

## Castle View Enterprise Academy- Pupil premium strategy statement

1. Summary information					
School	Castle View Enterprise Academy				
Academic Year	16-17	Total PP budget	283,772	Date of most recent PP Review	Sept 2016
Total no of pupils	726	No of pupils eligible for PP	335	Date for next internal review	March 17 July 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving A* - C incl. EM (2015-16 only)	53%	69%
Progress 8 score average	0.0	0.12
Attainment 8 score average	47.5	52.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy skills in particular reading. Reading ages well below chronological age
B.	Numeracy skills and ability to apply them across the curriculum
C.	Social and Emotional developmental issues
D.	Maintaining expected progress in English, Maths and Science

External barriers	
E.	Support from and for Families/ Parents
F.	Attendance rates

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading age for all students eligible for PP over the academic year	Pupils eligible for PP make measurable reading age gains within the academic year. This will be evidenced through Impact reports from Interventions including accelerated reader assessments and English data.
B.	Improve the outcomes for our disadvantaged students and diminish the difference with non disadvantaged students nationally.	To improve the percentage of students achieving the basics measure. To diminish the difference in the performance of the disadvantaged students compared with the non-disadvantaged students nationally.
C.	Increased Attendance rates for pupils eligible for PP	Reduce the number of persistent absentee's among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92.3% (2015/16) to 95% in line with Non PP.
D.	To develop emotional and social development of PP students to break down barriers to learning.	Students accessing enhanced provision will be closely monitored during and after Interventions. Success and progress will be evidenced in a number of ways including engagement in learning. Improved attendance, improved social skills and confidence, reduced school related anxiety and increased engagement with Parents and home.
5. Planned expenditure		
Academic year	2016- 2017	

Chosen Approach	Outcomes and success criteria	Staff lead	Milestones	Completed	Review date	Total cost
Additional English and Maths staffing	Attainment data	JSB/ SLT/ DOS	Students keeping to progression flight path	Yes in place	Sept 2016	80,000
Pupil Premium Intervention Leader	All PP students worked with through intervention programmes	JSB/ CHO	Progress and Attainment data	Yes in place	Sept 2016	25,000
Maths Mentor	To improve mathematical understanding through small group activity	MRU	Half termly data returns	Yes in place	Sept 2016	25,000
Nurture Group in Year 7	Specialist teaching in a Primary style provision for targeted students	JSB/ CHO	Progress and attainment data	Yes in timetable model	Sept 2016	20,000
Welfare staff	Mentoring for Attendance/ Academic Progress	AMA	Improvement in attendance and Progress with attainment	On going	December 2016	30,000
Support Mentor for LAC students	5 LAC and 13 Young carers have a mentor session every fortnight	GWO/ EOR	Students needs met and supported	Yes in place-ongoing mentor programme	December 2016	15,000
Intervention packages	Accelerated Reader, LEXIA, BKS	APA, CHO	Progress data	On going	December 2016	2,000
Attendance Reward Trips/ Visits/ Extra curricular	Support to allow access and engagement to events	AMA, CFA	Engagement data	On going	Termly	5,000
Social and Emotional support	MIND, Anti-Bullying counsellor	CHO/ CFA	Progress and vulnerability monitoring Reduction in bullying claims, social issues	On going	Termly	30,000
Show my Homework, Doodle, My Maths	All staff, students and parents engaging in purposeful homework	JOW/ CFA	Quality increases	On going	½ termly monitoring	6,000
Subject Initiative funding	Subjects are supported to deliver PP initiatives	JSB/ DOS	Engagement in opportunities	On going	Termly	30,000

Breakfast Club	Student participation	JSB, PKE, KHI	Increased level of engagement, Increase in attendance and punctuality	On going	Termly	3,000
Exam booster sessions	Meet the subject requirements – student engagement	SLT	Engagement levels	On going	July 2017	5,000
Miscellaneous- includes uniform, Food ingredients	To support vulnerable students	SLT	Engagement and access to curriculum and opportunities	On going	Termly	9,578

6. Review of expenditure and priorities	
Previous Academic Year	2015-16
<p><u>Examination Results (2016 Leavers)</u></p> <p>The most able disadvantaged pupils did significantly better in most areas than the NPP from 2015. For all the PP bandings the performance is estimated to be above national average for all pupils.</p> <p>The gap to national non disadvantaged pupils has reduced for all main headline figures for which we have the data available when compared to the 2014-2015 figures. For several subjects there is a three year improving trend despite this years' (2015-2016) PP students attaining a lower KS2 APS on entry than the previous years' cohort. Attainment has risen across all areas and the initial progress 8 score for PP would be the same as the national average for all pupils. Significant improvement across most subjects has resulted in a positive value added score which would be above all pupils nationally. The in school gaps have also closed in all the main headline figures apart from Ebacc (which has closed against the national none PP attainment), and, have closed the gap with national NPP students.</p>	

Key Priorities		Specific Objectives	ACTION
Intervention	1.	<b>Deliver Core subject intervention</b> sessions to target groups during registration	Bespoke sessions targeted to need following assessments
	2.	<b>Create specific PP classes in Core subjects</b>	Targeted groups for Pupil Premium
	3.	<b>Timetable model-</b> Increase the number of sets in Maths and English	Extra set created in core subjects in each banding on the timetable
	4.	<b>English strategies</b>	See English plan
	5.	<b>Maths Strategies</b>	See Maths plan
	6.	<b>Whole school Reading and Spelling Age assessment</b>	Whole school Literacy tests completed
Support	1.	<b>Additional support classes</b> including a summer school, holiday revision, Saturday sessions and residential	See Extracurricular Impact statement
	2.	<b>Staff Training-</b> Sutton Trust Toolkit- High Impact Strategies Effective Assessment Effective Marking and Feedback	CPD internal Programme tailored to meet individual need
	3.	<b>Mentor programme</b> All PP students to have identified Mentor and support on a weekly basis	All students identified on English and Maths Matrix to be allocated a Mentor
	4.	<b>Academic support programmes</b>	Numerous- see Intervention Impact report Accelerated Reader, BKSb. LEXIA, READING RECOVERY
	5.	<b>Safeguarding groups-</b>	Young Carers programme, Private Fostering, Vulnerable Monitoring group LAC programme, Strengthening Families work
	6.	<b>Social &amp; Emotional support-</b>	Breakfast Club, MIND Counsellor, Anti Bullying counsellor, Trips and Visits, Uniform contribution, PERI Music support, Food Technology provision

<b>Additional</b>	<b>1.</b>	<b>Governor Student Voice</b>	Governor holds student forum- groups of PP students in KS3 and 4. Attendance at Parents evening. Parental consultations.
	<b>2.</b>	<b>Show My Homework</b>	Launched new system March 2016. All students, staff and parents have Online access. All staff set Homework weekly through the system which is rigorously monitored and acted upon if any arise.
	<b>3.</b>	<b>Parental engagement Evenings</b>	Parental evenings to meet staff and for the Academy to relay messages and information in regard to marking, assessment, Life after Levels, Safeguarding issues.
	<b>4.</b>	<b>Most Able Meta cognition programme</b>	Excellent progress made with students in History, PE, English and Maths
	<b>5.</b>	<b>Subject PP Leads</b>	All subjects have a PP Lead Teacher
	<b>6.</b>	<b>Poverty proofing</b>	Survey completed in July 2016

<b>7. Additional detail</b>
<ul style="list-style-type: none"> <li>There has been a continued significant rise in the attainment and progress of disadvantaged students, with the difference reducing in relation to all students nationally and to other students in the Academy. Their progress 8 is in line with 0.00, average of all students nationally. Outcomes for SEND students also show significant improvement. Outcomes for boys reflect a similar pattern, with improvement on almost all benchmarks and the gaps with girls significantly narrowed.</li> <li>On the new basic measure 53% of disadvantaged students achieved A*-C in both English and Maths up 4% from 2015, this is also significant as these pupils were significantly below the national average for their KS2 results. For most main headline figures the difference has diminished between CSEA data and national non PP. 49% of disadvantaged students achieved the old headline figure 5A*-C grades including English and Maths in 2016 which is 13% above the national average for PP 2015 and significantly above the performance of white working class disadvantaged students (WBR disadvantage boys 23.8%, 5ACME SFR 2015). Year 11 2016 had over a third of students who were disadvantaged. Their starting points from KS2 was markedly lower than that of other students. There is an improving trend of performance of the PP students. In English the performance of PP students in relation to others in the school must be regarded as extremely strong as their progress was better than non PP students.</li> </ul>

### **Year 7 Catch up strategy 2016/17**

The Literacy and Numeracy catch- up premium is additional funding that is given to schools to support students who may need enhanced support to address relative underachievement measured at the end of KS2. Funds are allocated to schools for each student who did not achieve a scaled score of at least 100 (previously level 4) in reading and / or mathematics at key stage 2.

#### **Targeted support**

- Students entering the school below 4b in English in the lower band will all receive 7 lessons of English and Literacy per week.
- Students entering the school below 4b in the lower band will receive small group teaching for 4 lessons of these 7 (group of 8 or less) and have a bespoke programme focusing on writing delivered by English staff and HLTAs SEN delivering SEN interventions including LEXIA, Ruth Miskin Fresh start, Word shark.
- Students who are below 4b in upper band will receive 5 lessons of English and receive 2 additional withdrawal sessions with HLTAs utilising SEN programmes.
- Students who enter below level 3 in English will also have a further 2 sessions of Literacy based activities focusing on grammar and comprehension.
- Students who enter below level 4b in Mathematics will be tracked diagnostically and interventions supplied in a small group setting by teachers and an additional Basic Skills Tutor.