

# Pupil Premium and COVID Catch Up strategy statement

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

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

## School overview

Detail	Data
School name	Castle Hall Academy
Number of pupils in school	715
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	03/10/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	P Brook
Pupil premium lead	Miss E Rankin
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,265
Recovery premium funding allocation this academic year	£68,724
School-Led Tutoring funding	£21,627
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£335,616

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Hall Academy we believe that all students, regardless of their background, should be supported and challenged to attain the best possible outcomes during their time with us.

We aim to embed strategies, which narrow the attainment gap between those students who would be considered disadvantaged and their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	In general, disadvantaged students enter Year 7 with lower Key Stage 2 scores than other students, therefore there is a need to accelerate their progress in English and Mathematics over the academic year.
2	The reading ages of disadvantaged students are significantly lower than both chronology and national on entry.
3	Disadvantaged students, especially males have historically made less progress over Key Stage 3 and 4 than other students. This needs to be addressed to ensure that high attainment and Progress 8 scores are achieved by all students.
4	Positive learning habits are often not fully embedded. Internal behaviour and attitude to learning data highlights that on average disadvantaged students do not demonstrate the school's Values and Expectations as consistently as other students. This needs to be addressed so that it does not impede upon the academic progress and attainment.
5	The attendance rates for disadvantaged students are lower than the attendance of other students. This needs to be addressed so that it does not impede upon the academic progress and attainment.
6	Some disadvantaged students arrive at the academy lacking the necessary knowledge of CEAG to make informed career choices.
7	Disadvantaged students have been disproportionately impacted upon by the closure of school due to Covid 19. Students in Year 10 and Year 11 have significant curriculum gaps after lockdown and have a reduction in time to complete courses.
8	Lockdown period has negatively impacted upon the social, emotional and mental health of some disadvantaged students.

## Intended outcomes

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

Intended outcome	Success criteria
Disadvantaged students make accelerated levels of progress in English and Mathematics over the course of key stage 3.	Outcomes of disadvantaged students show little in-school variation. The majority of students are making at least expected progress during KS3.
Disadvantaged students make accelerated levels of progress in Reading and improve their reading ages.	Disadvantaged students in Y7-9 have a reading age at chronological or better. All students in KS4, have a RA which allows them to access GCSEs.
Disadvantaged students maximise their potential and leave school with the results necessary to access their next stage of learning.	The difference in the Progress 8 score for CHA disadvantaged students compared to other students nationally is diminished. NEET figure for disadvantaged students is 0%.
Disadvantaged students demonstrate positive behaviour for learning in all lessons.	Attitude to Learning and behaviour data show that disadvantaged students perform in line with other students in the academy.
Improved attendance of disadvantaged students.	Attendance of disadvantaged students in all year groups to be at or above national figures.
To raise the aspirations and educational ambitions of all students with a relentless focus upon disadvantaged students.	Students in KS4 have attended talks from external employers. KS5 providers have engaged with our students in KS4. Students have visited KS5 and further education providers.
Disadvantaged students quickly fill the gaps in knowledge created by school closure.	Disadvantaged students in KS4 attend additional lesson 8 sessions. Narrowing progress and attainment gap between disadvantaged students and their peers in cycle assessments.
Social, emotional and mental health issues do not prevent disadvantaged students making progress with their studies.	Social, emotional and mental health embedded across the curriculum. Number of CPOMS alerts for SEMH reduces. Students are able to see a mental health nurse.

## 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: £ 114,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
The curriculum is planned so that students have 5 lessons a week of English and Mathematics throughout both key stage 3 and 4.	Additional lesson time gives students chance to master their learning. The EEF suggests that this can + 5 Months.	1
Y7 and Y8 have an hour of literacy as well as 5 hours of English.	The EEF suggests that phonics, oral language interventions and reading comprehension can all have an impact of adding up to 5 months.	1,2
Instructional Coaching – Coached coaches to focus on Rosenshine’s Principles & TLAC strategies in teaching CPD.	Evidence-based strategies are supporting students’ learning potential in knowledge and retention. The TLAC strategies in particular are allowing students to maximise learning and retain key subject knowledge.	1,3,7
Additional staffing and TLR responsibilities in English, Mathematics and Science to facilitate small class sizes and to monitor the progress of disadvantaged students.	EEF suggests that reducing class sizes can +3months.	1
Staff training on Feedback.	EEF +8months, very high impact for very low cost, based on moderate evidence.	1,3,7
NGRT tests to be sat in Year 7 – 9 each cycle.	The EEF suggests that reading comprehension can + 5 months based on expensive evidence.	2
Students in KS4 receive Revision Guides/workbooks for all subjects.	The revision guides and workbooks assist with the whole school homework strategy which the EEF suggests can have an impact of + 5 months. Self-regulating skills will improve for independent work in the future. Metacognition and self-regulation can have an impact of +7 months.	1,3,7
Appointment of a Director of Pastoral.	The EEF suggests that behaviour interventions can have a + 4 Months impact based on extensive research.	4

Appointment of a Director of whole school literacy.	The EEF suggests that phonics, oral language interventions and reading comprehension can all have an impact of adding up to 5 months.	2
Disadvantaged students in all year groups will receive Knowledge Organisers for each subject every cycle.	In addition to complementing our knowledge-rich curriculum they enable students to ‘organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000)’ in a much more systematic way than traditional revision guides and textbooks. With careful design and use of knowledge organisers, we can construct schemas, complex architectures of knowledge stored in long-term memory, with a view to automating their use (Paas et al., 2004).	1,3,4,7

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

Budgeted cost: £ 49,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending the school day to lesson 8 to allow for additional learning time for Y11 students.	The EEF suggests that extending the school day can have an impact of + 2 months.	3,7
Extending the school week to have Saturday School for additional learning time for Y11 students.	The EEF suggests that extending the school day can have an impact of + 2 months.	3,7
Small group tuition for disadvantaged students to aid the closing of the gap between PP and their peers.	The EEF suggests that small group tuition can have an impact of + 4 months.	1,3
Accelerated Reader and Lexia delivered during English lessons to improve students’ reading and comprehension skills.	The EEF suggests that reading comprehension can have an impact of adding up to 5 months.	1, 2
All students in Y7-10 will be read to during lesson 1 and develop reading strategies. They will experience 24 books throughout their time at CHA.	The EEF suggests that phonics, oral language interventions and reading comprehension can all have an impact of adding up to 5 months.	2
Homework Strategy and Mastery Learning.	The EEF suggests homework can +5months. High impact for very low cost, based on moderate evidence. In addition to this, mastery learning also has evidence to suggest + 5 months.	1,3,7

Homework club is used to assist students who are struggling to complete homework at home and to build self-regulating skills for independent work in the future.	EEF +8months High impact for very low cost, based on extensive evidence.	1,3,7
Additional Y11 parents evening for PP students to provide them with additional revision materials and communicate strategies with parents to improve progress.	EEF suggests that improving parental involvement has a +3months impact.	3,7
Progress leader – tracks and monitors intervention and mentors PP students in KS4.	EEF +1month, Low impact for moderate cost, based on moderate evidence.	3,7

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

Budgeted cost: £ 120,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an attendance officer to track, monitor and intervene to improve attendance.	Pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons.	5
Incentivise improvements in attendance and A2L through rewards system/SIXER programme. Rewards events each cycle.	Evidence suggests that poor attendance can have a significant negative impact on a child's outcomes.	4,5
Students to receive 70 – 90 hours of counselling.	EEF suggests that embedding social and emotional learning can have an impact of +3months.	8
Purchasing of the Class Charts app.	Parents and students to track set homework more effectively. This is leading to higher completion rates of the bespoke catch-up homework being set as part of the planned curriculum recovery. It is also supporting with remote learning and online assessments. EEF suggests that improving parental involvement has a +3months impact.	4,7,8
Instructional Coaching ensures consistent routines are embedded across school with a culture of practice.	The EEF suggests that behaviour interventions can have a + 4 Months impact based on extensive research.	4

All students in Y11 (including disadvantaged) receive careers advice and all students to attend a careers fair.	Improving young people's access to careers facilities and resources through face-to-face, internet and telephone helpline services delivered in a variety of accessible locations is viewed as a key priority by government policymakers in contributing to the UK's social and economic prosperity.	6
Employment of a careers adviser.	Young people with well-developed career-related skills are more likely to make successful transitions at age 16 than those with less well-developed skills. Young people with clear career goals are more likely to out-perform those without clear goals in terms of educational attainment irrespective of the overall performance of the schools they attend. Good careers education programmes have a significant and positive impact on the development of young people's career exploration and decision-making skills. Professional impartial careers education and guidance can help reduce course switching and drop-out from post-16 education. A 'unique selling point' of specialist Careers Advisers working in schools and colleges is the reassurance that they provide young people and their parents with independent professional support and access to impartial information.	6
Students are provided with AFL kits, PE kit and uniform vouchers.	Evidence suggests that if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	3,8
Encourage all students to attend at least one Extra-Curricular activity a week.	The EEF suggests that sports participation can +2months.	8
Run an annual Sports Day at an external sports venue.	The EEF suggests that sports participation can +2months.	8
Arrange Educational visits for Week 10 in Cycle 1 and 2 to ensure students experience cultural capital.	In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema (Sauntson, 2020).	6
Students in KS4 to visit a further education provider.	Evidence suggests that almost three quarters of applicants would have found visiting more universities useful.	6
New academy displays to support the culture and key ways to achieve to promote students' success.		4
Y11 visit to Kingswood for additional learning to take place in English, Maths and Science, Sept 2021.	The EEF suggests that outdoor adventure learning can have a + 3 Months impact.	1,3,4,7,8
Run a personal development curriculum with mental health awareness embedded throughout.	EEF suggests that embedding social and emotional learning can have an impact of +3months.	8

**Total budgeted cost: £ 285,293**

## 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 2021 to 2022 academic year.

Success criteria	Impact
Outcomes of disadvantaged students show little in-school variation. The majority of students are making at least expected progress during KS3.	In cycle 1 disadvantaged students in year 7 performed in line with their peers in Maths, Geography and Science. At the end of year 8 disadvantaged students' attainment was above that of their peers in Maths, Geography and History. Disadvantaged students at the end of year 9 were making better progress than their peers in English, Science and History.
Disadvantaged students in Y7-9 have a reading age at chronological or better. All students in KS4, have a RA which allows them to access GCSEs.	Year 7 students on average made a 5 month increase in their reading age, year 8 a 4 month increase and in year 9 a 3 month increase.
The difference in the Progress 8 score for CHA disadvantaged students compared to other students nationally is diminished. NEET figure for disadvantaged students is 0%.	Progress 8 data not yet available. At the end of Year 11 all students had applied for Post 16 provision. Students achieved a grade higher on average as the attainment 8 score increased to 44.8 compared to 34.4 in 2019.
Attitude to Learning and behaviour data show that disadvantaged students perform in line with other students in the academy.	The average attitude to learning score for disadvantaged students was in line with their peers.
Attendance of disadvantaged students in all year groups to be at or above national figures.	Attendance of disadvantaged students in year 89.7% above national figures.
Students in KS4 have attended talks from external employers. KS5 providers have engaged with our students in KS4. Students have visited KS5 and further education providers.	Our local college, sixth form and apprenticeship providers visited weekly to discuss opportunities to our Year 11 students.
Disadvantaged students in KS4 attend additional lesson 8 sessions. Narrowing progress and attainment gap between disadvantaged students and their peers in cycle assessments.	Additional lesson 8 sessions ran from September right up until their exams. Our disadvantaged gap narrowed considerably compared to 2019. Students achieved a grade higher on average as the attainment 8 score increased to 44.8 compared to 34.4 in 2019. Over 50% of disadvantaged pupils' grades were 5+.
Social, emotional and mental health embedded across the curriculum. Number of CPOMS alerts for SEMH reduces. Students are able to see a mental health nurse.	Students struggling with mental health were able to see our emotional well-being worker.

## 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*

<b>Programme</b>	<b>Provider</b>
Maths Watch	Maths Watch Ltd
Educake	Educake Ltd
Accelerated Reader	Renaissance