



Pupil premium strategy statement

School overview

Metric	Data
School name	Castleford Academy
Pupils in school	1424
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£392,700
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	October 2021
Statement authorised by	G Panayiotou
Pupil premium lead	Simon Prinsep/Michelle Till
Governor lead	K Scott

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.53 (compared to +0.12 National Others 2019)
Ebacc entry	11% (100% achieve the EBACC)
Attainment 8	47.72
Percentage of Grade 5+ in English and maths	45%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.4	Aug 2021
Attainment 8	45	Aug 2021
Percentage of Grade 5+ in English and maths	45%	Aug 2021
Other	Absence below 5% PA below 13%	Aug 2021
Ebacc entry	20%	Aug 2021



Teaching priorities for current academic year

Measure	Activity
Priority 1	Power of Language – a significant literacy gap has been identified between our disadvantaged learners and our non-disadvantaged when they arrive at the academy. This is around written and spoken language, colloquialisms and vocabulary specifically around cultural capital and a wide knowledge base. The EEF finds that a language and literacy focus can have a high impact not just on academic success but also on careers and rewarding lives.
Priority 2	Metacognition – the academy offered a knowledge rich curriculum that is broad and balanced to all. The ability of our disadvantaged pupils to remember and recall key knowledge is a priority using the latest cognitive learning strategies. The EEF has strong evidence that metacognition strategies have one of the highest impacts on pupil progress.
Barriers to learning these priorities address	The literacy of disadvantaged pupils arriving at the academy is significantly below the national average. Due to this lack of literacy, our disadvantaged pupils are more likely to struggle with extended writing in all subjects and spoken language when expressing or challenging views. Due to this barrier, they also have not read widely so have gaps in vocabulary, cultural capital, technical terms and the ability to catch-up and retain this new knowledge rapidly.
Projected spending	£178,837

Targeted academic support for current academic year

Measure	Activity
Priority 1	Boys progress – male pupils arrive significantly lower in both maths and English and we have a high proportion of middle and very low ability pupils eligible for the Pupil Premium who have not made enough progress in both of these subjects. The English team have a Raising Achievement Plan in place and have embedded Mastery learning at KS3 which the EEF have found has a high impact on pupil progress.
Priority 2	Homework/Organisation/Revision – There is an in-school gap for pupils eligible for the Pupil Premium around homework behaviour logs and performance in exams meaning that pupils need support with homework and further strategies on revision. Knowledge retention and recall has also been identified through work scrutinies, exam results and teacher feedback. The EEF find that quality homework is a low cost high impact strategy so it is



	crucial that we ensure our disadvantaged pupils complete it in the right environment to the appropriate level of quality.
Priority 3	Reading Recovery – Pupils arrive significantly lower in English skills. We also have a high proportion of low and middle prior attainers. We have pupils eligible for the Pupil Premium with reading ages of 8 or below. They receive 1-to-1 or small group intervention – and focus on phonics teaching that they may have missed – all of which the EEF find has a high impact.
Barriers to learning these priorities address	The academy uses rigorous tracking processes that identify disadvantaged pupils who may need more targeted intervention. Specifically this through Maths, English, Reading Age and Behaviour Log data. Where an issue is identified, an intervention is put into place to close this gap either pastorally or academically. This may be prescribing homework club for the disorganised or providing equipment where it is needed, or prescribing reading recovery where a significantly lower reading age than chronological is identified or direct English and Maths intervention at KS3 or KS4.
Projected spending	£189,444

Wider strategies for current academic year

Measure	Activity
Priority 1	Aspirations and Experiences – there is a clear gap in the aspirations and amount of enrichment experiences that our disadvantaged pupils receive outside of school and before they arrive with us. The priority is to ensure that there are a plethora of experiences that drive forward confidence and aspirations – there should be many opportunities as possible and a key target group of pupils each year identified who are reluctant and bespoke experiences arranged for them.
Priority 2	Pastoral – A priority will always be in place around our disadvantaged pupils pastorally. With interventions in place to assist with care, organisation, equipment, uniform, mental health, food, water, confidence, homework, revision and relationships to name a few. We have systems in place at the academy for all of these. Parental Engagement, sports and arts participation have a high impact on pupil progress according to the EEF.
Barriers to learning these priorities address	Some pupils may have a lack of support at home with uniform, food, social skills or through a lack of opportunities to enrich their lives such as clubs, educational trips or simple enrichment experiences. This context can make them more confident individuals and be able to access the curriculum at a higher level. Pupils will also received behaviour



	interventions and social and emotional learning from our team of mentors where appropriate which the EEF find has a high impact on pupil progress.
Projected spending	£58,879

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	The progress of our disadvantaged pupils is above National Others	P8 score
Targeted support	The progress of our disadvantaged boys is above National Others	P8 score
Wider strategies	Our disadvantaged students attend the Academy regularly, behave well and complete homework and revision.	PP attendance and PA below national, exclusions below national for same group, P8 scores.

Review: last year's aims and outcomes

Aim	Outcome
The progress of our disadvantaged pupils is above National Others	<i>P8 was +0.53 in 2020 compared to +0.13 National Others in 2019</i>
The progress of our disadvantaged pupils in ALL their subjects is above National Others	<i>P8 in all baskets in 2020 was above the P8 Scored of +0.13 National Others in 2019</i>
Our disadvantaged students attend the Academy regularly, behave well and complete homework and revision.	<i>10.06% absence, 31.8% PA both slightly above national but due to Covid-19. Exclusions below 2019's figures. Attendance figures not published yet but likely to be in line due to Covid-19.</i>
Our disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	<i>2,214 places were taken up by disadvantaged pupils in extra-curricular clubs last year (slightly less on previous year due to Covid-19) this is 27% of the available places. 0% NEET figures. 100% Sustained Destinations</i>
Our disadvantaged pupils are confident, able to express themselves eloquently and have high aspirations for themselves and their future.	<i>Significant proportion of our pupils have gone to study Level 3 Courses such as Btecs, A Levels and Apprenticeships. We have a large amount of disadvantaged pupils studying at University including Russell Group.</i>