and analysis by all key stakeholders.

			SIMS effectively (PM)		
APSO utilised effectively to manage a PA caseload	AHT APSO	Ongoing	Ongoing monitoring of weekly/half termly/termly data of whole school and all groups.	£11,000	APSO intervention for persistent absentees who are disadvantaged leads to a reduction in PA figures for this group.
Rewards for attendance: 100 day attendance launch HT2; weekly rewards focus in assemblies that include in touch messages home, postcards and certificates. Half termly and termly rewards that include prize draws and school trips.	AHT A and S Officer	Ongoing	Ongoing monitoring of weekly/half termly/termly data of whole school and all groups.	Rewards budget £3000	Rewards system for best and most improved attendance encourages all students to attend and attendance for disadvantaged students is improved.
Parental Engagement: parents are communicated with earlier to address concerns and celebrate excellent attendance; securing good attendance is part of all parental briefings, term time leave is actively discouraged and fines imposed by Kirklees and communication with local mosques helps raise the profile of school attendance.	AHT A and S Officer APSO	HT3	Parental voice Reduction in requests for TT leave and fines for extended leave.	Staffing and bookings e.g. community centre £1000	Improved attendance for disadvantaged students through secure parental engagement.
Punctuality: Tracking system in place for all students who are late to school that involves meeting with students/parents/letters home/punctuality clinic with APSO and SLT link.	AHT HOYs A and S Officer	Ongoing	Ongoing monitoring of weekly/half termly/termly punctuality data of whole school and all groups.	Staffing	Punctuality for disadvantaged students and all students is improved.
Breakfast club for persistently late students.	Progress leader	Daily from HT 3	Weekly impact report sent to SLT	£1000	Punctuality for disadvantaged students

					and all students is improved.
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5. Raise the aspirations and broaden the experiences of disadvantaged students

Action	Responsible	Date	Monitoring	Cost	Success criteria
All disadvantaged students will have visited a university by the time they reach Year 11.	Careers Coordinator RA coordinator	Ongoing	Register of appointments saved on staff public	£4000	Disadvantaged students consider university education appropriate for them. The % is in line with non-disadvantaged students
A robust extra-curricular programme in place with targeted invites for disadvantaged pupils.	AHT HOF Raising achievement coordinator	Ongoing	Termly activities displayed on boards around school. HOF to send invites to disadvantaged pupils – record on SIMS	Staffing	Disadvantaged students attendance at extra-curricular clubs is in line with non-disadvantaged students.
Compulsory residential to be launched for current Year 7 students.	AHT RA coordinator	Sept 2019		£5000	All students attend regardless of PP status
Motivational Speaker to speak to students regarding future aspirations.	AHT RA coordinator	Easter		£1000	Pupil feedback shows a desire to achieve in the future and has clear future aspirations.
Careers meetings	Careers Coordinator	April 2019	Register of appointments	£20000	Disadvantaged pupils will have the same opportunities to access

Year 10 disadvantaged students will be identified and be seen as a priority by C & K careers advisor in the summer term.	HOY 11 C & K Careers		saved on staff public		careers provision as non-disadvantaged.
Year 8 disadvantaged students will meet in groups with C & K careers advisor to discuss options subjects and pathways.	C & K Careers	May 2019	Register of appointments saved on staff public		Disadvantaged pupils will have the same opportunities to access careers provision as non-disadvantaged.
All Year 11 students will have an individual meeting with C & K careers to discuss applications to FE college/Apprenticeships.	C & K Careers	Ongoing	Register of appointments saved on staff public		Disadvantaged pupils will have the same opportunities to access careers provision as non-disadvantaged.
Year 11 students at risk of NEET will be identified and applications to sixth form will be carefully monitored.	HOY Careers coordinator	Dec 2019	Register of appointments saved on staff public and reviewed.		Disadvantaged pupils will not be more at risk of NEET than non-disadvantaged pupils
Year 11 interviews will take place on school site for targeted FE colleges to encourage applications to FE.	RA coordinator	Dec 2019	Spreadsheet showing students who have had interviews		Access to FE provision will be the same for all pupils.
Year 11 Post 16 options evening will be held at 2pm to ensure 100% attendance from Year 11 to ensure all students have received quality information regarding transition.	RA coordinator Careers coordinator	Nov 2018	Feedback sheets from pupils		Disadvantaged pupils will have the same opportunities to access careers provision as non-disadvantaged.
Careers coordinator will monitor the UCAS applications for all students and inform HOY of any gaps.	Careers coordinator C & K Careers	Dec 2018 - Jan 2019	Report to SLT		Disadvantaged students will have applied to FE college

					and will have offers confirmed dependant on results.
Use of Aspire days to allow enrichment experiences to allow further personal development.	AHT PSHE coordinator RA coordinator	Ongoing	Review after each Aspire Day	£5000	Every year group gets the opportunity to experience a educational trip throughout the year.
Year 7 team building day	PSHE coordinator HOY 7	Sept 2018	Student voice	£5000	Pupil transition to secondary school is successful for all disadvantaged pupils.
Create leadership opportunities for disadvantaged students	AHT Raising achievement coordinator	Ongoing	Tracking document in place for all student leadership positions.	£500	The number of disadvantaged student leaders in school is in line with advantaged students.