



Pupil premium strategy statement (secondary)

Please Note: Pupil Premium funding is estimated because the student census and financial year are different.

1. Summary information					
School	Castleford Academy				
Academic Year	2021/22	Total PP budget	£346,000	Date of most recent PP Review	Oct '19
Total number of pupils	1484 <small>(#### inc 6th Form)</small>	Number of pupils eligible for PP	415	Date for next internal review of this strategy	10/22

2. Key Indicators (most recent Year 11)			
Castleford Academy Pupils eligible for PP			
	2019	2020	2021
Key Stage 2 Fine Point Level (Cohort size)	26.04		
Progress 8 score average	+0.18	+0.53	+0.13
Attainment 8 score average	40.59	47.72	43.14
Progress 8 English	+0.04	+0.07	-0.04
Progress 8 Maths	+0.46	+0.78	+0.3
Progress 8 English Baccalaureate Slots	+0.01	+0.29	+0.08
Progress 8 Open Slots	+0.26	+0.91	+0.19
Attainment 8 English	8.66	9.42	9.03
Attainment 8 Maths	8.14	9.65	8.53
Attainment 8 English Baccalaureate	10.89	12.76	11.93
Attainment 8 Open	12.90	15.9	13.66



Progress 8 score average for Higher Ability Pupils	+0.44	+0.56	+0.39
Progress 8 score average for Middle Ability Pupils	+0.32	+0.59	+0.26
Progress 8 score average for Lower Ability Pupils	-0.55	+0.24	-0.01
% Attaining 9-7 in English (Best) and Maths	9%	8%	15%
% Attaining 9-5 in English (Best) and Maths	40%	45%	35%
% Attaining 9-4 in English (Best) and Maths	57%	68%	53%
% Entering the English Baccalaureate	19%	11%	18%
% Absence (Ever 6 FSM)	7.66%	10.61% (heavily impacted by Covid-19)	
% Persistently Absent (Ever 6 FSM)	19.7%	32.9% (heavily impacted by Covid-19)	
% of pupils staying in education or entering employment (for 2017/18)	99%	100%	100%



3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy + Reading Ages + Power of Language: Pupils arrive Sig – in English skills and we have a high proportion of low prior attainers in the Pupil Premium group and a very small proportion of high attainers. We have pupils eligible for the Pupil Premium with reading ages of 8 or below. There is a whole school focus on the quality of written and spoken communication in place for this year. Furthermore, it is clear that pupils lack cultural capital in knowledge and vocabulary meaning they are at a disadvantage in accessing various subject curriculums. 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.	
B.	Pastoral: Many of our pupils have EBD, Social Skills difficulties, incorrect uniform, lack of support at home, don't eat breakfast, need mentoring/counselling, anger management issues, etc., Although this is not just isolated to disadvantaged pupils, it does mean that certain key pupils (who are more likely to be disadvantaged) struggle to access our pastoral curriculum and need support through this via mentoring or Step-up who offer a range of reactive and proactive problems to ameliorate this disadvantage.	
C.	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.	
D.	Homework/Revision/Organisation: 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.	
E.	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.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance: There is an attendance gap between our PP pupils and Non-PP gaps and this is at its highest among PA Pupils.	
G.	Enrichment: 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.	
4. Desired outcomes (<i>desired outcomes and how and when they will be measured</i>)		Success criteria
A.	The progress of our disadvantaged pupils is above National Others.	Progress 8 score gap to National Others



B.	The progress of our disadvantaged pupils in ALL their subjects is above National Others.	Progress 8 score gap within baskets.
C.	Our disadvantaged pupils attend the Academy regularly, behave well and complete homework/revision.	PP attendance and PA above national, Exclusions above national for same group, P8 scores.
D.	Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.
E.	Our Disadvantaged pupils are confident, able to express themselves eloquently and have high aspirations for themselves and their future.	Destinations Data, Achievements and Partnerships information, alumni.

Long-Term Plan (3 Year Timescale)	
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.
Priority 3	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 4	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.



5. Planned Expenditure						
Academic Years		2021-2024				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Key: Amended approaches from last year. New approaches for this year. Continued and Sustained approaches from last year.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost per year
<p>Leadership places the Pupil Premium Strategy at the heart of the Academy through recruitment, retention and training of the very best leaders.</p> <p>New leadership structure of PP through AW and MT with changes to Maths leadership and new English and Maths staff.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through the recruitment and retention of the very best in teaching staff and through the funding of</p>	Recruitment, retention, responsibility, leadership.	EEF recommends improving teaching as having the largest impact on disadvantaged pupils. Recruitment, retention, leadership and lead practitioner roles in maths has led to a P8 score of +0.53 with A8 at 47.72 in 2019. Consistent staffing/ leadership structure in place for the Core Subjects. Two new English teachers in the last two years. Lead Practitioner from maths in place to Lead Teaching Strategies for Disadvantaged pupils across the academy. Including intervention support in English and Maths. Teaching strategies to be relaunched and a back-to-basics focus for the first year to ensure the gaps	Line Management Meetings, Subject Leaders Meeting, Leadership CPD, Whole School CPD, Lead Practitioner Program.	WB/ RG/ AW/ MT	Termly through SLT Quality Assurance – Lesson Obs, Light Touch, KS3 and KS4 Assessment Points. Annually through results.	Staff £34,800



leadership to drive through the strategy.		created by lockdown are filled rapidly and as close to normal as possible is quickly resumed.				
<p>A well-trained Teaching and Learning and Leadership Team ensure our disadvantaged pupils experience the very best quality first teaching.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through a range of targeted CPD qualifications to ensure leaders are as experienced and qualified as they can be to improve the performance of the disadvantaged.</p>	Lead Practitioner Program, NPQML for Core Leaders.	All of the courses provided are by nationally recognised organisations and qualifications recommended or provided by DfE or National College. Again EEF recommends improving teaching and the Lead Practitioners leading this improvement of T&L with Middle Leaders improving their leadership and Leadership qualifications and research projects around improving the performance of the disadvantaged will have an impact.	Qualifications achieved, Performance Management, Line Management Meetings, Subject Leaders Meeting, Leadership CPD, Whole School CPD, Lead Practitioner Program.	WB/ RG/ MT	Annually through performance management, Line Management Meetings across the year and Lead Practitioner Meetings.	Wakefield Learning Community Cover costs 2 days £679
<p>A well-trained teaching body delivering outstanding teaching and aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged pupils from Castleford.</p>	Staff CPD Program, Subject Leader's CPD Program	In 2014, 2015 and 2016 - the relaunching of the Pupil Premium Strategy led to record improvements to the P8 Score of the disadvantaged. With the change to the new 9-1 qualifications we knew this would effect our disadvantaged the most. After an initial fall in	Staff CPD questionnaires feedback. Performance of subgroups for each yeargroup of disadvantaged.	MT	After each report cycle through SLT meetings, line management and annually through results and performance management process.	One Wakefield £410



<p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through Teaching Staff, Leaders and Support Staff are trained on the best strategies to deploy when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality T&L for all learners. Performance Management process focuses on Teacher standards alongside observation cycles.</p>		<p>disadvantaged progress due to some anomalous pupils affecting the P8 score, results were analysed and the last 2 years has seen P8 scores significantly above national others. This is due to the annual relaunching of the strategy with CPD sessions across the year and bespoke sessions to different key staff. This to continue each year. Extra focus on a back-to-basics launch in September 2021 due to events of lockdown to remind staff.</p>				<p>Wakefield Learning Community £3000</p>
<p>Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall, interleaving driving independent writing opportunities.</p> <p>CPD program across the year to build on last year's</p>	<p>CPD, INSET, Curriculum planning time, Middle Leaders Training, Big Ideas strategy.</p>	<p>After a successful year last year tweaking SOW, LTP and MTP to ensure that our curriculum was correctly sequenced and plans to benefit all pupils with a particular focus on disadvantaged in English. This year to continue to embed any changes and look deeper into the metacognition of our low prior attainers and Boy's English and literacy skills to</p>	<p>CPD Program, Subject Leader and Subject Meeting Minutes, SDP Priorities, Line Management Proformas, SLT Curriculum Planning Sheets.</p>	<p>KC</p>	<p>Outcomes through Reports QA, CPD QA through SLT.</p>	<p>Staff (ML) £1,885</p>



<p>CPD and further close the attainment and progress gap between our disadvantaged pupils and national others so we are significantly above.</p>		<p>improve the outcomes in English, History and MFL. Focus on the implementation of cognitive science and Alex Quigley Literacy strategies. Curriculum plans to be rewritten in reaction to gaps identified due to lockdown.</p>				
<p>A Power of Language strategy in place to drive further improvements in the quality of written and spoken language in our disadvantaged pupils directly addressing vocabulary, knowledge and cultural capital gaps for learning and life.</p> <p>P8 of Disadvantaged English to be in line with national others and the other baskets at the academy through improving the language of pupils and have them access and use aspirational vocabulary</p>	<p>The Power of Language School Priority, scaffolds put in place across the academy to close vocabulary gap, key words and technical terminology and an emphasis on building confidence through ABC Oracy strategy of debate and discussion.</p>	<p>The Academy relaunched the literacy strategy in the last two years (which has been very successful in the last 10 years) as the Power of Language strategy to focus on improving the quality of written and spoken language across the school. Since this has been identified as a barrier to learning for our disadvantaged, this will have an impact on their sustained independent writing for English and EBACC subjects as well as giving them crucial life skills of being able to orate confidently, eloquently and with ambitious and accurate vocabulary. The further embedding of this strategy is in place to build on the success already shown in the English P8</p>	<p>Staff CPD Questionnaires. Staff CPD Agendas. Reading Ages. English attainment and progress scores. Feedback at SLT.</p>	<p>CIW GV TK</p>	<p>After each report cycle through SLT meetings, line management and annually through results and performance management process.</p>	<p>Staff £53,811</p>



		and A8 scores.				
<p>An improvement package that directly targets English through rigorous tracking, quality assurance and intervention to move English progress scores from in-line with national to significantly above.</p> <p>P8 of disadvantaged English to be above +0.3 through a raising attainment package put into place in English.</p>	Raising Attainment Package	This package was used for the last two years and has added over +0.5 to the P8 score of English and it is now in line with national others. The plan will be evaluated and another package drawn up by the Headteacher, AHT for KS4 Outcomes, DHT, AHT who oversees Pupil Premium and the Subject Leader of English.	Action plan is reviewed on a weekly basis with HT and SL – also a further weekly English leadership meeting. A range of milestones agreed with impact.	WB/ RG/ LH	Weekly and through final exam results.	£14,010
<p>A package of revision workshops and boosters delivered after school for Y10 and Y11 to address gaps in learning across all subjects and address barriers to learning such as revision opportunities at home.</p> <p>P8 of disadvantaged English to be above +0.3. Pupils who are underachieving according to their target grade receive</p>	Period 6 Timetable	Disadvantaged pupils in Y11 who were identified as underperforming on work set during lockdown and those identified by early baseline assessments in October as not achieving their target grade to receive extra period 6 classes.	SLT presence at Period 6. Attendance register. Report Cycle information.	LH	After each report cycle.	£20,540



<p>extra English lessons after school so no other subjects are affected. This will include “mega” boosters to get consistent messages communicated to all English staff and ensure all pupils are exposed to the best teaching in English.</p>						
<p>Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged pupils.</p> <p>All disadvantaged pupils are adequately equipped and ready to learn so that there is a 0% gap between equipment behaviour logs for PP and Non-PP.</p>	<p>Equipment packs and resource.</p>	<p>Disadvantaged pupils receive more behaviour logs for equipment. All disadvantaged pupils to be given a full equipment pack for free. A further resource for pupils to borrow (with sanctions if too often) to be activated.</p>	<p>Monitor behaviour logs for equipment through BLAT.</p> <p>There were 0.4% more equipment behaviour logs for PP last year, intervention to lead to 0% gap or less.</p>	<p>SJS/AK</p>	<p>After each half term.</p>	<p>£1,500</p>
<p>Direct address of the barriers to learning of our most disadvantaged and vulnerable to transition to secondary school for Y7 and Y8 pupils. Also targeted literacy and</p>	<p>Core Skills</p>	<p>Disadvantaged pupils struggling with transition to be put into one class for Y7 and Y8, teachers to visit them, bespoke curriculum aimed to get them up to age related expectations with alternative</p>	<p>Monitor performance through KS3 data reports, behaviour logs and attendance.</p>	<p>AA</p>	<p>End of each year. Line Management of Leader of Core Skills. Assessment points each year.</p>	<p>£18,303</p>



<p>numeracy to address significant gaps in attainment from KS2. Disadvantaged pupils who are identified as having difficulty in transition to secondary school receive a bespoke curriculum that still follows the national curriculum but emphasises the filling of any gaps in learning.</p>		<p>curriculum to ensure attendance is high and behaviour logs are low.</p>				
<p>Leadership ensures that the Pupil Premium Strategy is embedded at the heart of the school strategy and development plan with all staff understanding the strategy and their role within it.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) Pupil Premium Strategy is at the heart of academy life and is led well to ensure that it is of the highest priority and T&L is outstanding leading</p>	<p>Leadership</p>	<p>Assistant Headteacher totally responsible for the Pupil Premium provision. Lead Practitioner for the Pupil Premium appointed to maths. A range of briefings/INSET and CPD directed at all staff (to revisit and train up new staff). This is regularly “banging the drum” to keep the focus of staff on our disadvantaged rather than direct CPD.</p>	<p>Monitor performance through report data showing progress, attainment, attendance, exclusions, behaviour and attitude to learning.</p>	<p>AW</p>	<p>Pupil Premium Expenditure Report, Governing Body, Pupil Premium Action Meeting.</p>	<p>£41,955</p>



to outstanding outcomes for our disadvantaged pupils.						
Incisive pastoral intervention for disadvantaged pupils identified at high risk of NEET, low attendance and exclusion are guaranteed a Y12 College Place and attendance improves. NEET figures for disadvantaged continue to outperform national.	Curriculum	Some pupils receive a slightly different curriculum where they may be at risk of poor attendance, poor progress or poor behaviour. May attend firefighters to improve engagement or a college course which guarantees a Y12 place so ensures they do not go NEET. NEET figures were 0% for disadvantaged last year.	Annual monitoring of performance. Offsite Mentor tracks daily. All pupils in this group go on to college and do not become NEET. NEET figures for disadvantaged continue to outperform national.	SJS	Results of this group. NEET figures.	£46,480
Total Budgeted Cost						£237,373
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost
Incisive intervention to drive forward rapid improvement in outcomes for pupils who chronically low reading ages on arrival at the academy. Pupils with reading ages below 6 to receive 1-to-1 recovery support and show	Reading Recovery	Pupils with low reading ages cannot access GCSEs and need time to improve their reading ages. Reading Recovery shows an improvement of	Monitoring and tracking the Reading Recovery Data. 20 pupils at KS3 to increase on average by over 8 months on Star Reader and by over 2.5 years on Single Word.	AW (KW)	Half termly. Annual report.	£10,466



<p>an average increase on Star Reader of 8 months and of 2.5 years on Single Word Score.</p>						
<p>Incisive intervention leading to rapid outcomes.</p> <p>Underachieving disadvantaged pupils in English get support to take PP P8 Eng Score to above +0.3</p>	<p>English Intervention</p>	<p>Any pupil eligible for the pupil premium who is underachieving receives either 1-to-1 or small group intervention with feedback. This could also mean extra support in English lessons. Also pupils hitting their target who need stretching i.e. MA PP. Baseline testing completed in October 2020 to identify key disadvantaged pupils who, as a result of lockdown, need urgent intervention.</p>	<p>Report information. KS3 Data Report. Y10 and Y11 Progress Reports through SLT. English Disadvantaged P8 score in August results to be above +0.3.</p>	<p>KC/ LH/ WF</p>	<p>Half termly Annual report</p>	<p>£24,674</p>
<p>The gap between the average reading ages of disadvantaged pupils and non-disadvantaged diminishes (+9 months per year). Impact also on P8 and A8, particularly EBACC and English subjects, in all subjects due to literacy content of new GCSEs/BTECs. Also adapted this year to ensure</p>	<p>Reading Ages and Reading for Pleasure</p>	<p>Literacy Strategy inc</p> <ul style="list-style-type: none"> • Literacy Co-ordinator • Lexia Co-ordinator • Lexia program • Accelerated Reader • STAR Reader • Micro-librarian • Library Costs • Librarian 	<p>January Reading Tests – PP and Non-PP to be making same progress.</p> <p>The average reading age of disadvantaged pupils increases by an average of +9 months per year.</p>	<p>AW/ GV/ TK</p>	<p>SLT Meeting 3 times per year. Governors twice per year. Literacy Line Management 3 times per year.</p>	<p>£16,443</p>



more stretch and challenge in our disadvantaged readers with higher reading ages.						
Expert IIAG careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	Encompass Careers Hub membership, LEP, West Yorkshire Enterprise Region	Membership of various careers hub means we are able to provide significantly above the requirements of the Gatsby Benchmarks and disadvantaged pupils at risk of NEET can get more frequent and regular IIAG. NEET figures were 0% last year.	NEET figures and destination data continue to be significantly above national and more disadvantaged pupils go on to University or Higher Level Apprenticeships.	KC	Annually Through Careers Line Management and Annual Careers Report.	Free to the school.
Aspirations for pupils from a deprived post code area or have no history of family at university are raised through enrichment experiences with Universities and Local Business.	Working with Go Higher West Yorkshire on a variety of trips, projects, experiences, strategies to improve the numbers going to university.	The school has a Higher Education Officer funded by Go Higher West Yorkshire. Fully funded range of experiences. Details of impact can be found on the Go Higher West Yorkshire Report (formerly known as NCOP).	Numbers of pupils from deprived post code areas increases.	KC	Annually through the GHWY report and an evaluation report will be produced by GHWY each year. The project has been given a further 3 years with significantly reduced funding.	Funded by Go Higher West Yorkshire partnership.
Parents and pupils of targeted disadvantaged pupils in English and other subjects are supported in working together on how to improve and how to revise	Parent/Pupil PLC Sessions	A group of 10-20 pupils to meet an English teacher with their parent present for a 1-to-1 consultation every 6 weeks and this to lead to a combined English P8 score of above +0.3.	Every 6 weeks using a PLC. Y11 report data.	WB/ LH/ WF MT	English P8 Score of this group.	£.3,965



<p>to encourage rapid outcomes.</p> <p>Disadvantaged Progress to be above national others overall (+0.12) with a focus on English.</p>		<p>This to be increased to 30 pupils in English and rolled out across other subjects i.e. History and MFL.</p>				
<p>Parents and pupils of targeted disadvantaged pupils in Maths are supported in working together on how to improve and how to revise to encourage rapid outcomes.</p> <p>Disadvantaged P8 score for Maths to continue to be significantly above national others.</p>	<p>Maths Support Package</p>	<p>A support package developed and implemented to target underachieving disadvantaged in maths at Y10 and Y11 including:</p> <ul style="list-style-type: none"> • After school boosters • Saturday boosters • Half term workshops • Maths / English hotel • 1-to-1 intervention • Maths workbook • Maths masterclass intervention with some pupils instead of core PE for 4 weeks. • PP Maths / English event. 	<p>After every report cycle, performance is analysed and responses made. Also monitored through weekly SLT maths meeting, line management and performance management as well as observations and book scrutiny.</p>	<p>RG/ AW/ JM</p>	<p>Maths P8 Score of this group.</p>	<p>£12,595</p>
<p>Pupils arriving in Y7 with an ARE below in Maths to receive rapid catch-up support with use of Catch-up Premium AND the Pupil</p>	<p>Y7 1-to-1 Maths Intervention</p>	<p>A new maths learning mentor to be employed to carry out 1-to1 tuition on all disadvantaged pupils who came in to the Academy achieving below a</p>	<p>Half termly using report data. Y7 Report Data Booklet. Summer Report Data.</p>	<p>KC/ JM</p>	<p>% of Pupils from this group achieving a Step 4 in Maths at end of Y7.</p>	<p>£12,266</p>



<p>Premium to close any gaps in learning.</p>		<p>score of 100 in Maths in the KS2 SATS.</p>				
<p>Pupils arriving in Y7 with an ARE below in English to receive rapid catch-up support with use of Catch-up Premium AND the Pupil Premium to close any gaps in learning.</p>	<p>Y7 Lexia program. Extra English Lessons. Accelerated Reader Prog. DEAR</p>	<p>Targeted pupils, in Years 7 with a score below 100 in Reading KS2 SATS, who have low levels of literacy receive extra lessons to accelerate their progress. Supporting this intervention programme is the Accelerated Reader Programme which seeks to instil in pupils a love of reading. This scheme is heavily promoted within school and is timetabled in conjunction with English lessons. Alongside the Accelerated Reader Programme is the Lexia Reading Scheme which develops the essential skills required read to improve. Drop Everything and Read Program to be sustained.</p>	<p>Half termly using report data. Y7 Report Data Booklet. Summer Report Data.</p>	<p>KC/WF</p>	<p>% of Pupils from this group achieving a Step 4 in English at end of Y7.</p>	<p>Included in costs above.</p>
<p>Every disadvantaged pupil to receive an assertive mentor to directly tackle any pastoral or academic barriers to learning.</p> <p>P8 and A8 of disadvantaged increased and significantly above</p>	<p>Assertive Mentoring</p>	<p>All PP pupils in Y10 and Y11, and key PP pupils in Y7, 8 and 9 (as well as all LAC and EAL pupils) receive an assertive mentor who liaises with them several times a year and works through a schedule. We have used mentors for many years to target pupils.</p>	<p>All pupils have been allocated a mentor and 1st and 2nd meetings have occurred All meetings have occurred, Pupil evaluations show impact along with results. Year Leaders Reports show impact across behaviour,</p>	<p>LH</p>	<p>4 times per year through report data.</p>	<p>£13,482</p>



national others (+0.3) as well as behaviour, pastoral, attendance and aspiration gaps closed through the strategy of every disadvantaged pupil receiving a dedicated personal mentor.			attitude, attendance and engagement with school.			
Maths Disadvantaged Progress 8 continue to be significantly above national others through incisive intervention in and outside of the classroom.	Maths Intervention	Pupils still underachieving after class intervention receive support outside of the lesson from one of two maths mentors. Furthermore, a Maths Undergraduate to work with pupils.	Pupils across all year groups. All underachieving PP pupils receiving intervention. 75% of KS3 PP Pupils achieve ARE and 75% of KS4 Pupils achieve 3LP or a P8 score of 0+.	MT/ JM	4 times per year through maths line management.	£12,162
Disadvantaged pupils with issues identified with being able to independently revise to receive intensive revision workshops. A group of key target disadvantaged pupils each year to achieve a P8 score of +0.5, Eng to be +0.3 and Maths to be +0.5	English and Maths Hotel	20 PP pupils last year were placed supervised in a hotel with food, revision workshops, gym facilities and intensive study sessions. Extremely successful leading to a P8 score in Maths of +0.5 for this group. To be expanded to include English pupils.	Pupils chosen by Deputy Headteacher in May. SLT presence in hotel.	LH	2018 results	£5,000
LAC pupils in Y11 to receive a combined P8 score in line with national others each year.	Tutoring Vouchers	The use of MyTutor online tutoring for all LAC pupils. 1-to-1 tuition from teachers for a bespoke range of subjects.	Regular reporting on LAC progress through SLT Meeting.	MP/ LH	P8 of pupils at the end of each year.	Included in LAC funding.
Tutoring	My Tutor	PP Pupils underachieving	Line Management	LH	P8 of these pupils.	Covid Catchup



		receive 1-to-1 from My Tutor.				
<p>Improve the knowledge, cultural capital and aspirations of disadvantaged upper prior attaining pupils.</p> <p>Continue to achieve a Disadvantaged Upper Prior Attainment P8 and A8 score above national others through a raising aspirations program.</p>	HAPP Program	All Upper PP Pupils take part in a strategy featuring FE, HE, Networking, Entrepreneurs, CV Workshops, Mentoring, Group Mentoring, Leadership Opportunities, Ambassador Opps.	Reporting direct to SLT 3 times per year.	AW/ RG	3 times per year. P8 Upper Score	£500
<p>Sustain disadvantaged attendance and move to significantly below national for FSM pupils to achieve an attendance figure above the national figure for all pupils.</p>	Attendance Programme	Huge link between our PP Pupils Attendance and their achievement. Targeted support from our on site Attendance Officer for PP.	Attendance measured 4 times across the year through SLT.	SJS	4 times per year through SLT and Attendance data.	£9,183
Total Budgeted Cost					£122,736	
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost
Over the next 3 years, increase the P8 and A8 score for disadvantaged pupils by increasing the	5 o'clock room	Disadvantaged pupils are identified who are not revising at home even with parent contact. Pupils placed into 5	SLT man the room. Impact taken on mock exams, results and pupil anecdotal feedback.	LH	Mid way through 6 weeks and in final exam results.	Costed above



<p>quality of revision and homework for Y11 disadvantaged pupils.</p>		<p>o'clock room where they revise for 2 hours 4 days per week (with a 5minute break) for the final 6 weeks of the year. Ensuring they revise. Successful strategy from last year. This year due to lockdown, the 5 o'clock room will start from early September and run all year.</p>				
<p>The attendance, behaviour and exclusions of all pupil premium pupils at the academy remain better than national.</p>	<p>Step-up: Pupils eligible for the pupil premium attend Step-up to meet emotional, pastoral, organisational needs. Vulnerable pupils are targeted and a range of mentoring is available and prescribed as required.</p>	<p>A well-established safe place in the academy where pupils can get food, uniform, washed, mentoring, enter a calm room, receive advice, work, etc., Created out of research to our barriers to learning and receives over 10,000 visits per year from PP pupils. Has contributed significantly to our attendance, behaviour and exclusions low rate for the disadvantaged.</p>	<p>Step-up receives line management 6 times per year by SLT and is evaluated each year by the Deputy Headteacher</p>	<p>Jo Gray</p>	<p>Annually</p>	<p>£9,274</p>
<p>P8 and A8 of disadvantaged increased and significantly above</p>	<p>English Conference</p>	<p>Weekly English Action Meeting with SLT and English Leadership, the names of key</p>	<p>Minutes from weekly meeting. Evaluation of actions. English Raising</p>	<p>RG/ LH/ WF</p>	<p>Results each year.</p>	<p>Included in details above.</p>



<p>national others (+0.3) through improving the knowledge of the barriers to learning of key pupils and the best strategies for teaching and learning in English.</p>		<p>disadvantaged pupils are discussed, strategies shared and outcomes discussed. This will quality assure the interventions, place priority on the pupils and share best practise of helping them improve.</p>	<p>Attainment Plan.</p>			
<p>Increased parental support for our Low Prior Attaining Disadvantaged Pupils leading to a P8 score in line with Middle and High Prior Attainers and national others.</p>	<p>PP Parent Breakfast and Evening Events. Parents are invited in with pupils to learn how to help pupils revise, enrich and with homework. Free food, English, Maths and Mindset sessions.</p>	<p>Piloted last three years with a group of Y7 parents and a group of Y11 parents. Successful in increasing P8 of pupils due to increased parental support – rolled out to follow up with last year’s Y7 pupils and also ALL yeargroups.</p>	<p>Y7 and Y11 Events have been held. Positive feedback taken. Y10 and Y8 events scheduled. All sessions held and an evaluation of pupil progress calculated to compare with a control group of the rest of the PP pupils.</p>	<p>MT</p>		<p>Included above.</p>
<p>Confidence in reading, opportunities for reading and reading age gaps to close with all disadvantaged pupils Y7 and Y8 Reading Age and confidence in reading is</p>	<p>Pupils improve their literacy and reading for pleasure by attending a breakfast club.</p>	<p>A very successful strategy used last year effectively (pupils improved by an average of +26 months). This to be rolled out over the year to ALL Y7 and Y8 PP pupils</p>	<p>Pupils identified and attending. Contact made with pupils who have poor attendance at Rise and Read. The number of pupils accessing Rise and Read has</p>	<p>AW</p>	<p>Twice per year through SLT Quality Assurance.</p>	<p>Included above.</p>



improved for the disadvantaged +7 months on average.			increased significantly on the previous year. A similar amount of progress is made for this group as last year.			
Disadvantaged Pupils who struggle to complete homework at home have a place to go to complete it. Attendance of homework club for PP is above 60% and Behaviour Logs for Homework reduces.	Homework Club staffed with mentors and teaching staff for an hour each day after school.	Research from barriers to learning and due to behaviour logs for homework (as well as issues around KS4 revision) highlighted an issue with pupils having a place to complete homework. In its third year and extremely successful (3,388 visits last year with 60% being PP).	Club advertised well through Year Leaders, mentors and assemblies. Pupils with homework behaviour logs told to attend and this is QAed.	KC	Line Management of associate for KS3 3 times per year.	£6,422
High Prior Attaining PP Pupils build in confidence and achieve a P8 Score of above +0.3 plus 2+ pupils get into Mensa.	Mensa IQ Tests	PP Pupils are given an opportunity to sit an IQ test and we pay for their subscription to Mensa. We have 4 pupils in Mensa who are PP.	Pupils invited, tests sat and results in. Follow up arranged.	RG	Evaluation after results.	£600
A key group of PP Pupils improve their punctuality and attendance through targeted bespoke interventions.	Pupil Premium Wake-Up Calls	This was piloted last year with a small group of pupils receiving a wake-up call each day from attendance officer. It improved the group attendance by 0.5%. Rolled out to a target group of 20.	The Top 20 PP pupils with the lowest attendance selected and contact made for wake up calls. The Top 20 PP Pupils record an improvement on their attendance of 2%.	AK/ CR	Commence in November. Reported on at the end of each month and then evaluated improvement.	£1,785
Aspirations of our brightest PP pupils are raised to become the first pupils in their family to attend	A visit to a Russell Group University for every Upper	90% positive feedback when we did this last year and we have improved our P8 for Upper disadvantaged as a result.	Line Management of Careers Officer.	KC	Evaluation after each trip. Follow up session arranged. Upper P8 Results.	(assisted with funding from GHWY)



<p>university and NEET figures for HAPP is at 100% for Sixth Form or College.</p>	<p>Prior Attaining PP Pupil.</p>	<p>Pupils get to see that they can go to universities like this and aspire and be more motivated.</p>				
<p>Staff are able to access a wide range of data to act proactively for our disadvantaged.</p>	<p>A range of Tracking Systems.</p>	<p>These are tracking systems we have used to ensure that staff can access up-to-date and detailed Pupil Premium information.</p>	<p>Evaluation in results.</p>	<p>CL</p>	<p>2018 Results</p>	<p>£1,133</p>
<p>Disadvantaged pupils of all abilities are prepared for college/job/university interviews. NEET figures remain above national. Aspirations are raised.</p>	<p>Mock Interviews for Y11</p>	<p>Every disadvantaged pupil receives at least one mock interview with an external interviewer and many receive bespoke interviews as well if in apprenticeship group, university group, at risk of NEET, identified to speak to an entrepreneur.</p>	<p>NEET figures. Feedback from pupils and interviewers.</p>	<p>SD</p>	<p>Destination Data.</p>	<p>Funded with support from GHWY + input from the Academy where needed.</p>
<p>Total Budgeted Cost</p>						<p>£19,214</p>
<p>Grand Total Proposed Spend for 2021-22</p>						<p>£379,323</p>



6. Review of Expenditure							
Academic Year	2020-21	Total PP budget	£421,685	Date of most recent PP Review			
Total number of pupils	1414	Number of pupils eligible for PP	451	Date for next internal review of this strategy			
i. Quality of teaching for all							
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued into next year?
Recruitment, retention, responsibility, leadership.	<p>Leadership places the Pupil Premium Strategy at the heart of the Academy through recruitment, retention and training of the very best leaders.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through the recruitment and retention of the very best in teaching staff and through the funding of leadership to drive through the strategy.</p>	GP/DC/SSP	<p>P8 score of +0.13 which is above National Others.</p> <p>To be added:</p> <ul style="list-style-type: none"> - NEET Score for the year - Absence of PP for 2020-21 - Persistent Absence of PP - Exclusions. 	<p>TAG Process means that this data can not be meaningfully compared to previous year's albeit that the pupils still did above national and have qualifications for next steps. This means that the strategy will need to still include exam revision, retention strategies and Y11 Lesson 6 Boosters.</p> <p>Succession Planning began this year but was interrupted due to Covid however SSP completed CPD with MT.</p>	£33	£14,100	



<p>Lead Practitioner Program, NPQML for Core Leaders, MA in Education.</p>	<p>A well trained Teaching and Learning and Leadership Team ensure our disadvantaged pupils experience the very best quality first teaching.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through a range of targeted CPD qualifications to ensure leaders are as experienced and qualified as they can be to improve the performance of the disadvantaged.</p>		<p>Masters completed by SSP with modules completed on Literacy Difficulties, Dyslexia, Mental Wellbeing, Research Methods, Leadership Development and Women in STEM – all target areas for Pupil Premium Strategy and barriers to learning. CPD for MT to succession plan and staff completing NPQML to improve leadership of Core subjects – crucial to PP and cascaded throughout CPD and into PP Strategy.</p>	<p>Opportunities to share this CPD were difficult to implement due to Covid and Remote Learning CPD taking priority. Rolled on to next year.</p>	<p>£10.70</p>	<p>£4,500</p>	
<p>Staff CPD Program, Subject Leader's CPD Program</p>	<p>A well-trained teaching body delivering outstanding teaching and aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged pupils from Castleford.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through Teaching Staff, Leaders and Support Staff are trained on the best</p>	<p>SSP</p>	<p>CPD led across the year and impact can be found in the TAG Process and Above National Others performance of PP.</p>	<p>Big switch to Remote Learning and CPD around Online Teaching. Added to this, training on phonecalls home and then CPD on pupil's return reflected in the pupil's qualifications and destinations not been affected by Covid. Reboot and relaunch next year with a focus on back to basics.</p>	<p>£0.47</p>	<p>£199 + including in Lead Practitioner and Deputy Head costs.</p>	



	<p>strategies to deploy when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality T&L for all learners. Performance Management process focuses on Teacher standards alongside observation cycles.</p>						
<p>CPD, INSET, Curriculum planning time, Middle Leaders Training, Big Ideas strategy.</p>	<p>Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall, interleaving driving independent writing opportunities.</p> <p>CPD program across the year to build on last year's CPD and further close the attainment and progress gap between our disadvantaged pupils and national others so we are significantly above.</p>	KC	<p>A school priority to ensure that curriculum plans were rewritten combined with Cognitive Science CPD to maximise the progress of pupils in all subject. Difficult to measure due to CAGs but all subjects improved on previous years.</p>	<p>Needs further embedding and further evaluation once data includes exam results. Recent switch to embedding a text at the heart of each curriculum plan to improve attainment and PP pupils will benefit the most from this.</p>	£2.88	£1,200	



<p>The Power of Language School Priority, scaffolds put in place across the academy to close vocabulary gap, key words and technical terminology and an emphasis on building confidence through ABC Oracy strategy of debate and discussion.</p>	<p>A Power of Language strategy in place to drive further improvements in the quality of written and spoken language in our disadvantaged pupils directly addressing vocabulary, knowledge and cultural capital gaps for learning and life.</p> <p>P8 of Disadvantaged English to be in line with national others and the other baskets at the academy through improving the language of pupils and have them access and use aspirational vocabulary</p>	<p>SSP/ CIW</p>	<p>A whole school strategy to improve whole school literacy but above the usual Reading for Pleasure or Accelerated Reader and Lexia packages (although these were used). A whole school CPD program to drive up vocabulary, oracy and independent written work as well as aspirational reading.</p> <p>Although interrupted by Covid, Lesson Observations, Light Touches and Literacy Plan Evaluation shows positive impact.</p> <p>P8 of PP English at -0.04 and +0.51 Shadow Data showing an improvement in Literacy in English and overall PP P8 shows impact but data not really comparable between TAGs, CAGs and Normal Headline Data.</p>	<p>P8 scores of TAGs show high impact but further embedding and evaluation required.</p>	<p>£5.60</p>	<p>£2,350</p>	
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<p>Raising Attainment Package</p>	<p>An improvement package that directly targets English through rigorous tracking, quality assurance and intervention to move English progress scores from in-line with national to significantly above.</p> <p>P8 of disadvantaged English to be above +0.3 through a raising attainment package put into place in English.</p>	<p>GP/ WF</p>	<p>P8 of PP English at -0.04 and +0.51 Shadow Data showing an improvement in Literacy in English and overall PP P8 shows impact but data not really comparable between TAGs, CAGs and Normal Headline Data.</p>	<p>More time to be embedded and Covid with have had an impact. Recommended to review the package and relaunch in September 2021.</p>	<p>£21.40</p>	<p>£8,991</p>	
<p>Period 6 Timetable</p>	<p>A package of revision workshops and boosters delivered after school for Y10 and Y11 to address gaps in learning across all subjects and address barriers to learning such as revision opportunities at home.</p> <p>P8 of disadvantaged English to be above +0.3. Pupils who are underachieving according to their target</p>	<p>LH</p>	<p>Overall impact on the P8 Score of +0.13 which is above national others with other impact on targeted group of middle ability of +0.26 significantly above national.</p> <p>P8 of PP English at -0.04 and +0.51 Shadow Data showing an improvement in Literacy in English and overall PP P8 shows impact but data not really comparable between TAGs, CAGs and Normal Headline</p>	<p>Year after year this package has proved effective and is embedded well at Y11 level. To explore introducing it in Y10 measure impact.</p>	<p>£6.43</p>	<p>£2,723</p>	



	grade receive extra English lessons after school so no other subjects are affected. This will include “mega” boosters to get consistent messages communicated to all English staff and ensure all pupils are exposed to the best teaching in English		Data.				
Equipment packs and resource.	<p>Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged pupils.</p> <p>All disadvantaged pupils are adequately equipped and ready to learn so that there is a 0% gap between equipment behaviour logs for PP and Non-PP.</p>	SJS/ EW	Gap reduced in equipment behaviour logs for a short period of time.	Follow-up needed to check equipment is regularly brought in and replaced by student when lost.	£1.36	£570	
Core Skills	Direct address of the barriers to learning of our most disadvantaged and vulnerable to transition to secondary school for Y7 and Y8 pupils. Also targeted literacy and numeracy to	AA	Ultimately, this strategy has been in place now for over 10 years. Pastorally it reduces excursions, behaviour and improves attendance of vulnerable pupils and will have contributed to a P8 Score for	Steps put into place to ensure there is not such a cliff edge when they leave Y9.	£1,936	£29.041	



	<p>address significant gaps in attainment from KS2. Disadvantaged pupils who are identified as having difficulty in transition to secondary school receive a bespoke curriculum that still follows the national curriculum but emphasises the filling of any gaps in learning.</p>		<p>Low Prior Attainers of -0.01 this year. 100% NEET from this group too.</p>				
Leadership	<p>Leadership ensures that the Pupil Premium Strategy is embedded at the heart of the school strategy and development plan with all staff understanding the strategy and their role within it.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) Pupil Premium Strategy is at the heart of academy life and is led well to ensure that it is of the highest priority and T&L is outstanding leading to outstanding outcomes for our</p>	GP	<p>Deputy Headteacher with overall responsibility for the Pupil Premium used to increase the profile of PP Strategy at every level through QA and Line Management of all areas of the academy.</p> <p>Lead Practitioner with dedicated time to researching and evidencing the best strategies and cascading these to staff through cpd.</p> <p>P8 for PP this year +0.13 above national others.</p>	<p>Succession planning needs to be in place. SP to develop MT to take more strategic oversight.</p>	£184.77	£77,977	



	disadvantaged pupils.						
Curriculum	Incisive pastoral intervention for disadvantaged pupils identified at high risk of NEET, low attendance and exclusion are guaranteed a Y12 College Place and attendance improves. NEET figures for disadvantaged continue to outperform national.	EW	100% NEET Recorded. Guaranteed college course and progression.		£88.53	£37,186	
Total Budgeted Cost							£178,837
ii. Targeted Support							
Reading Recovery	Incisive intervention to drive forward rapid improvement in outcomes for pupils who chronically low reading ages on arrival at the academy. Pupils with reading ages below 6 to receive 1-to-1 recovery support and show an average increase on Star	AW	All pupils who come into Literacy Base improve their Reading Age beyond normal development rates and in Y7 (where most of the intervention occurs) they are moved forward on average 9 months in reading age per year and 20 months in single word score. Those who continue to need help carry on into Y8 and	To explore alternatives.	£600	£11,413 + £6,500 from Y7 Catch-Up Premium	



	Reader of 8 months and of 2.5 years on Single Word Score.		<p>Y9. This helps improve overall levels of literacy in these pupils and ultimately levels in all subjects. It also has a significant impact on attendance, behaviour and attitude to learning.</p> <p>Reading Age improvement for group average 2yrs 0mths.</p>				
English Intervention	<p>Incisive intervention leading to rapid outcomes.</p> <p>Underachieving disadvantaged pupils in English get support to take PP P8 Eng Score to above +0.3</p>	KC/ LK/ WF	<p>Year 7/8</p> <ul style="list-style-type: none"> • 2 x CUP pupils increased their step by one grade during their last intervention cycle. • 7 H5 pupils received a 5 in their last intervention assessment • 7 C7 pupils achieved a grade 6 in their last intervention assessment. (Their starting step was a 4) <p>Year 9</p> <ul style="list-style-type: none"> • 4 students increased their grades by 1 step (step 3 - step 4) • 1 students increased their grade by 2 steps (step 4 - step 6) 		£53.68	£22,547	



			<ul style="list-style-type: none"> • 2 students also increased their grade by 2 steps) step 4- step 5) <p>Year 10/11</p> <ul style="list-style-type: none"> • 2 pupils achieved a Grade 4 on Paper 2 in the summer, compared to a 3 previously. • Majority of pupils went up in marks. 				
Reading Ages and Reading for Pleasure	The gap between the average reading ages of disadvantaged pupils and non-disadvantaged diminishes (+9 months per year). Impact also on P8 and A8, particularly EBACC and English subjects, in all subjects due to literacy content of new GCSEs/BTECs. Also adapted this year to ensure more stretch and challenge in our disadvantaged readers with higher reading ages.	AW/ GV/ TK	See Literacy Report	Accelerated Reader to be reviewed.	£63.85	£26,820 + £10,554 from Y7 Catch-Up Premium	



Encompass Careers Hub membership, LEP, West Yorkshire Enterprise Region	Expert IIAG careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	KC	0% NEET			TBC	
Working with NCOP and Aim Higher West Yorkshire on a variety of trips, projects, experiences, strategies to improve the numbers going to university.	Aspirations for pupils from a deprived post code area or have no history of family at university are raised through enrichment experiences with Universities and Local Business.	SSP	See Extra-Curric Report			No cost to the academy except in Deputy Headteacher's Time and cover implications for trips.	
Parent/Pupil PLC Sessions	Parents and pupils of targeted disadvantaged pupils in English and other subjects are supported in working together on how to improve and how to revise to encourage rapid outcomes. Disadvantaged Progress to be above national others overall (+0.12) with a focus on English.	LH/ SSP/ WF	All 10 pupils achieved a 4+ (target) in English Literature. 70% achieved a 5+. Group as a whole achieved a Progress 8 Score of +0.56.	Roll out to feature even more pupils (all of PP?) and to focus on English Language.	£59	£590 + inclusive of Lead Practitioner and Deputy Headteacher costs.	



<p>Maths Support Package</p>	<p>Parents and pupils of targeted disadvantaged pupils in Maths are supported in working together on how to improve and how to revise to encourage rapid outcomes.</p> <p>Disadvantaged P8 score for Maths to continue to be significantly above national others.</p>	<p>LH/ SSP/ DP</p>	<p>Maths PP P8 = +0.30</p>		<p>£12.56</p>	<p>£2,512.50</p>	
<p>Y7 1-to-1 Maths Intervention</p>	<p>Pupils arriving in Y7 with an ARE below in Maths to receive rapid catch-up support with use of Catch-up Premium AND the Pupil Premium to close any gaps in learning.</p>	<p>KC/ DP</p>	<p>Pupil grades are kept centrally and monitored by key stage leaders to check progress and add/remove pupils from the intervention sessions.</p> <p>KS3</p> <p>After each KS3 assessment, pupils that are severely below target compared to peers are put in for intervention with JH. JH uses the beginning of her time with the pupil to build confidence and reinforce basic skills such as times tables, number bonds, etc. before moving on to weaknesses from their assessment. Pupils are then re-tested at the end of the</p>		<p>£47.99</p>	<p>£20,154 supplemented with £10,000 from the Catch-up Premium.</p>	



			<p>half term, using the same assessment, and on average, move up 0.7 sub-steps during the intervention period.</p> <p>KS4 From the March mock exam result to the final GCSE exam result in June, the average improvement in grade was +0.3 per pupil. Pupils who had 1-to-1 intervention with SL during this time improved their grade by +0.55.</p>			
Y7 Lexia program. Extra English Lessons. Accelerated Reader Prog. DEAR	Pupils arriving in Y7 with an ARE below in English to receive rapid catch-up support with use of Catch-up Premium AND the Pupil Premium to close any gaps in learning.	KC/ WF	See Y7 Summer Report Data. See Literacy Report.	To be reviewed	£47.98	£20,154 supplemented with £10,554 from the Catch-up Premium.
Assertive Mentoring	<p>Every disadvantaged pupil to receive an assertive mentor to directly tackle any pastoral or academic barriers to learning.</p> <p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3)</p>	LH	All PP Pupils in Y11 receive an Assertive Mentor. PP P8 for Y11 = +0.13 above national others.		£110.92	£46,602



	<p>as well as behaviour, pastoral, attendance and aspiration gaps closed through the strategy of every disadvantaged pupil receiving a dedicated personal mentor.</p>						
<p>Maths Intervention</p>	<p>Maths Disadvantaged Progress 8 continue to be significantly above national others through incisive intervention in and outside of the classroom.</p>	<p>MT/ DP</p>	<p>Pupil grades are kept centrally and monitored by key stage leaders to check progress and add/remove pupils from the intervention sessions. KS3 After each KS3 assessment, pupils that are severely below target compared to peers are put in for intervention with JH. JH uses the beginning of her time with the pupil to build confidence and reinforce basic skills such as times tables, number bonds, etc. before moving on to weaknesses from their assessment. Pupils are then re-tested at the end of the half term, using the same assessment, and on average, move up 0.7 sub-steps during the intervention period.</p>		<p>£47.90</p>	<p>£20,154</p>	



			<p>KS4 From the March mock exam result to the final GCSE exam result in June, the average improvement in grade was +0.3 per pupil. Pupils who had 1-to-1 intervention with SL during this time improved their grade by +0.55.</p>				
English and Maths Hotel	<p>Disadvantaged pupils with issues identified with being able to independently revise to receive intensive revision workshops. A group of key target disadvantaged pupils each year to achieve a P8 score of +0.5, Eng to be +0.3 and Maths to be +0.5</p>	SSP/LH	No impact as was able to take place due to global pandemic	Cancelled.		£0	
Tutoring Vouchers	<p>LAC pupils in Y11 to receive a combined P8 score in line with national others each year.</p>	EW	Covid interrupted plan.	NTP Vouchers used – please see Covid Premium Catch-Up Report.		Money claimed from authority LAC fund.	



HAPP Program	<p>Improve the knowledge, cultural capital and aspirations of disadvantaged upper prior attaining pupils.</p> <p>Continue to achieve a Disadvantaged Upper Prior Attainment P8 and A8 score above national others through a raising aspirations program.</p>	SSP/ RG	100% of HAPP pupils went on to Level 3 courses. 0% NEETs. Upper Prior Attainment P8 +0.39 an improvement on last year.		£45.66	Inc in Leadership Costing + £500 for coaches, food, etc.,	
Attendance Programme	<p>Sustain disadvantaged attendance and move to significantly below national for FSM pupils to achieve an attendance figure above the national figure for all pupils.</p>	SJS	10.61% above national in 2019 however Covid numbers may prove it is in line when figures released.	To review impact once Covid national attendance released.	£42.85	£18,000	
Total Budgeted Cost							£189,446.50



iii. Other Approaches							
5 o'clock room	Over the next 3 years, increase the P8 and A8 score for disadvantaged pupils by increasing the quality of revision and homework for Y11 disadvantaged pupils.	SSP/ LH	P8 and A8 scores both increased significantly. This intervention would normally run for the majority of the year however this year was interrupted due to Covid.	Implement for Y10 as well.	£61.21	£5,387	



<p>Step-up: Pupils eligible for the pupil premium attend Step-up to meet emotional, pastoral, organisational needs. Vulnerable pupils are targeted and a range of mentoring is available and prescribed as required.</p>	<p>The attendance, behaviour and exclusions of all pupil premium pupils at the academy remain better than national.</p>	<p>XJG</p>	<p>Absence below national. Persistent Absence below national. Exclusions below national.</p>	<p>More targeted mentoring.</p>	<p>£78.20</p>	<p>£32,843 with some overlap with SEND Notional Budget</p>	
<p>English Conference</p>	<p>P8 and A8 of disadvantaged increased and significantly above national others (+0.3) through improving the knowledge of the barriers to learning of key pupils and the best strategies for teaching and learning in English.</p>	<p>WF / GP/ LH</p>	<p>P8 of PP English at -0.04 and +0.51 Shadow Data showing an improvement in Literacy in English and overall PP P8 shows impact but data not really comparable between TAGs, CAGs and Normal Headline Data.</p>	<p>To be reviewed further.</p>	<p>£74.80</p>	<p>£6,660</p>	



<p>PP Boys Motivational Package</p>	<p>Increase the motivation and aspirations of Y10 Disadvantaged Boys.</p>	<p>WF</p>	<p>P8 for Boys English PP remained consistently the same however there was a reduction in behaviour logs/exclusions but this could be due to covid. Neet figures were 0% and the vast majority have gone on to Level 3 Courses.</p>	<p>To be discontinued.</p>	<p>£11.23</p>	<p>£1,000 budgeted</p>	<p style="background-color: red;"></p>
<p>PP Parent Breakfast and Evening Events. Parents are invited in with pupils to learn how to help pupils revise, enrich and with homework. Free food, English, Maths and Mindset sessions.</p>	<p>Increased parental support for our Low Prior Attaining Disadvantaged Pupils leading to a P8 score in line with Middle and High Prior Attainers and national others.</p>	<p>MT</p>	<p>These were unable to go ahead but were replaced with weekly contact calls home by Form Tutors, Mentors and Year Leaders during lockdown.</p> <p>Screencastifies were also used to replicate these events for parents and pupils to watch at home.</p>	<p>Historically, these events had a great impact. Once covid restrictions released, to be reinstated. Screencastifies can be reused for those unable to attend.</p>	<p>£0</p>	<p>£837.60</p>	<p style="background-color: yellow;"></p>



<p>Pupils improve their literacy and reading for pleasure by attending a breakfast club.</p>	<p>Confidence in reading, opportunities for reading and reading age gaps to close with all disadvantaged pupils Y7 and Y8 Reading Age and confidence in reading is improved for the disadvantaged +7 months on average.</p>	<p>AW</p>	<p>Second STAR Reading test for Y7 unable to go ahead due to Covid. Y8 reading age improved by +9 months on average. 194 million words read by yeargroup.</p>	<p>Retest. To explore replacing Accelerated Reader.</p>	<p>£12.30</p>	<p>£2,189</p>	
<p>Homework Club staffed with mentors and teaching staff for an hour each day after school.</p>	<p>Disadvantaged Pupils who struggle to complete homework at home have a place to go to complete it. Attendance of homework club for PP is above 60% and Behaviour Logs for Homework reduces.</p>	<p>KC</p>	<p>Interrupted due to Covid so unable to meet target and data irrelevant due to lockdown.</p>	<p>To reinstitute next year as historically, this is an effective intervention.</p>		<p>£4,200</p>	



Mensa IQ Tests	High Prior Attaining PP Pupils build in confidence and achieve a P8 Score of above +0.3 plus 2+ pupils get into Mensa.	RG	Unable to go ahead due to Covid.	To reinstitute next year as historically, this is an effective intervention.		£500	
Pupil Premium Wake-Up Calls	A key group of PP Pupils improve their punctuality and attendance through targeted bespoke interventions.	SJS	Unable to go ahead due to Covid. Replaced by Mentor calls during lockdown and reintegration calls.	To reinstitute next year as historically, this is an effective intervention.		£350	



<p>A visit to a Russell Group University for every Upper Prior Attaining PP Pupil.</p>	<p>Aspirations of our brightest PP pupils are raised to become the first pupils in their family to attend university and NEET figures for HAPP is at 100% for Sixth Form or College.</p>	<p>SSP</p>	<p>Unable to go ahead due to Covid. 0% NEET.</p>	<p>To reinstitute next year as historically, this is an effective intervention.</p>		<p>£2,000</p>	
<p>A range of Tracking Systems.</p>	<p>Staff are able to access a wide range of data to act proactively for our disadvantaged.</p>	<p>CL</p>				<p>£5,440</p>	



Mock Interviews for Y11	Disadvantaged pupils of all abilities are prepared for college/job/university interviews. NEET figures remain above national. Aspirations are raised.		Unable to go ahead due to Covid. 0% NEET	To reinstitute next year as historically, this is an effective intervention.		Funded with support from NCOP + £500.	
Total Budgeted Expenditure							£61,906
Grand Total Expenditure							£430,190