

# Pupil premium strategy statement 2021-24

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	Caludon Castle School
Number of pupils in school	1244
Proportion (%) of pupil premium eligible pupils	18.6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021 (update published December 2023)
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Kenrick
Pupil premium lead	Joanne Webb
Governor / Trustee lead	Rachael Gray

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,735
Recovery premium funding allocation this academic year	£58,236
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</i>	0
<b>Total budget for this academic year</b>	<b>£286,971</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our vision:

At Caludon Castle we firmly believe that every child, regardless of their socio-economic background or circumstances, is entitled to receive the same high quality learning experience, ensuring that they leave having realised their full potential. Our motto, **“Respect to all, from all,”** underpins our ethos which is based on **equality, diversity** and **opportunity**. As a school, we aspire to close any gaps for our key priority groups, this includes ensuring our pupil premium students make progress in line with non-pupil premium students. Staff at every level, key stage, and in every subject or pastoral area share our vision, with PP students always at the heart of our initiatives, monitoring and quality assurance processes. As educators, we will provide opportunities without barriers, increase resilience and place inclusivity at the heart of all we do. As leaders, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. This Pupil Premium Strategy has been composed following extensive research. As well as consulting relevant DfE guidance, our evidence base includes Education Endowment Foundation reports and guidance, and Marc Rowland’s “Addressing Educational Disadvantage.”

### What are our ultimate objectives for our disadvantaged pupils?

To use pupil premium funding to achieve academic excellence for our disadvantaged students and for them to realise their potential in their academic studies.

To have access to and participate in a range of opportunities in order to broaden their horizons, including cultural capital and enrichment opportunities to complement and enhance their educational experience.

To have access to excellent pastoral care and career guidance in order that they can make informed choices about their next steps at each transition point.

To equip our disadvantaged young people with the skills, knowledge and attributes to allow them to participate actively and fully in society, including managing their well-being and self-regulating their behaviour.

### How does our current pupil premium strategy plan work towards achieving those objectives?

At present, we will focus on the key challenges that are preventing our disadvantaged students reaching the same levels of attainment as their peers. Our identified 5 key challenges are highlighted in this strategy. Our approach to these challenges has been rooted in comprehensive research, using data and research studies, and we will use diagnostic assessment methods to support and evaluate our processes.

### What are the key principles of our strategy plan?

Provision of excellent teaching through recruitment, retention and CPD of staff as well as regular, high quality pedagogical and metacognitive training, reflecting the changing needs of our staff and students.

Access to improved educational resources and experiences for all disadvantaged students across all subject areas.

Targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support.

Provision of strategies to support disadvantaged students with their attendance, mental health and wellbeing.

Bespoke support to meet the needs of individual circumstances.

## Challenges

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

Challenge number	Detail of challenge																																																	
1	<p>The attendance of pupil premium students as a group is lower than that of the whole school; PA rates amongst PP are higher than non-PP</p> <p>In every year group last year PP attendance was lower than non-PP.</p> <table><tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11 to May</th><th></th></tr><tr><td>Pupil Premium 2020-21</td><td>92.86</td><td>92.69</td><td>90.40</td><td>87.32</td><td>82.64</td><td>89.18</td></tr><tr><td>Not Pupil Premium 2020-21</td><td>96.56</td><td>96.89</td><td>92.37</td><td>95.27</td><td>94.32</td><td>95.08</td></tr><tr><td>Pupil Premium 2021-22</td><td>90.55</td><td>87.64</td><td>89.59</td><td>84.98</td><td>79.07</td><td>86.95</td></tr><tr><td>Not Pupil Premium 2021-22</td><td>94.19</td><td>93.31</td><td>92.28</td><td>89.81</td><td>88.50</td><td>91.31</td></tr><tr><td>Pupil Premium 2022-2023</td><td>91.41</td><td>87.17</td><td>83.62</td><td>85.74</td><td>90.59</td><td>87.5</td></tr><tr><td>Not Pupil Premium 2022-2023</td><td>94.77</td><td>93.04</td><td>92.92</td><td>92.9</td><td>94.6</td><td>93.6</td></tr></table>		Year 7	Year 8	Year 9	Year 10	Year 11 to May		Pupil Premium 2020-21	92.86	92.69	90.40	87.32	82.64	89.18	Not Pupil Premium 2020-21	96.56	96.89	92.37	95.27	94.32	95.08	Pupil Premium 2021-22	90.55	87.64	89.59	84.98	79.07	86.95	Not Pupil Premium 2021-22	94.19	93.31	92.28	89.81	88.50	91.31	Pupil Premium 2022-2023	91.41	87.17	83.62	85.74	90.59	87.5	Not Pupil Premium 2022-2023	94.77	93.04	92.92	92.9	94.6	93.6
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2	<p>Pupil premium students as a group are not making as rapid progress with literacy, especially their reading, compared to non-pupil premium.</p> <p>NGRT does not have a pupil premium category, closest match is FSM. SAS = Standard aged Score, national average = 100</p> <p>Year 7</p> <table><tr><td>Free school meals</td><td>No. of students</td><td>Mean SAS</td></tr><tr><td>National</td><td>-</td><td>100</td></tr><tr><td>All students</td><td>230</td><td>101.2</td></tr><tr><td>No</td><td>192</td><td>102.5</td></tr><tr><td>Yes</td><td>38</td><td>95.0</td></tr></table> <p>Year 8</p> <table><tr><td>Free school meals</td><td>No. of students</td><td>Mean SAS</td></tr><tr><td>National</td><td>-</td><td>100</td></tr><tr><td>All students</td><td>202</td><td>101.8</td></tr><tr><td>No</td><td>164</td><td>103.8</td></tr><tr><td>Yes</td><td>38</td><td>93.1</td></tr></table>	Free school meals	No. of students	Mean SAS	National	-	100	All students	230	101.2	No	192	102.5	Yes	38	95.0	Free school meals	No. of students	Mean SAS	National	-	100	All students	202	101.8	No	164	103.8	Yes	38	93.1																			
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3	<p>The increasing level of mental health concerns is disproportionately affecting our PP students.</p> <p>Year leaders and inclusion teams report an increase in cases and issues linked to MHWB. CPOMs incidents linked to MHWB continue to rise. Referrals to counselling services are growing. Number of families with social services involvement has increased. The number of CPOMs incidents flagged as mental health for PP students is disproportionate to the percentage of PP in the total school population.</p>																												
4	<p>There has historically been a gap in terms of outcomes between our PP and non-PP cohorts:</p> <p>Since 2018 our PP gap has been increasing, from 0.38 in 2018/19 to 0.92 in 2020/21.</p> <p>As a result of strategies, the 2021-22 gap reduced to 0.4 (-0.2 for PP is the best progress measure for PP students we have had). This gap is in line with national in 2022-2023.</p> <table><tr><td>Year</td><td>2017</td><td>2018</td><td>2019</td><td>2022</td><td>2023</td></tr><tr><td>Caludon</td><td>-0.31</td><td>-0.42</td><td>-0.69</td><td>-0.22</td><td>-0.56</td></tr><tr><td>National</td><td>-0.39</td><td>-0.43</td><td>-0.44</td><td>-0.54</td><td>-0.57</td></tr><tr><td>Difference</td><td>0.08</td><td>0.01</td><td>-0.25</td><td>0.32</td><td>0.01</td></tr></table>					Year	2017	2018	2019	2022	2023	Caludon	-0.31	-0.42	-0.69	-0.22	-0.56	National	-0.39	-0.43	-0.44	-0.54	-0.57	Difference	0.08	0.01	-0.25	0.32	0.01
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5	<p>Our PP students have significantly reduced cultural capital and access to wider opportunities.</p>																												

## 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
Attendance of PP students in all year groups will improve, in line with non-PP students. Attendance will be 'good' compared to national data.	Absence and persistent absence of PP reduces and is closer to regional average of >94%, PA <20% pre covid years. PP attendance will meet school target of 95%.
Improve levels of Literacy (in particular Reading) for all disadvantaged pupils, especially PP.	Reading ability of our Year 7 PP students will improve to match their expected reading age.
Support for disadvantaged students' mental health and wellbeing will increase and continue to improve.	All students will participate in a wellbeing survey All PP students will have access to a new facility and mentoring ("Headspace"). Reduction in levels of anxiety in all year groups.
Pupil premium students will actively engage with their learning and achieve positive outcomes, supported with aspirational targets.	PP pupils to perform in line with non-PP students. Minimum of 75% PP will make good or better progress in core subjects. PP progress will be closer to 0. HA PP will have positive VA. 75% PP students will have access to weekly home learning support. All PP students will have digital technology available to fully engage in digital opportunities and home learning. All PP not on target will receive academic mentoring support.
Disadvantaged students receive an enriched experience and increase their cultural capital, by access to school trips, events and careers interviews.	Disadvantaged students will have increased exposure to cultural capital including trips. All year 9, 10, 11 PP students will have an annual Careers interview. Improved systems will rigorously track, monitor and evaluate this participation.

## 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: £203,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD:</b> Extensive and robust CPD programme for all classroom-based staff; Reading for Meaning and Writing intervention.  Half-termly Inclusive classroom practice CPD: TRUE teaching, positive language, emotion coaching; Inclusion Champions  L and T CPD every half term, focuses on principles of teaching (questioning, feedback, modelling, explanation, practice) and metacognition.	GL study: Words of Encouragement – reading resilience; importance of focusing on literacy and reading  Quality First Teaching various studies. Research based on Siegel's hand-brain model.  EEF evidence review: characteristics of effective teacher professional development.	2, 4  4  3  4
Arbor training for all leadership and pastoral staff to improve systems and structures for monitoring PP provision.  Half termly training for all faculty leaders and leadership team (eg; data and QA training).  Tutor training promoting MHWB strategies and self-regulatory behaviours.  Digital and assistive technology training for teaching staff and Student Support Mentors; using technology to support learning and inclusive practice.	Advocated by Sir John Dunford, various articles.  DfE: supporting the attainment of disadvantaged children. (Investing in training for staff.)  Beacon schools: self-regulation, the key to classroom success, 2021.  EEF: Using digital technology to improve learning	1, 3, 4, 5  2,4  3,5  2,4
<b>Recruitment and retention:</b> Enhanced Leadership Team roles, to support pastoral systems and specific LT to drive parts of PP strategy and literacy foci. Extended number of TAs (SSMs) to support PP as well as SEND.	DfE: supporting the attainment of disadvantaged pupils – using TAs to support students; and other staff who know pupils well EEF study: Reducing Class Size	1, 2, 3, 4, 5  2, 3, 4

Enhanced staffing of core subjects to reduce group sizes and increase number of tutors in each year group (8 form entry with 9 forms).	DfE study: Understanding Progress in the 2020/21 Academic year (spring interim and autumn final reports) - current y7 learning loss in reading and maths,	2, 4
In-house counsellors to support MHWB; PP highlighted on referral system.	disadvantaged pupil gap widening	1, 5
Attendance Officer based at CC every day; priority focus on PP students.	DfE guidance 2021: supporting school attendance.	3
Specific TLR and support roles created to support MHWB	Leading Change: Anna Freud Centre.	1
In-house Careers Advisor employed by the school.	EEF: Careers education; international literature review.	3
		5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock and Freshstart programme and focus on Literacy/Reading as a school priority. Key members of staff trained in delivery of these packages.	Demos Report, 2018: Children from disadvantaged backgrounds who read often tend to score better than privileged children who don't read at all. Reading is an effective form of support for depression, anxiety and anger.	2, 3, 4
Purchase of NGRT testing.	RSA study on effects of disruption on primary pupils – impact on current y7, supported by low CATs scores	2, 4
After school home learning clubs for all years, run by SSMs attached to each year group.	EEF: Making best use of teaching assistants	3, 4
Y11 NTP	National tutoring programme, Policy Paper.	4
Confident Communicators series of 3 workshops for PP students who require it in Years 8 and 9  Speak Out oracy workshop Year 10	EEF: Oral language interventions.	2, 4
SSM caseloads, including mentoring	DfE: supporting the attainment of disadvantaged pupils	1, 4
Peer and Staff mentoring of PP students	DfE: supporting the attainment of disadvantaged pupils	1, 4



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

Budgeted cost: £26,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Stage 1 Plus attendance meetings (including attendance improvement rewards) with year leaders; follow up phone calls and attendance plan meetings with LT link	DfE guidance 2021: supporting school attendance	1
1:1 mentoring with Student Support Mentors for PP underachieving in 3 or more subjects, or both core subjects	EEF: making best use of Teaching Assistants.	2, 3, 4
Mental Health in tutor programme for all year groups	Beacon schools: self-regulation, the key to classroom success, 2021	3
Every PP pupil in years 9, 10 and 11 will receive a careers interview.	EEF: Careers education; international literature review.	5
Before and after school clubs for vulnerable students: breakfast club, all years home learning club.	EEF: Making best use of Teaching Assistants	2, 4
1:1 digital device scheme for Year 7, 8 and 9. Pay scheme for iPad loans for PP. 1:1 devices also for all HA PP students.	EEF: Using digital technology to improve learning.	2,4
Budget available to buy equipment eg stationery, Art materials, scientific calculators and to subsidise trips	Marc Rowland – Maximising the Impact of Pupil Premium	1, 2, 4

Extended and flexible use of Phoenix Suite and Headspace to support students exhibiting emotional based school refusal and wider mental health issues.	SecEd 2021: Darren Martindale; emotionally based school avoidance.  DfE guidance 2021: supporting school attendance.	1,3
Cameron Parker	Structured interventions with students (particularly Year 11) to raise attendance, motivation, self-esteem and achievement	1, 3, 4

**Total budgeted cost: £ 286,971**

## 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 2022 to 2023 academic year.

#### Year 11 Pupil Premium Performance Data

Year	2017	2018	2019	2022	2023
Caludon	-0.31	-0.42	-0.69	-0.2	-0.56
National	-0.39	-0.43	-0.44	-0.54	-0.57
Difference	0.08	0.01	-0.25	0.34	0.01

After above national PP performance in 2021-22, our figures are in line with / very slightly above national in 2022-23.

#### Attendance Percentages

Attendance data as below – in 2022-2023, slight overall improvement in PP attendance from 2021-2022. Gap has slightly widened due to increased attendance of non-pupil premium students. In all year groups except year 8 and 9, PP attendance has risen compared to 2021-2022.

	Year 7	Year 8	Year 9	Year 10	Year 11 to May	
Pupil Premium 2020-21	92.86	92.69	90.40	87.32	82.64	89.18
Not Pupil Premium 2020-21	96.56	96.89	92.37	95.27	94.32	95.08
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Not Pupil Premium 2022-2023	94.77	93.04	92.92	92.9	94.6	93.6

## Literacy

NGRT use the sub-group FSM not PP 100 is national average standardised reading age score.

**Year 7 at end of summer 2023 (now Year 8) school year/year 8 as of Autumn term 2023.**

Data shows increased gap between non-FSM and FSM in this year group and leads us to evaluate and reshape intervention for this cohort.

	No of students	Mean SAS Autumn 2022	Mean SAS 2023
Non-FSM	164	101.9	103.8
FSM	38	95.3	93.1

**Year 8 at end of summer 2023 (now Year 9)**

Significant gains have been made for FSM students unlike non-FSM showing high impact – learning points from the provision for this year group to inform next steps.

	No of students	Mean SAS Autumn 2022	Mean SAS 2023
Non-FSM	173	101.6	100.9
FSM	33	97.2	102.2

**Year 9 at end of summer 2023 (now Year 10)**

Progress is similar for PP and Non-PP.

	No of students	Mean SAS Autumn 2022	Mean SAS 2023
Non-FSM	167	105.3	107.5
FSM	29	100.9	102.9

Year 11 Tutoring: 8 PP students with KS2 prior attainment received subject based tutoring for one GCSE subject. For 75% of these students, their GCSE result in the tutored subject was above their autumn term predicted grade in this subject.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Bedrock Literacy	
Fresh Start	
Sparx Maths	
Cameron Parker	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**