



Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Castleford Academy
Number of pupils in school	1485
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	W Bush
Pupil premium lead	A Wainwright/M Till
Governor / Trustee lead	K Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,000
Recovery premium funding allocation this academic year	£53,215 (£14,850 allocated to school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£399,215



Part A: Pupil premium strategy plan

Statement of intent

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At the centre of our strategy will be the power of language, knowledge acquisition, promotion of independence and a rigorous parental engagement focus.

Intervention will be targeted, timely and matched to pupil need.

Challenges

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

Challenge number	Detail of challenge
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.
2	Independent study – Pupils in the academy are struggling with independent study, which will have a great impact on the recovery curriculum. Metacognition is a whole school priority to promote independent learning. The ability of all pupils, particularly disadvantaged pupils, to recall key knowledge using metacognition learning strategies is vital for pupil progress both in and out of school. The EEF has strong evidence that metacognition strategies have one of the highest impacts on pupil progress.
3	Homework - 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 curriculum implementation 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.
4	Attendance (school ready) – Attendance in the academy has always been a priority. However, national attendance figures have been lowered in light of a global pandemic. Disadvantaged pupils have been disproportionately affected.
5	Parental Engagement – Some of our disadvantaged pupils have a lack of support at home with academic progress, cultural capital, aspirations, uniform, food and social skills. Parental engagement has a high impact on pupil progress according to the EEF.
6	Boys Progress and Engagement - 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.

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
1 – Power of Language – rise in reading ability, use of formal language, greater depth of written responses and increase vocabulary	<p>Assessments and observations show improved oral among disadvantaged pupils.</p> <p>Curriculum implementation scrutiny will show improvements in pupils written work.</p> <p>Summative, formative assessment and star reader results will be used to triangulate evidence. Through regular performance data, students will be highlighted for intervention.</p>
<p>2 - Independent study– pupils should have a greater autonomy of their own learning both at school and at home.</p> <p>An increase in the ability of our disadvantaged pupils to remember and recall key knowledge is a priority using the latest cognitive learning strategies.</p>	<p>Narrowing the gap between P8 score between PP and other groups.</p> <p>Increases across the school in knowledge retention which could be tracked through summative and formative assessment, curriculum implementation scrutiny and lessons observations.</p>



<p>3 – Homework – majority of students to complete homework on time and to improve the quality of homework produced by pupils.</p> <p>To ensure that homework is aligned with the curriculum.</p>	<p>A reduction in behaviour logs for homework, identified through SIMS data.</p> <p>Increase in pupils attending homework club.</p> <p>Increase use of pupils and parents/carers using SMHW.</p>
<p>4 – Attendance – Improve the attendance across the school but with a particular focus on our disadvantaged pupils.</p> <p>Attendance Officer to prioritise absences of disadvantaged pupils.</p> <p>Raising the profile of attendance across the academy.</p> <p>Ensure all pupils are ready to learn, with an emphasis on pupil premium students.</p>	<p>Improved attendance tracked through SIMS and attendance waves of intervention.</p> <p>Attendance figures in line with schools in the local area. Attendance one page summaries.</p> <p>A reduction in behaviour logs for equipment, identified through SIMS data.</p>
<p>5 - Parental Engagement – Improve the communication between parents/carers and the academy</p> <p>Host parent/pupil progress events for all year groups over the course the academic year.</p> <p>An increased collaboration with the parents/carers of our disadvantaged pupils and the academy</p>	<p>Attendance and feedback from the progress events.</p> <p>Greater access for parents/carers to academy communication. This will shown through the engagement in academy events.</p>
<p>6 – An improvement in boys progress and engagement</p>	<p>Narrowing the gap between P8 score between PP boys and other key groups.</p> <p>Most PP boys achieve their target grades across all year groups and all subjects. This will be monitored through report cycles.</p> <p>More PP boys access extra-curricular activities.</p>



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: £237,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and Retention	EEF recommends improving teaching as having the largest impact on disadvantaged pupils.	1, 2, 6
CPD, INSET, Curriculum planning time. Recovery curriculums in place within departments.	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.	1, 2, 6
Greater details on our strategies can be found on Pupil Premium Strategy Spend and Expenditure report.		

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

Budgeted cost: £122,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention across the curriculum. Including one to one tuition. This could be one to one support, Coursework catch up sessions	EEF states that on average one to one tuition is very effective at improving pupil outcomes. One to one tuition might be effective strategies for providing targeted support for pupils that are identified as having low prior attainment.	1, 2, 3, 6



additional booster sessions, independent study. External providers and visits.		
Lexia, Reading buddies, Drop Everything and Read, Accelerated Reader, reading intervention (SEND) mentor	Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1, 2, 3, 6
Greater details on our strategies can be found on Pupil Premium Strategy Spend and Expenditure report.		

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

Budgeted cost: £19,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evening sessions for each year group on how to support your child's learning.	The EEF states that parental engagement has a positive impact on pupils progress.	5
Rigorous waves of intervention linked to attendance.	Pupil's attendance has a direct correlation to academic success. The disadvantaged pupils are prioritised for support.	4
Greater details on our strategies can be found on Pupil Premium Strategy Spend and Expenditure report.		

Total budgeted cost: £379,323



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

There was no national data, due to the Covid-19 pandemic, internal data is compared to 2019 national data.

P8 for disadvantaged pupils in 2021 was in line with national others in 2019 (+0.13). P8 in 2021 was in line with national others for English and EBacc subjects and above national others in maths and the open basket subjects.

Attendance was a large focus at the Academy. Attendance figures not readily available but likely to be in line due to Covid-19. For disadvantaged pupils absence was 10.06%, 31.8% PA slightly above national due to Covid-19. Exclusions were below 2019 figures.

Enrichment/extra-curricular and high aspirations were a focus for disadvantaged pupils. 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.

Our disadvantaged pupils

Externally provided programmes

This list is a flavour of the programmes used by the Academy- many others are changeable through the academic year.

Programme	Provider
National tutoring programme	Funded by DFE
Show My Homework	Satchel one
Lexia	Lexia learning a cambium learning group company
Hegarty maths	
Mathswatch	Mathswatch
MyTutor	MyTutor
Star Reader	Renaissance learning



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?	Last year this funding was used within the pupil premium provision. Moving forward we a planning some more bespoke provision.
What was the impact of that spending on service pupil premium eligible pupils?	N/A