

# Pupil Premium Strategy Plan 2019-22 – Review of 2020-21

<b>Overview</b>					
<b>School</b>	Castle View Enterprise Academy				
<b>Academic year:</b>	2020-21	<b>Total PP Budget</b>	£338,470 (subject to increase following next census)	<b>PP review date</b>	September 2021
<b>Total number on roll</b>	977	<b>Number of students eligible for PP</b>	428 (44%)	<b>Date for internal review of PP</b>	Termly

<b>Prior Attainment</b>								
	CVEA whole cohort				CVEA PP			
	2017-18	2018-19	2020-21	National	2017-18	2018-19	2020-21	National
<b>9-5 English &amp; Maths</b>	36%	45%	45%	42.5%	22%	22%	26%	24%
<b>9-4 English &amp; Maths</b>	55%	61%	67%	65%	38%	38%	42%	44%
<b>Average Total Attainment 8</b>	41.3	42.3	48.2	46.9	35.4	29.2	39.8	42.8
<b>Average Total Progress 8</b>	-0.62	-0.29	0.06	0	-0.86	-1.06	-0.44	-0.45

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<b>Barrier to learning and therefore future attainment (for eligible pupil premium students)</b>		
<b>Internal barriers for learning (actions required in school)</b>		
1	Progress	1- Current Progress 8 figure is -0.57. 2- Current Progress 8 figure is 0.17 below national average.
2	Literacy	1- Disadvantaged students entering year 7 with reading ages below non-disadvantaged students and also below their actual age.
3	NSR	1- Increasing student numbers of Non-Secondary Ready Students.
<b>External barriers (actions may be required outside of school)</b>		
4	Attendance (evidence)	1- Gap between disadvantaged and non-disadvantaged attendance; 2018-19 gap 5.18% and 2019-20 gap 3.52%. 2- Attendance of disadvantaged students below national average 2018-19 and just above in 2019-20 (NA 91.1%, CVEA disadvantaged 2018-19 89.49% and 2019-20 91.21%).
5	Parental Engagement	1- Parents' evening attendance averaging below 50% for parents of disadvantaged students.

	<b><u>Intent</u></b>	<b><u>Success Criteria</u></b>
1	Improved outcomes in all subjects for PP students	1- Ensure improving trend on previous data. 2- In line with national average.
2	Increased progress in literacy for students eligible for PP	1- Literacy levels of disadvantaged students to match those of non-disadvantaged.
3	Improved progress for NSR PP students	1- More rapid progress from NSR students compared to their peers.
4	Increased attendance for students eligible for PP.	1- Reduce the gap between disadvantaged and non-disadvantaged attendance (2018-19 gap 5.18% and 2019-20 gap 3.52%) 2- Attendance of disadvantaged students in line with national average (NA 91.1%).
5	Increased parental engagement.	1- Improved parents' evening attendance of disadvantaged students. 2- Reduce the gap in attendance to parents' evenings between disadvantaged and non-disadvantaged families.

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Planned Expenditure	
Academic Year:	2020-21
The three headings below are designed to enable CVEA to demonstrate how the Pupil Premium fund is used to improve classroom pedagogy, provide targeted support to students and support whole school strategies as based on The Education Endowment Foundation Guide to Pupil Premium.	

Quality of Teaching				
Intent	Implementation			Impact
	Action	Evidence	Staff Lead	
1. Improved outcomes in all subjects for PP students	Member of SLT solely responsible for disadvantaged pupils.	Junior Assistant Vice Principal appointed in 2019 to oversee progress of disadvantaged students.	JBR	Increased outcome data when compared to 2019 for disadvantaged students. Progress 8 figure from -1.06 (2019) to -0.44 (2021).
1. Improved outcomes in all subjects for PP students	Appoint experienced senior staff in core and Ebacc from 2019.	New Junior Assistant Vice Principals appointed in September 2019 in English, Maths, Geography, History and Spanish.	JBR	Improved outcomes for disadvantaged students in core and Ebacc subjects when compared to 2019. 9-5 English and maths 22% (2019) to 26% (2021) 9-4 English and maths 38% (2019) to 42% (2021) 7% of disadvantaged students entered Ebacc in 2019 with none passing. 49% of disadvantaged students entered in 2021 with 26.4% passing.
1. Improved outcomes in all subjects for PP students	Additional staffing	New staff appointed across a range of departments (English, Science, Geography).	JBR	English - disadvantaged student SPI -0.97 (2019) compared to -0.51 (2021) English Literature - disadvantaged student SPI -1.19 (2019) compared to -0.42 (2021) Combined Science - disadvantaged student SPI -1.03 (2019) compared to -0.67 (2021) Geography - disadvantaged student SPI 0.16 (2019) compared to 0.18 (2021)
1. Improved outcomes in all subjects	High quality teaching for all.	All lessons must include:	KMC	Quality of teaching deemed “good” during all quality assurance processes. Cumulative testing evident across the Academy. Use of knowledge organisers evident across the Academy.

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for PP students		<p>A- Spacing and interleaving starter to improve memory and recall of knowledge</p> <p>B - All lessons to include thinking hard strategies to promote application of knowledge.</p> <p>C - Cumulative weekly testing must take place.</p> <p>D - The use of knowledge organisers to promote independent learning.</p>		Students can now verbalise the learning “process” and discuss independent learning.
1. Improved outcomes in all subjects for PP students	High Quality CPD for all staff.	<p>CPD will continue to embed strategies introduced previously based around metacognition and teaching the “CVEA Way”.</p> <p>Specifically, thinking hard strategies will now be developed and memorising and recalling information will be focused on.</p>	APA	<p>Positive feedback recorded from staff as to the effectiveness of CPD programme.</p> <p>Also, improvement in all headline figures for disadvantaged students as outlined previously.</p>
1. Improved outcomes in all subjects for PP students	Meeting the needs of individual PP learners	PP students will not move down sets unless as a last resort with agreement from parents and SLT link.	MAP	All set moves were suspended during remote learning and students had to be set accordingly at the end of the 2020-21 year. The policy will be reintroduced in 2021-22.
1. Improved outcomes in all subjects for PP students	Increased awareness of PP students/issues/data at departmental level	PP leads appointment in core and Ebacc subjects	MAP	<p>9-5 English and maths 22% (2019) to 26% (2021)</p> <p>9-4 English and maths 38% (2019) to 42% (2021)</p> <p>7% of disadvantaged students entered Ebacc in 2019 with none passing. 49% of disadvantaged students entered in 2021 with 26.4% passing.</p>

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Targeted Support for Individuals				
Intent	Implementation			Impact
	Action	Evidence	Staff Lead	
1. Improved outcomes in all subjects for PP students	Targeted teacher support for students who are making limited progress.	Famous five strategy in place in all classes (must be PP students who are off target) Selected famous five students will receive additional teacher support.	Individual class teacher  MAP	This strategy was replaced with mentoring / engagement strategy during remote learning and reintroduced in term 3 of 2020-21. 120 of the least engaged most vulnerable and disadvantaged students during lockdown were assigned a staff mentor who provided additional contact. Engagement in remote learning increased to 77% for this target group.
1. Improved outcomes in all subjects for PP students	SLT monitoring	Selected students in year 11 selected for SLT monitoring.	MAP	Average grade in 2021 for targeted students who received additional mentoring was 4.4 compared to the average grade of all disadvantaged students which was 4.05.
1. Improved outcomes in all subjects for PP students 4. Increased attendance for students eligible for PP.	Pastoral mentoring & year 11 mentoring	Selected students in year 7 to 11 selected for pastoral monitoring by Head of Year. All year 11 students have at least one mentor.	Heads of Year  All staff	Increased outcome data when compared to 2019 for disadvantaged students. Progress 8 figure from -1.06 (2019) to -0.44 (2021).  CVEA disadvantaged increased from 89.49% (2018-19) to 92.92% (2020-21)  Increase in percentage of negative referrals which needs addressing in 2021-22 (this could be as a result of instability in disadvantaged students' lives due to Covid-19). Percentage of negatives awarded to disadvantaged students – 48% (2018-19), 56% (2019-20), 57% (2020-21).
1. Improved outcomes in all subjects for PP students	Ebacc interventions	Specific tailored PP intervention sessions at department level	Subject pupil premium lead	Intervention sessions were suspended due to periods of remote learning and “bubbles” having to isolate. This provision was replaced with “catch-up tutoring programme”.
1. Improved outcomes in all subjects for PP students	Online interventions	Additional work set for those pupils who have access to electronic devices at home and internet.	Subject pupil premium lead	Intervention sessions were suspended due to periods of remote learning and “bubbles” having to isolate. This provision was replaced with “catch-up tutoring programme”.

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3. Improved progress for NSR PP students	Non-Secondary Ready dedicated setting	Dedicated non-secondary ready groups in year 7 and 8 to provide tailored support for least able students.	Heads of department	Students with a scaled score of below 100 have improved on average by 1.65 grades from the summer of year 7 to the summer of year 9 in English.
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<b>Wider Strategies</b>					
<b>Intent</b>	<b>Implementation</b>			<b>Impact</b>	<b>Cost</b>
	<b>Action</b>	<b>Evidence</b>	<b>Staff Lead</b>		
1. Improved outcomes in all subjects for PP students	SNAPB	Specialist mentoring programme to support the emotional needs of targeted disadvantaged students which will improve academic outcomes.	GRO	<p>Students who participated in the SNAPB and mentoring saw 23% of their referrals being negative in 2020-21. This was considerably better than the 34% of their referrals in 2019-20.</p> <p>Students who participated in the SNAPB and mentoring received 1488 negative referrals in 2020-21 compared to 1739 in 2019-20 prior to being selected for this intervention.</p>	
1. Improved outcomes in all subjects for PP students	Careers Guidance	All year 11 students provided with dedicated careers support interviews to provide clear pathway from GCSE to further and higher education and employment.	EMC	All students left in the summer of 2021 with a clear intended destination. This will be updated when data is received from the local authority in February 2022.	
5. Increased parental engagement.	Class Charts	Student information shared regularly through class charts with parents – specifically with reference to homework setting and completion.	JOW	74% of parents have accessed Class Charts. This was not tracked prior to 2020-21. Review will take place 2021-22.	
4. Attendance	Attendance officer	Attendance officer employed to monitor persistent absence and conduct home visits where unauthorised absence is recorded.	JOW	CVEA disadvantaged attendance increased from 89.49% (2018-19) to 92.92% (2020-21)	

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<p>2. Increased progress in literacy for students eligible for PP</p> <p>3. Improved progress for NSR PP students</p>	<p>Read Write Ink Additional catch-up</p>	<p>Read Write Ink delivered via small group interventions (3 – 4 students) - three lessons per week for students in year 7 and 8 with SAT's scores below 95.</p> <p>Additional catch-up literacy for students with SAT's score between 95 and 105 delivered twice a week in groups of 8.</p>	<p>APA</p>	<p>Disadvantaged students who have been part of the intervention programme have progressed by 1 year and 8 months since their reading age in March and these same students have progressed 2 years and 4 months since their initial reading test in September.</p>
<p>5. Increased parental engagement</p>	<p>Parent App</p>	<p>New parent app purchased to improve communication between the Academy and parents.</p>	<p>AQU</p>	<p>A full review will take place during 2021-22 when a complete round of parents evenings have taken place online.</p>
<p>1. Improved outcomes in all subjects for PP students</p>	<p>Greater involvement of disadvantaged students throughout the Academy.</p>	<p>50:50 strategy. Staff are encouraged to have a 50:50 of disadvantaged students to non-disadvantaged students in all aspects of Academy life, whilst this list is not exhaustive, this could include:</p> <ul style="list-style-type: none"> <li>- Teacher questioning</li> <li>- Positive referrals</li> <li>- Book scrutinises</li> <li>- Extra-curricular clubs</li> <li>- Educational visits</li> </ul>	<p>MAP</p>	<p>In the summer term of 2018 extra-curricular began to be tracked so that the provisions could be analysed more closely in terms of breadth of offer. In the summer of 2018 the gap between disadvantaged and non-disadvantaged attendance to extra-curricular activities stood at 26%. In 2019 the GAP reduced significantly to 6%. In 2021 the gap has reduced further to only 5%.</p> <p>Unfortunately, due to Covid-19 educational visits did not occur during 2019-20. Increase in the percentage of “positives” awarded on Class Charts to disadvantaged students. 2018-19 – 33%, 2019-20 – 37%, 2020-21 – 41%</p>
<p>1. Improved outcomes in all subjects for PP students</p>	<p>Weekly disadvantaged bulletins</p>	<p>Bulletins shared weekly to promote awareness of disadvantaged students. Data to be shared on attendance and behaviour, forthcoming mentor</p>	<p>MAP</p>	<p>Cannot assess specific impact of this one measure. However, having looked at improvements outlined above it is clear that outcome data, attendance and general engagement in day-to-day Academy life of our disadvantaged students has increased due to our positive discrimination.</p>

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		meetings and clear strategies to improve teaching and learning.		
1. Improved outcomes in all subjects for PP students	Miscellaneous	Additional support given in terms of uniform, equipment, food ingredients, revision guides etc.	MAP	All disadvantaged students are active members of Castle View Enterprise Academy and have full access to the education to which they are entitled.