

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Castle Manor Academy				
Academic Year	2018/19	Total PP budget	192500	Date of most recent PP Review	June 2017
Total number of pupils	616	Number of pupils eligible for PP	210	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average / non PP	Sept Est. -0.5 / 0.5	
Attainment 8 score average / non PP	Sept Est. 3.0/4.5	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Students literacy on entry is below the national average for a number of students
B.	Students enter CMA with a gap present in the academic outcomes between PP and non-PP
C.	There are cases of PP students whose behaviour is worse than non PP students
D.	Students numeracy on entry is below the national average for a number of students
E.	Many PP students especially FSM/FSM3/4 have issues accessing resources due to cost
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	There is a gap in the attendance of PP students and non PP students – this gap closes when extreme cases are accounted for
G.	Many PP students enter the school with a cultural deficit

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	A closing of the attainment and progress gap by the end of Year 11	9-4/9-5/A8 and P8 measure – the gap closes year on year
<b>B.</b>	To be no gap in behaviour between PP and non PP students and to see an improvement in the most complex cases	Gaps in number of C3s and exclusions closes year on year  Clear working path for students on the complex case load
<b>C.</b>	Forensic analysis of literacy issues and find subject level ways of closing this gap and in extreme cases provide intervention to help close the largest gaps	Closing of the Gap at Year 7 for working at grade 4 or better in English and Maths
<b>D.</b>	Increased attendance of all PP students regardless of extreme cases	PP attendance figures better than national and gap between PP and non PP closes

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C	Funding of staffing in both English and Maths	Quality first teaching is the most effective strategy to close the gap. This allows smaller groups for English and Maths to allow students to flourish. All class lists reviewed for grouping of PP students.	Regular learning walks of classes. Review of student data at each RC data drop.	JGO/VWH	After each data drop – October, January, March and June
C	Forensics analysis of literacy issues	Evidence shows literacy is a huge barrier to accessing education and thus 2019 will focus on ascertaining how this can be addressed in individual subject areas.	Team meeting minutes and agendas followed by a review of the outcomes	JGO	Summer term 2019
A, C	Embed "Think SMARTER" strategy	Quality first teaching is the most effective strategy to close the gap. This strategy broke down the PP students into different categories, each with a PPP. This informs teacher practice.	Regular reviews of all classes and the individual progress of PP students.	JGO	Every half term

A, C	Funding of LSA and HLTA	This addresses a key issue and whilst evidence suggests has a low impact, when combined with quality first teaching, its impact can increase rapidly. These members of staff were deployed by the DoM and the DoE. They also had specific intervention groups to close the gap on literacy and numeracy	Regular learning walks of classes. Review of student data at each RC data drop.	JBE	After each data drop – October, January, March and June
A, C	Accelerated Reader	Reading strategies can be seen to have a very positive impact for low cost. All Year 7 students were signed up and PP were tracked as their own cohort. This aims to remove the literacy barrier for them.	Regular learning walks of classes. Review of student data at each RC data drop.	RNE, EST	After each new reading assessment
A, C	GCSEPod	A proven and successful revision strategy that gives all students access to Pods outside of the classroom. Assignments and playlists can be set. This removes the barrier of access to resources and students were aided with log ins so they could access it on different devices if they did not have the internet at home.	Monthly reviews of Pods watched. Staff training to help.	JGO	Every month
A, C	PiXL Strive for 5	PiXL is a partnership of over 1,700 secondary schools, 600 sixth forms, 500 primary schools and 75 providers of alternative education. They share best practice to raise standards and to give students a better future and brighter hope. This includes many PP specific strategies and aiding quality teaching first. The Strive for 5 conferences help staff and students achieve grade 5s	Liase with the HoD for English to ensure correct and most appropriate students are selected	JGO	Summer Term
<b>Total budgeted cost</b>					<b>£155000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, C	All through intervention programme	Tuition is seen as an expensive but very effective way to improve outcomes. As a result we are looking to improve outcomes in all year groups with a detailed lunch time intervention programme all year round and all through the school	Review after each data drop and use DTT	EST	After each wave if intervention
D	Attendance Officer	Attendance is a major barrier and PP attendance is much lower than non PP. This allows our Attendance Officer to focus on getting them into school and removing barriers to their success.	Weekly attendance reviews take place and fortnightly line management	VHO/VWH	Weekly
B	Learning Mentor	Behaviour statistics suggest that at CMA PP students have a worse behaviour record. This is a huge barrier for some of these students.	Line management of Learning mentors and continuing tracking of behaviour figures	VWH/JGO	Termly
B	CISS package	Behaviour statistics suggest that at CMA PP students have a worse behaviour record. This is a huge barrier for some of these students.	Regular review meetings held with CISS workers to find next steps and discuss progress	JGO/JBE	After each student interaction

A, C	PP Nightclub	Removes barrier of home environment and lack of resources. Students work for 5 weeks, 4 nights a week after school for 1 hour and 30 mins. This will use Pomodoro revision. HL clubs have been seen to be very effective and low cost	"Learning Walk" and regular review of work completed. Comparison of residual before and after the intervention.	JGO/GCI	After the intervention and review for next year.
A, C	HL Clubs	Removes barrier of home environment and lack of resources. Most recently studies have shown the power and effectiveness of HL clubs.	"Learning Walk" and regular review of work completed. Comparison of residual before and after the intervention. Closing of the HL gap between PP and non PP	JGO/ALS	At each RC drop.
A, C	Provision of revision resources	Provision of revision material	Removes barrier to resources for students. Has low impact but there is still impact.	All team leaders to inform central document when this is done.	JGO/TLs
A, B, C, D	Laser Meetings	Time taken once a week, at the start of the day to discuss the progress of key PP students and what can be done to support them.	Done in a weekly meeting with the Headteacher, Deputy Headteacher and the Achievement Leader for Year 11	JGO	Every report card drop
A, C	1-1 tuition	Tuition is seen as an expensive but very effective way to improve outcomes. This will be used on a bespoke basis to help targeted students where other interventions have not worked.	Monitoring work produced and weekly reviews with tutor staff	JGO	Every report card drop and weekly review of sessions
<b>Total budgeted cost</b>					275000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

E, F	Uniform and Equipment Bursaries	For some students purchasing of uniform and equipment is extremely prohibitive.. This allows them to quickly become part of our community and have a sense of belonging.	Central record is kept where parents can apply for a uniform bursary.	JGO	Daily
D	Breakfast Club	Extending school time can be seen to have a low impact at moderate cost. However, in our context providing a breakfast club has increased attendance and engagement in school and as such we will look to roll this out further for a year.	Termly review meetings with DSC to look at the data and how it is run	JGO	Monthly
G	Trip Bursaries	Some students are unable to access many trips and visits and so funding is available to students to ensure they can take part in all opportunities.	Central record is kept where parents can apply for trip bursaries	JGO	Daily
	Minibus	This is vital to allow some of our PP students get into school daily	Central record kept of who uses the service	JGO	Termly
<b>Total budgeted cost</b>					<b>10000</b>

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A, C	Funding of staffing in both English and Maths	Progress score estimates suggest impact on all students has been positive with a positive P8 score in Maths and a marginally negative P8 score in English. We have been unable to close the PP gap enough. 8 PP students missed out in one of the subjects. Focus on cross over with Senior Deputy Headteacher	Mixed ability grouping put into all year groups – this will improve outcomes and aspirations. Alongside this in Years 10 and 11 we can set all English and Maths together which means we have more movement between sets – this means we can ensure PP students are in the most appropriate set.	122,000
A, C	Funding of Access Class provision	100% of students have now transitioned into mainstream classes successfully. Alongside this all former access students graded in English and Maths with some exceptional individual results including one student gaining a 5/4 in Science.	We will not continue with this approach as we will aim to be more inclusive and release our LSA and HLTA for more targeted intervention	Inc. staffing
A	Launch of “Think SMARTER” strategy	PPPs have become an increased part of the Castle Manor Way. However, more work is needed as the P8 gap has increased	More work is still needed to ensure this becomes part of our everyday practice. This means it needs to be a relentless focus in meetings and on agendas.	150
A, C	Funding of LSA and HLTA	As noted earlier some exceptional results by individual students who were targeted. However, P8 gap has increased with some extreme student examples bringing this figure down.	Will conduct even more targeted intervention moving forward.	23,000
A, C	Accelerated Reader	Year 7 – Increase in average reading age, Normed Referenced Standardised Scores and Scaled Scores Year 8 – As above but to a lesser extent Year 9 – A greater increase than Year 8 but less than Year 7	Accelerated reader has now being led by the English team to have more ownership over it and see further gains by the students.	2750
A, C	PIXL Strive for 5	The school has launched programmes in all Year Groups to help them develop individually and peak in time for the exams. Strategies such as Nightclub (detailed later) have been implemented. Alongside this 28 students attended the PiXL strive for 5 (100% of M student gained at least a pass)	A greater focus will be placed on culture to raise aspirations and also sharing intervention and teaching strategies. Alongside this the PiXL Maths app will be utilised further	1000

A, C	GCSEPod	Top of our Academy Trust for average usage for students  125 PP vs 155 non PP closing of the gap from last year	The school is looking a using as part of a more balanced programme with SENECA Learning, PiXL apps and PiXL independence	1169
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A, C	KS3 numeracy intervention	Year 7 – Above FFT20 in Maths, Writing and Reading Year 8 – Above FFT20 in Maths, 10% below in English Year 9 – Above FFT20 in Maths, 15% below in English	After the recent success of this intervention we now have an intervention programme in every year group on a weekly basis	Covered elsewhere
D	Attendance Officer	School attendance has increased by 0.04%, PP attendance has increased by 0.21% highlighting key improvements from 2 years ago	We will be reviewing the role of one of our attendance officers to creating a hub area to get extreme non attenders back into school	Inc. staffing
B	Learning Mentor	81% of our exclusions are PP and 58% of exclusions are FSM. This shows the importance of learning mentors. Of 21 students excluded 9 have more than 1. This shows the work the mentors have done readmitting and work with students. Data suggests better than National and failed our targets by between 1-2 students.	We will continue with our current approach and continue our focus on raising expectations of all students and bespoke intervention plans with key students.	Inc. staffing
A	PP Nightclub	15 students completed all controlled assessment on time and this helped However not as successful as previous year as shown by P8 score	We will use a two phase approach – coursework vs English and Maths	100
A,C	HL Clubs	12 out of 20 students improved their residuals after a wave of intervention.	These will continue to be run throughout the year	100

A	Provision of revision materials	Hard to measure impact as a direct correlation but where more revision guides handed out the P8 score was more successful – Maths was greater than English	We will continue to offer to FSM, FSM3 and 4 students	1000
A,C	Laser Meetings	5 out of 15 students gained at least 4 in EM 10 out of 15 students gained at least 4 in E or M	This will be lead more by the Heads of English and Maths to focus on cross over students so they are ready for the next step in their education	Inc. staffing
A,C	1-1 Online tuition with MyTutor	Case study student improved a total of 3 grades from the end of the mock exam period to her actual exams in Maths, Science and Geography.	We will use as an intervention option post Xmas	21000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
E	Uniform and Equipment Bursaries	On average just 99% of all students including PP came to school every day equipped	We will continue with the current approach	2800
G	Trip Funding	All trips had PP students (including FSM) take part including the French residential trip.	We will do even more advertising to try and encourage PP students to attend trips	1200
D	Breakfast Club	Out of 20 students who attended 18 displayed increased attendance, 1 showed no significant change and 1 decreased (related to illness)	Run year round	1,100 per term
D	Minibus	A free minibus is provided for PP students to ensure they can attend school – 5 out of the 6 students had attendance over 96%	Continue	500

