

# Castle Manor Academy Pupil Premium Statement

Published - December 2019



## Pupil Premium Grant

“Publicly funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged students

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.”

*Pupil Premium Policy Paper - DfE 2019*

The funding is based on the students who are on roll and are eligible on census day. The follow students are eligible for the pupil premium grant;

- Free School Meals (£935 per student)
- Ever6 (pupil who has claimed free school meals in the past 6 years - £935 per student)
- Looked After Children and Previously Looked After Children (£2300 per student)
- Service Families (£300 per student)

## Pupil Premium at Castle Manor Academy

### Contextual Information

Metric	Data
School name	Castle Manor Academy
Pupils in school	650
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£205,945
Academic year or years covered by statement	2019/2020
Publish date	December 2019
Review date	September 2020

Statement authorised by	Vanessa Whitcombe
Pupil premium lead	James Gosden
Governor lead	Teri Putnam

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.5
Ebacc entry	11.9%
Attainment 8	3.3
Percentage of Grade 5+ in English and Maths	9.5%
Percentage of Grade 4+ in English and Maths	26.2%

### Barriers

At Castle Manor Academy detailed research of published literature has taken place alongside careful analysis of school data (both quantitative and qualitative). As a result the following are our key barriers to overcome;

1. Students literacy on entry is below the national average for a number of students
2. The majority of PP Students enter CMA with a gap in their academic outcomes compared with their non-PP peers
3. A proportion of PP students present behaviour that is significantly worse than their non-PP peers
4. Students numeracy on entry is below the national average for a number of students
5. Many PP students, especially FSM/FS3/FS4 students have difficulties accessing resources
6. There is gap in attendance between PP students and non-PP students (this gap does close when extreme cases are accounted for)
7. Many PP students enter the school with a cultural deficit

### Strategy 2019-2022

The strategy at Castle Manor Academy will based on the following principles;

1. We work hard, we are kind, we are PROUD
2. Improve the outcomes for all students at Castle Manor Academy
3. Ensure every student is given the ability to overcome the barriers they experience

Our strategy follows the 3-tiered approach outlined in “The EEF guide to The Pupil Premium” (EEF, June 2019)

### A 3-tiered approach at Castle Manor Academy

Tier 1 Quality First Teaching - <i>Sutton Trust research shows QFT has the largest impact of pupil progress especially for disadvantaged students</i>	
What	Why
Construction and effective use of PPPs	PPPs allow teachers to remove the individual barriers for each PP student to allow them to progress.
Bespoke Teacher CPD	Staff have different areas of their practice to improve on. A bespoke CPD programme allows all staff to improve.
Coaching Programme	Staff can opt into coaching as well as being placed on a coaching plan. This programme allows staff to improve key areas of their practice and thus be the most effective practitioner they can be
School wide vocabulary strategy	Literacy is a key issue for students at Castle Manor Academy. A school wide vocabulary strategy will ensure the development of student Tier 2 language improves along with strategies to break down further vocabulary. This will allow students to access more complex texts and develop further.
KS3 Curriculum review	All subjects are reviewing KS3 curriculum to ensure their curriculums are getting the best out of our students and giving them the very best learning experiences in line with our vision.
Team plans to improve meta-cognition	EEF toolkit shows meta-cognition has the potential to make large improvements in the progress of

	disadvantaged students. Each team is considering how to develop meta-cognition within their subjects
Systematic programme of learning walks	Learning walks conducted by CLT, ALs and TLs to ensure QFT taking place. Actions taken where this is not the case
Paired lesson observations	Lesson observations done with a member of CLT and the TL to ensure consistency of approach and ensure QFT is taking place. Where it is not there will be a clear action plan. And effective QFT will be celebrated and shared.
Staffing	To ensure specialist staff in key areas and to allow smaller classes in English and Maths in KS4 money is spent on staffing. This also includes the appointment of LIOs and HLTA. These support QFT in the classroom

**Tier 2 Intervention** - *There may be occasions where QFT is not enough to close the gap or extend disadvantaged students sufficiently. When this occurs intervention will be used with a focus on a whole school approach.*

What	Why
Lexia	As literacy is a barrier for a number of our disadvantaged students Lexia is a SMART intervention that will be used in KS3 for students where a forensic analysis has shown an area to be improved upon.
Accelerated Reader	When students have their reading identified as an area of concern Accelerated Reader will be used as an intervention tool and their reading age will be tracked.

Phonics classes	In KS3 after a forensic analysis of literacy skills has been taken, students are identified and given intensive phonics intervention in small groups.
Student Readers	When students have their reading identified as an area of concern in Year 7 they will take time to read out loud weekly to older students.
Numeracy Intervention	As with literacy a forensic analysis takes place and where QFT has not been enough a SMART and intensive intervention takes place to improve specific areas of students' numeracy.
Department led interventions	After each report card departments review their data and ensure actions are in place to improve PP performance in individual subjects.
Achievement Leader lead interventions	After each report card Achievement Leaders review the soft attribute data for their year group and ensure actions are in place to improve the soft attributes for PP students.
Learning mentors	A barrier identified as the behaviour of some PP students. Learning mentors work to ensure support for students with pastoral issues to be in lessons. They will also run intervention plans for students.
CLT intervention	Where interventions have not been successful at other levels within the school CLT will lead bespoke interventions with key students.
1-1 tutoring	In cases where school led intervention has not been enough 1-1 tutoring may be used for students in key subject areas dependent on their individual needs.
Timetable personalisation	In some cases, it is not in the best interest of the student to complete a full suite of academic subjects. As a result that students individual needs

	are taken into account and a bespoke curriculum is looked at.
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**Tier 3 Wider strategies including cultural capital** - this focusses on removing the non-academic barriers to student success.

What	Why
Results+ (CMA Learning Journey)	One barrier identified for many of our students is a lack of cultural capital. The school has a commitment to providing these experiences to students. The support map shows what a 100% of students will do and 100% what students can do. The school provides support to ensure disadvantaged students access these trips and gain more cultural experiences
Uniform subsidies	Whilst evidence does not show uniform has a large academic impact the costs can be prohibitive for many of our parents. Thus, we support and track the attendance of these students.
Breakfast Club	We have a number of students who attend school without having breakfast. We run a formal and informal breakfast club. The formal breakfast club gives students social skills and breakfast. The informal breakfast club just gives breakfast. This removes this barrier for students.
Minibus/transport provision	Some students are unable to be supported by their parents in getting to school. This barrier is removed by the school.
Food parcels	To provide support for parents/families using support from local supermarkets. If students have fewer barriers in all aspects of their life - they have the potential to be more academically successful.

## Priorities for 2019/2020

### Quality First Teaching

Measure	Activity
Priority 1	Ensure effective use of PPPs
Priority 2	Launch and embed school wide vocabulary strategy
Priority 3	Bespoke teacher CPD
Barriers to learning these priorities address	1-4
Projected spending	£180,945.

### Intervention

Measure	Activity
Priority 1	Establish Lexia programme within the school
Priority 2	Ensure interventions are a school wide phenomenon
Barriers to learning these priorities address	1-4, 6
Projected spending	£15,000

### Wider strategies

Measure	Activity
Priority 1	Results+ (Learning Journey)
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	5-7
Projected spending	£10,000

6. Review of expenditure				
Previous Academic Year		2018/19		
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	Gap closed by 0.1 in both Maths and English GCSE outcomes Year 7 PP – 89.1% making expected or better than expected progress in Maths. The figure is 67.6% for English	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.	155000
A	Embed “Think SMARTER” strategy	Gap closed by 0.1 in both Maths and English GCSE outcomes Since the start of the Think Smarter strategy the school has moved away from the lowest quintile.	A more relentless and devolved process will take place. Alongside this using the EEF guidance we have tweaked the approach to have a clear 3 tiers.	Inc. above
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 brining this figure down.	Will conduct even more targeted intervention moving forward.	Inc. above

A, C	Accelerated Reader	<p>Year 7 PP – average growth – 0.26 Non PP – 0.88</p> <p>Year 8 PP – average growth – 2.78 Non PP – 2.70</p> <p>Year 9 PP – average growth – 1.92 Non PP – 2.16</p>	The programme will now become an intervention tool. Whilst improvements have been seen a more nuanced approach is required.	Inc. above
A, C	PIXL Strive for 5	English P8 score increased from the previous year	A greater focus will be placed on culture to raise aspirations and also sharing intervention and teaching strategies.	Inc. above
A, C	GCSEPod	Negligible impact – usage dropped dramatically as students focussed on SENECA – this is much harder to track	GCSEPod no longer subscribed to	Inc. above

## ii. Targeted support

<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	All through intervention programme	Yr 9 – Disadvantaged made more progress, Maths disadvantaged made in line progress. Yr 8 – Disadvantaged made in line progress in English	Continue and sharpen focus for intervention window 1a	Inc. staffing costs

D	Attendance Officer	PP attendance has increased by 0.54%. With extreme outliers removed that figure would be 2.55%	Focus on using AL to improve attendance with a wider range of strategies for extreme cases	Inc. staffing costs
B	Learning Mentor	Exclusion figures – exclusion figures are higher than national average for PP students and PP students account for more C3s/C4s than non-PP students. The gap does close markedly when extreme cases are removed. This is the same for internal exclusions.  Top 3 PP students accounted for 14% of all C3s and IEs	We will continue with our current approach and continue our focus on raising expectations of all students and bespoke intervention plans with key students being a key area of improvement	Inc. staffing costs
A	PP Nightclub	15 students completed all controlled assessment on time and this helped. 14 students showed a P8 improvement (using projected figures)	We will introduce earlier in the year	£300
A,C	HL Clubs	14 out of 18 students improved their residuals after a wave of intervention.	These will continue to be run throughout the year with more staff support	£300
A	Provision of revision materials	Hard to measure impact as a direct correlation.	We will continue to offer to FSM, FSM3 and 4 students	£1000
A,C	1-1 Online tuition with MyTutor	Case study student improved a total of 2 grades from the end of the mock exam period to their actual exams.	We will use as an intervention option post Xmas	£2000
C	CISS Package	The CISS package had little impact when looking at a data perspective. It did help fast forward 3 different MAAP referrals	The package has not been purchased again	£1000

### iii. Other approaches

<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	£2500
G	Trip Funding	All trips had PP students (including FSM) take part.	We will do even more advertising to try and encourage PP students to attend trips	£3000
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	£3000
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	£1000
G	Music Lessons	This was successful for 3 students whose skills have developed. However, 1 student continued to fail to attend	Continue with the same model	£3000