

## Pupil Premium 2020/21

Allocation	2020/21		
<b>Based on the School Census</b>			
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	249	@ £955	= £ 237,795
Looked-after children (LAC)	0	@ £1,900	= £0
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	@ £1,900	= £ 0
Service Children	0	@ £300	= £ 0
<b>Total</b>			<b>= £ 237,795</b>

### Barriers to future attainment for students eligible for the PGP

#### Academic barriers

- In-academy attainment gaps on entry in English and Mathematics.
- Reading ages significantly lower than both chronology and national on entry.
- Positive learning habits are often not fully embedded.

#### External barriers

- Attendance of disadvantaged students does not match that of other students in the academy.
- Adjusting to new ways of working and in-school routines.
- 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 levels of resilience necessary to achieve exceptional outcomes. Overcoming these issues by building strong relationships with families can be more complex.
- Disadvantaged students often start at Castle Hall with relatively lower aspirations than other students in the academy.

### How are we spending the PGP?

The academy draws on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our whole academy improvement plan is based around improving outcomes for disadvantaged students and, as such, a number of key elements also benefit our non-pupil premium students. The new academy curriculum model developed on the principles of knowledge and skills, includes Lesson 1 which works on knowledge recall, has DEAR time and 100% books. In addition, the academy operates a model of progress intervention planning (PIP) which ensures highly-tailored support for all students. The academy day has been extended in order to allow for more directed teaching time. The academy has a clear focus on raising aspirations for all and uses a range of methods to over-communicate our core values and characteristics of success. The success of the improvement plan relies on all the elements being implemented simultaneously; we believe it is this holistic approach that will be successful.

***Pupil Premium spend is divided into the following four priority areas:***

**Quality first teaching and harnessing the power of feedback**

We understand the importance of ensuring that all teaching meets the needs of each learner rather than relying on out-of-lesson support to compensate. In order to achieve this, a new teaching and assessment cycle has been implemented with data days built in at strategic points to allow staff to check progress using key data and plan effectively to close any gaps in knowledge. The robust quality assurance of SOWs has a focus on lesson standards and success criteria; this will be aided further by students being developed and challenged in more individualised pathways as a result of more direct setting of students. Improved staff training and coaching takes place in Period 1 for staff (based on the deliberate practice model) with additional time in departments to develop new and embed existing strategies.

**Highly tailored interventions and more time**

Students requiring additional intervention are identified on entry and have access to a range of additional and different provision. Additional staff allow for extra sets to be created at both KS3 and KS4 allowing more targeted support and time with the class teacher. Programmes run alongside (such as MathsWatch, HegartyMaths, Lexia & Bedrock) which students also access from home. Independent learning is supported and promoted through the creative cycle in KS3 where projects are delivered through the various medias involved in this aspect.

**Minimising barriers to achievement**

We have thought carefully about what barriers to learning our students are experiencing and how to remove or, at least, minimise them. The pastoral support provided by the Heads of Year is well-targeted and has strong links with both the Safeguarding, Attendance and Inclusion teams. The academy provides a range of support services to help students in any aspect of their life. The academy provides access to an Education Social Worker (APSO) through links with the LEA. All students are fully equipped, including bags and learning resources; this, along with consistent routines, ensures students are ready to learn. Raising attainment and progress meetings have a clear Pupil Premium focus. We insist on good learning habits with the highest of expectations and no excuses. We have very clear classroom expectations and rules around the academy because students have to be ready to learn. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

**Raising aspirations and broadening experiences**

Our priority is to raise aspirations, encourage young people to have a growth mindset and to progress onto Higher Education. The message at Castle Hall is that ALL students are going to leave with the opportunity, skills and qualifications necessary to access the next stage in their education they have chosen for themselves. For the vast majority of our students that will be a sixth form college followed by university education. We continually promote university education, including ex-students returning to provide motivational speeches to inspire and raise aspirations; University visits are now part of the expectation at Castle Hall and students will have a number of visits to different universities over their academy life. Like many independent academies, we devote a significant amount of time to the growth of holistic all-round development. The core values and characteristics of success permeate throughout all aspects of the academy and students are constantly exposed to the messages in order to raise aspirations. The academy secures a range of visits from motivational speakers over the course of the year to re-inforce the messages via external specialists. All students have access to a wide range of extra-curricular activities; the DofE programme and residential visits to an activity centre are now commonplace for our students.

Statements of Success / Impact – YEAR 7 <i>Use £237,795 to ensure:</i>			2020/21 Cycle RAG		
			1	2	3
A	The percentage green or better in English for attainment for disadvantaged students, at least, matches or is improving towards that for <b>other students within school</b>	<i>Dis</i>	67%		
		<i>Oth</i>	56%		
B	The percentage green or better in Mathematics for progress for disadvantaged students, at least, matches or is improving towards that for <b>other students within school</b>	<i>Dis</i>	50%		
		<i>Oth</i>	49%		
C	The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>	<i>Dis</i>	84.7%		
		<i>Nat</i>	94.2%		
D	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	0.29		
		<i>Oth</i>	0.12		

***Dis = figure for disadvantaged students in the academy***

***Oth = figure for other students in the academy***

***Nat = figure for other students nationally***

Statements of Success / Impact – YEAR 8 <i>Use £237,795 to ensure:</i>			2020/21 Cycle RAG		
			1	2	3
A	The percentage green or better in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students within school</b>	<i>Dis</i>	78.9%		
		<i>Oth</i>	77%		
B	The percentage green or better in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students within school</b>	<i>Dis</i>	46%		
		<i>Oth</i>	61%		
C	The percentage green or better in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students within school</b>	<i>Dis</i>	100%		
		<i>Oth</i>	83%		
D	The percentage green or better in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students within school</b>	<i>Dis</i>	68.4%		
		<i>Oth</i>	73%		
E	The percentage green or better in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students within school</b>	<i>Dis</i>	53%		
		<i>Oth</i>	54%		
F	The percentage green or better in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students within school</b>	<i>Dis</i>	100%		
		<i>Oth</i>	83%		
G	The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>	<i>Dis</i>	83.3%		
		<i>Nat</i>	94.2%		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	0.36		
		<i>Oth</i>	0.11		

*Dis = figure for disadvantaged students in the academy*

*Oth = figure for other students in the academy*

*Nat = figure for other students nationally*

Statements of Success / Impact – YEAR 9 <i>Use £237,795 to ensure:</i>			2020/21 Cycle RAG		
			1	2	3
A	The percentage green or better in English for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students within school</b>	<i>Dis</i>	76.9%		
		<i>Oth</i>	70%		
B	The percentage green or better in English for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students within school</b>	<i>Dis</i>	66.7%		
		<i>Oth</i>	69%		
C	The percentage green or better in English for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students within school</b>	<i>Dis</i>	53%		
		<i>Oth</i>	61%		
D	The percentage green or better in mathematics for progress for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students within school</b>	<i>Dis</i>	76.9%		
		<i>Oth</i>	80%		
E	The percentage green or better in mathematics for progress for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students within school</b>	<i>Dis</i>	50%		
		<i>Oth</i>	59%		
F	The percentage green or better in mathematics for progress for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students within school</b>	<i>Dis</i>	40%		
		<i>Oth</i>	74%		
G	The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>	<i>Dis</i>	88.3%		
		<i>Nat</i>	94.2%		
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	0.59		
		<i>Oth</i>	0.22		

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*Nat = figure for other students nationally*

Statements of Success / Impact – YEAR 10 <i>Use £237,795 to ensure:</i>		2020/21 Cycle RAG		
		1	2	3
A	The Attainment 8 score / Progress 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students nationally</b>	<i>Dis</i>	6.8 / -2.19	
		<i>Nat</i>	22.4 / -0.17	
B	The Attainment 8 score / Progress 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students nationally</b>	<i>Dis</i>	16.4 / -3.36	
		<i>Nat</i>	40.6 / -0.01	
C	The Attainment 8 score / Progress 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students nationally</b>	<i>Dis</i>	16.6 / -4.91	
		<i>Nat</i>	60.9 / 0.01	
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	22%	
		<i>Nat</i>	68%	
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	2%	
		<i>Nat</i>	50%	
F	The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>	<i>Dis</i>	88.7%	
		<i>Nat</i>	94.2%	
G	There is no significant difference between the average number of detentions for disadvantaged students and other students	<i>Dis</i>	0.21	
		<i>Oth</i>	0.18	

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*Nat = figure for other students nationally*

Statements of Success / Impact – YEAR 11 <i>Use £237,795 to ensure:</i>		2020/21 Cycle RAG		
		1	2	3
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students nationally</b>	<i>Dis</i>	24.6 / -0.61	
		<i>Nat</i>	22.4 / -0.17	
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students nationally</b>	<i>Dis</i>	34.7 / -1.27	
		<i>Nat</i>	40.6 / -0.01	
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students nationally</b>	<i>Dis</i>	42.1 / -1.98	
		<i>Nat</i>	60.9 / 0.01	
D	The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	37.5%	
		<i>Nat</i>	68%	
E	The percentage of disadvantaged students achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	22.5%	
		<i>Nat</i>	50%	
F	The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>	<i>Dis</i>	87%	
		<i>Nat</i>	94.2%	
G	There is no significant difference between the average number of detentions for disadvantaged students and other students	<i>Dis</i>	0.29	
		<i>Oth</i>	0.13	

*Dis = figure for disadvantaged students in the academy*

*Oth = figure for other students in the academy*

*Nat = figure for other students nationally*

<b>Quality first teaching and harnessing the power of feedback</b>			<b>Cost: £18,073</b>		
<b>Action</b>		<b>Intended Impact</b>	<b>2020/21 Cycle 1</b>	<b>2020/21 Cycle 2</b>	<b>2020/21 Cycle 3</b>
<b>1</b>	Review and adapt LTPs and SOW each cycle.	To enable gaps in learning to be revisited and reflect on success on next steps for next year.			
<b>2</b>	Design and implement a bespoke CPD programme underpinned by development of a practice culture.	To improve quality first teaching and routines in the classroom.			
<b>3</b>	Further embed intervention and prevention strategies aimed at supporting disadvantaged students.	To close gaps in knowledge for disadvantaged students.			
<b>4</b>	Embed and respond to retrieval practice through lesson 1 quizzing, quick 6 and low stakes quizzing.	To improve retrieval of knowledge to improve success and outcomes on cycle assessments.			
<b>5</b>	Embed regular assessment and feedback models across all departments.	To regularly find out gaps in student's knowledge to inform teaching.			
<b>Highly tailored interventions and more time</b>			<b>Cost: £110,812</b>		
<b>6</b>	Build accelerated reader into the English curriculum in Y7-9.	To deliver a supported reading package identifying gaps in students reading and reading for understanding.			
<b>7</b>	Purchase GL NRT tests for English and maths for Year 7.	Identify the ability of students to enable target setting, baseline setting and core groupings.			
<b>8</b>	Introduce P8 intervention for targeted cohorts of Year 11 students to improve progress of PP students.	P8 interventions should close gaps in students' subject knowledge and prepare them for examinations.			
<b>9</b>	Adapt Y11 PD to become core Exam Prep to improve progress on PP students.	To increase students exposure to exam question practice and discover different revision methods.			
<b>10</b>	Introduce Saturday school for Year 11 to improve progress of PP students.	Saturday school should focus on exam practice in core and Ebacc subjects.			
<b>11</b>	Employ additional teachers in core subjects to create an additional class.	To improve outcomes in core subjects.			
<b>12</b>	Employ additional student support workers to assist with the cover strategy and support disadvantaged learners.	To ensure the quality of teaching and learning remains high in the absence of staff so that students can still make progress in lessons.			
<b>13</b>	Embed an effective lesson 1 for all year groups.	To ensure all students receive the same start to the day and are clear about the school's vision and expectations. This ensures students are ready to learn and the average no. of detentions to be similar across disadvantaged and non-disadvantaged.			
<b>14</b>	Embed Knowledge Organisers to be used for effective home learning across Y7-10.	To provide students with the key knowledge needed for every subject each cycle and to ensure they are completing home learning on this knowledge every day.			

<b>Minimising barriers to achievement</b>			<b>Cost: £84,181</b>	
15	AFL kits provided along with a school bag and PE kit to minimise any barriers to learning. Uniform vouchers also given out.	All students will therefore be equipped and ready to learn in all subjects.		
16	Full time safe guarding lead.	Students will feel safe in school.		
17	Strategically employ an Attendance Officer to target key disadvantaged students.	To improve the attendance of disadvantaged students.		
18	Maximise the effectiveness of DEAR through Lesson 1.	Students will read every day and more widely/often.		
19	Provide a homework club for disadvantaged students to support learning outside the classroom.	Disadvantaged students will complete the same amount of homework as non-disadvantaged.		
20	Provide a range of CEIAG opportunities for disadvantaged students in all year groups.	Disadvantaged students will experience a range of CEIAG opportunities.		
21	Additional after school and Saturday intervention sessions for Y11 students to improve progress in core and Ebacc.	Disadvantaged students will have a safe place with a subject expert to do additional revision and intervention.		
22	Full time careers advisor through C&K.	Disadvantaged students will receive careers advice during their time at school and especially in year 11.		
23	Additional Y11 parents evening for PP students to provide them with additional revision materials and communicate strategies with parents to improve progress.	The parents of disadvantaged students will understand how they should be revising and what the gaps in their knowledge are.		
24	Purchase 3 more class sets of chrome books and charging case.	Access to computers is essential for some subjects (Business, Sport, HSC), but this will also support the AR programme. We would struggle to move computers across bubbles		
25	Purchase revision guides and workbooks from CGP for all Y10 and Y11 students.	Supporting home learning, remote learning and in-class. Improved attainment between C1 and C2 mocks		
<b>Raising Aspirations and Broadening Experiences</b>			<b>Cost: £24,730</b>	
26	Raise aspirations through a visit to a University.	To give disadvantaged students and experience of what going to university looks like to increase the chance of them attending.		
27	Subsidise residential trips. (Y11 revision residential)	To ensure disadvantaged students do not miss out on any valuable learning experiences.		
28	Provide a wide range of <i>free extra</i> -curricular activities to raise self-esteem and foster good relationships of PP students.	Disadvantaged students will have opportunities to attend both sports clubs and academic clubs to give the chance to develop their character.		
29	Each year students experience a variety of educational enrichment.	Disadvantaged students will develop their cultural capital through experiences outside of the classroom.		
			<b>Total Cost</b>	<b>£237,795</b>

## Review of Expenditure

<b>Quality First Teaching and Harnessing the Power of Feedback</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<b>Highly Tailored Interventions and More Time</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<b>Minimising Barriers to Achievement</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<b>Raising Aspirations and Broadening Experiences</b>	
<b>Impact</b>	<b>Lessons Learned</b>