

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castle View Enterprise Academy
Number of pupils in school	1012
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019-2020, 2020-2021, 2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Owens (Principal)
Pupil premium lead	Mark Appleton (Junior Assistant Vice Principal)
Governor / Trustee lead	Mrs D Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£404232.50
Recovery premium funding allocation this academic year	£57928 (plus £48600 school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£510760.50

Part A: Pupil premium strategy plan

Statement of intent

Our intent as an Academy aims to balance preparing students for external examinations alongside their own personal development. There is a strong emphasis on developing:

- healthy and active students.
- Students' emotional wellbeing.
- a 'love of learning'.
- resilience, confidence and character.
- debating, listening and respecting viewpoints.
- the emotional intelligence required to be a productive member of the workforce.
- an understanding, through the careers programme, of the opportunities available to students once they leave school.
- an understanding of 'British Values' and the implications for life in modern day Britain.
- students' spiritual, moral, social and cultural learning.
- students to achieve their personal best.

All pupils who are in receipt of the Pupil Premium grant should have equal access to the curriculum and also wider academy life. At Castle View Enterprise Academy, we firmly believe in supporting every student to achieve their personal best. At the heart of this is quality-first teaching, which is supported by a range of interventions and additional wider strategies to ensure that disadvantaged students can succeed. Our overriding aim in terms of academic progress is to see the gap diminish between disadvantaged students and their more affluent peers. We currently use the Education Endowment Fund toolkit research findings to further support our students and all strategies and spending follow their suggested three-tiered approach. Regular assessment periods are calendared throughout the year to make certain that all data is up to date, which allows timely and appropriate intervention to be delivered when needed.

The Academy is very much aware that many disadvantaged students face a plethora of barriers which hamper their learning. Below is a summary of some of the challenges which our students face. Whilst this list is by no means exhaustive, it is vital that these challenges remain pertinent in our minds as we strive to help all of our students achieve their personal best.

The current three-year plan aims to ensure inclusivity for our disadvantaged students, whereby they are at the heart of the Academy and their specific needs are at the forefront of our minds when planning and delivering quality first teaching. The key principle of this strategy is to positively discriminate towards these most disadvantaged students to ensure their lives are now filled with positivity and improved personal development.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Academic Progress Progress 8 figure from 2019 (last set of formal examinations) -1.06 Progress 8 figure from 2019 is well below national average
2	Literacy Disadvantaged students entering year 7 with reading ages below non-disadvantaged students and also below their actual age.

3	Non-Secondary Ready/Low-Ability Increasing student numbers of Non-Secondary Ready Students
4	Attendance Gap between disadvantaged and non-disadvantaged attendance 2018-19 gap 5.18% and 2019-20 gap 3.52% 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 Parents' evening attendance averaging below 50% for parents of disadvantaged students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in all subjects for PP students	Ensure improving trend on previous data. In line with national average.
Increased progress in literacy for students eligible for PP	Literacy levels of disadvantaged students to match those of non-disadvantaged.
Improved progress for NSR PP students	More rapid progress from NSR students compared to their peers.
Increased attendance for students eligible for PP.	Reduce the gap between disadvantaged and non-disadvantaged attendance (2018-19 gap 5.18% and 2019-20 gap 3.52%) Attendance of disadvantaged students in line with national average
Increased parental engagement.	Improved parents' evening attendance of disadvantaged students. Reduce the gap in attendance to parents' evenings between disadvantaged and non-disadvantaged families

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £234,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT solely responsible for disadvantaged pupils.	Junior Assistant Vice Principal appointed in 2019 to oversee progress of disadvantaged students.	1
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	1
Additional staffing	New subject specialist staff appointed across a range of departments (maths, science, geography).	1
High quality teaching for all.	<p>All lessons must include:</p> <ul style="list-style-type: none"> • Spacing and interleaving starter to improve memory and recall of knowledge • Thinking hard strategies to promote application of knowledge. • Cumulative weekly testing must take place. • The use of knowledge organisers to promote independent learning. <p>Cumulative Testing Evidence</p>	1
High Quality CPD for all staff and specific CPD on remote learning.	<p>CPD will continue to embed strategies introduced previously based around metacognition and teaching the "CVEA Way". Specifically, thinking hard strategies will now be developed and memorising and recalling information will be focused on.</p> <p>Metacognition Evidence</p> <p>Specific staff training delivered on 'live teaching' over Microsoft Teams to ensure that quality first teaching can still take place when students are isolating or during any future lockdowns. New VLE created across teams to enable an increase in independent learning.</p>	1
Curriculum Review	A detailed review of the curriculum across all departments adapting medium- and long-term plans to ensure that lost learning is covered without jeopardising future learning.	1
Dedicated leads for Catch-up and Remote Learning.	A member of the Senior Leadership Team has been appointed to oversee Catch-up. A member of the Senior Leadership Team has been appointed to oversee all aspects of remote learning in anticipation of phases of self-	1

	isolation and/or future lockdowns, and to develop and drive the use of our VLE. Impact of Homework Evidence	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £255,118.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher support for students who are making limited progress.	Famous five strategy in place in all classes (minimum of five students selected must be PP students who are off target). Selected famous five students will receive additional teacher support.	1
Pastoral mentoring & year 11 mentoring	Selected students in years 7 to 11 selected for pastoral monitoring by Head of Year. All year 11 students have at least one mentor. Mentoring Evidence	1
None Secondary Ready dedicated setting	Dedicated non-secondary ready groups in years 7 and 8 to provide tailored support for least able learners.	3
Increased literacy support	Read Write Ink and 'catch-up' literacy is being delivered weekly to students in year 7 and 8 with low literacy levels. Reading Strategies Evidence 1 Reading Strategies Evidence 2	2
Earlier roll out of year 11 intervention programme.	A detailed year 11 intervention programme is being delivered to all year 11 students and across all departments. This takes place before and after school. Extending School Day Evidence	1
SEND mentoring programme	Two SEND mentor roles created to support students. Mentoring Evidence	1
Academic mentoring programme	Lead academic mentor roll created and academic mentor appointed to support students in key stage 4.	1
Catch-up tutors appointed	Three catch-up leads appointed in English, maths and science to deliver additional intervention to targeted students. A lead catch-up tutor appointed in middle-leader role.	1
NTP employed to deliver online tutoring	Teaching Personnel used to deliver online tutoring to address gaps in knowledge following remote learning.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
SNAPB	Specialist mentoring programme to support the emotional needs of targeted disadvantaged students which will improve academic outcomes. Social and emotional Support Evidence	1
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.	1
Class Charts	Student information shared regularly through Class Charts with parents – specifically with reference to homework setting and completion. Parental Engagement Evidence Impact of Homework Evidence	5
Attendance officer	Attendance officer employed to monitor persistent absence and conduct home visits where unauthorised absence is recorded. Evidence of need from past OFSTED inspection	4
Targeted Attendance support	Heads of Year now have dedicated days allocated to deal with attendance issues for targeted students. Evidence of need from past OFSTED inspection	4
Parent App	New parent app purchased to improve communication between the Academy and parents. Parental Engagement Evidence	5
School Cloud	Purchased to ensure parents' evenings can occur without the need for face-to-face meetings. Parental Engagement Evidence	5
Greater involvement of disadvantaged students throughout school	50:50 strategy. Staff are encouraged to have a 50:50 ratio of disadvantaged students to non-disadvantaged students in all aspects of Academy life, whilst this list is not exhaustive, this could include: <ul style="list-style-type: none"> • Teacher questioning. • Positive referrals. • Book scrutiny. • Extra-curricular clubs. 	1

	<ul style="list-style-type: none"> Educational visits. <p>Evidence for the need to raise aspirations</p>	
Meeting the needs of individual disadvantaged learners	<p>Disadvantaged students will not move down sets unless as a last resort with agreement from parents and SLT link.</p> <p>Evidence to support tackling learned helplessness</p>	1
Weekly disadvantaged bulletins	<p>Bulletins shared weekly to promote awareness of disadvantaged students. Data to be shared on attendance and behaviour, forthcoming mentor meetings and clear strategies to improve teaching and learning.</p> <p>Evidence to support the promotion of positive discrimination</p>	1
Access to electronic devices for remote learning/independent working/homework	<p>Laptops issued to disadvantaged students to support remote learning, whether this be catch-up, revision or work during self-isolation.</p>	1
Investment in additional webcams and speakers	<p>This additional investment has allowed for more remote learning during phases of lockdown and also for access to online tutoring within the Academy.</p>	1
Remote learning administrator	<p>Money has been invested into employing an additional member of administration staff to assist with the administration of device access.</p>	1
Miscellaneous	<p>Additional support given in terms of uniform, equipment, food ingredients, revision guides etc.</p>	1

Total budgeted cost: £538542.54

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- *P8 increased from -1.06 (2019) to -0.44 (2021).*
- *7% of disadvantaged students entered Ebacc in 2019, last year this was 49%.*
- *Engagement of the 120 least engaged disadvantaged students rose from under 20% to 77% during remote learning.*
- *Attendance of disadvantaged students in 2019 was 89.5%, this rose to 92.9% in 2021.*
- *Students who participated in the SNAPB mentoring programme for emotional wellbeing saw 23% of their referrals being negative in 2020-21. This was considerably better than the 34% of their referrals being negative in 2019-20, prior to participating in the programme.*
- *Disadvantaged students who participated in any reading intervention saw their reading ages progress on average by 2 years and 4 months last year.*
- *In 2018 the gap between disadvantaged students and their peers in terms of extra-curricular attendance was 26%. This gap has closed to only 5% in 2021.*
- *Percentages of positives awarded to disadvantaged students has increased - 2018-19 – 33%, 2019-20 – 37%, 2020-21 – 41%.*
- *Students who participated in catch-up tutoring programme made accelerated progress during the period of this provision in 2020-21 (English – 4.5 subgrades (catch-up students) progress compared to 1.3 subgrades (all students), maths – 3.1 subgrades (catch-up students) progress compared to 2.1 subgrades (all students), science – 2.1 subgrades (catch-up students) progress compared to 1.4 subgrades (all students))*

Further details can be seen on the review document from 2020-21 where each strand of the strategy has a clear impact statement.