

Pupil premium strategy statement ending 2022 with impact statements

This statement details how the Academy used pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. It also clearly shows the impact of each stand of the strategy.

School overview

Detail	Data
School name	Castle View Enterprise Academy
Number of students in school	1012
Proportion (%) of pupil premium eligible students	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019-2020, 2020-2021, 2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Owens (Principal)
Pupil premium lead	Mark Appleton (Junior Assistant Vice Principal)
Governor / Trustee lead	Mrs D Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425548.96
Recovery premium funding allocation this academic year	£58608.38 (plus £61357.51 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	£545514.85

Part A: Pupil premium strategy plan

Statement of intent

Our intent as an Academy is to balance preparing students for external examinations alongside their own personal development. There is a strong emphasis on developing:

- Healthy and active students.
- Students emotional well-being.
- A 'love of learning'.
- Resilience, confidence and character.
- Debating, listening and respecting viewpoints.
- The emotional intelligence required to be a productive member of the workforce.
- An understanding, through the careers programme, of the opportunities available to students once they leave school.
- An understanding of 'British Values' and the implications for life in modern day Britain.
- Students' spiritual, moral, social and cultural learning.
- Students to achieve their personal best.

All students who are in receipt of the Pupil Premium grant should have equal access to the curriculum and also wider Academy life. At Castle View Enterprise Academy, we firmly believe in supporting every student to achieve their personal best. At the heart of this is quality-first teaching, which is supported by a range of interventions and additional wider strategies to ensure that disadvantaged students can succeed. Our overriding aim in terms of academic progress is to see the gap diminish between disadvantaged students and their more affluent peers. We currently use the Education Endowment Fund toolkit research findings to further support our students and all strategies and spending follow their suggested three-tiered approach. Regular assessment periods are calendared throughout the year to make certain that all data is up to date which allows timely and appropriate intervention to be delivered when needed.

The Academy is very much aware that many disadvantaged students face a plethora of barriers which hamper their learning. Below is a summary of some of the challenges which our students face. Whilst this list is by no means exhaustive, it is vital that these challenges remain pertinent in our minds as we strive to help all our students achieve their personal best.

The current three-year plan aims to ensure inclusivity for our disadvantaged students, whereby they are at the heart of the Academy and their specific needs are at the forefront of our minds when planning and delivering quality-first teaching. The key principle of this strategy is to positively discriminate towards these most disadvantaged students to ensure their lives are filled with positivity and improved personal development.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress Progress 8 figure from 2019 (last set of formal examinations) -1.06. Progress 8 figure from 2019 is well below national average.
2	Literacy Disadvantaged students entering year 7 with reading ages below non-disadvantaged students and also below their actual age.
3	Non-Secondary Ready/Low-Ability Increasing student numbers of Non-Secondary Ready Students.
4	Attendance Gap between disadvantaged and non-disadvantaged attendance 2018-19 gap 5.18% & 2019-20 gap 3.52%. Attendance of disadvantaged students below national average 2018-19 and just above in 2019-20 (NA 91.1%, CVEA disadvantaged 2018-19 89.49% & 2019-20 91.21%).
5	Parental Engagement Parents' evening attendance averaging below 50% for parents of 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
Improved outcomes in all subjects for PP students	Ensure improving trend on previous data. In line with national average.
Increased progress in literacy for students eligible for PP	Literacy levels of disadvantaged students to match those of non-disadvantaged students.
Improved progress for NSR PP students	More rapid progress from NSR students compared to their peers.
Increased attendance for students eligible for PP.	Reduce the gap between disadvantaged and non-disadvantaged attendance (2018-19 gap 5.18% & 2019-20 gap 3.52%). Attendance of disadvantaged students in line with national average.
Increased parental engagement.	Improved parents' evening attendance of disadvantaged students. Reduce the gap in attendance to parents' evenings between disadvantaged and non-disadvantaged families.

Activity in this academic year

This details how we intended to spend our pupil premium (and recovery premium funding) **during 2021/22** to address the challenges listed above and assesses the impact of each stand of the strategy.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £234,204

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Statements
Member of SLT solely responsible for disadvantaged students	Junior Assistant Vice Principal appointed in 2019 to oversee progress of disadvantaged students.	1	<p>Basics figure for disadvantaged students 9-4 English/maths improved from 38% (2019) to 53.3% (2022).</p> <p>Basics figure for disadvantaged students 9-5 English/maths improved from 22% (2019) to 45.3% (2022).</p> <p>Attainment 8 for disadvantaged students improved from 29.2 (2019) to 39.4 (2022).</p> <p>Progress 8 figure has improved from -1.06 (2019) to -0.9 (2022).</p>
Appoint experienced senior staff in core and EBacc from 2019	New Junior Assistant Vice Principals appointed in September 2019 in English, maths, geography, history and Spanish.	1	<p>Significant improved in all measures for basics measures as outlined above.</p> <p>Improvements in history from 2019. 9-5 measure is now 48.4% (2022) compared to 34.2% (2019). 9-4 measure is now 57% (2022) compared to 48.1% (2019). The average points score has increased from 3.75 (2019) to 4.3 (2022).</p> <p>There are some fluctuations in Spanish and geography outcomes compared to 2019. However, this is due to a larger cohort in 2022 with also a much broader ability spread.</p>

			<p>The gap between disadvantaged and non-disadvantaged pupil performance is closing in all areas as outlined below.</p> <p>English gap: grades 9-7 -18.3% (2019) compared to -10.4% (2022). Grades 9-4 -35.8% (2019) compared to 27.3% (2022).</p> <p>Maths gap: grades 9-7 29.5% (2019) compared to 18% (2022). Grade 9-4 – 34.9% (2019) compared to 25.2% (2022).</p> <p>Science gap (combined): grades 9-4 27% (2019) to 19% (2022).</p> <p>Geography gap: grade 9-7 12.6% (2019) compared to 9.2% (2022). Grade 9-4 31.4% (2019) compared to 24% (2022).</p> <p>The average grade in Spanish between disadvantaged and non-disadvantaged students now stands at one sub grade (4a compared to 5c).</p> <p>43% of disadvantaged students were entered for EBacc (compared to only 7% in 2019). 50% of disadvantaged students completed the EBacc achieved a grade 9 to 4 pass. A further 28% gained a grade 9 to 5 pass.</p>
Additional staffing	New subject specialist staff appointed across a range of departments (maths, science, geography).	1	<p>Maths 9-7 results improved from 19% (2019) to 30.6% (2022). 9-5 results improved from 52.7% (2019) to 62.3% (2022) and 9-4 results improved from 68.2% (2019) to 74.9% (2022). The average maths grade (point score) improved from 4.52 (2019) to 5.04 (2022).</p> <p>Combined science results improved. Grades 9-5 improved from 22.9% (2019) to 30.5% (2022) and 9-4 improved from 38.8% (2019) to 59.4 (2022). Average points score in all triple science subjects increased (biology 5.17 to 6.08, chemistry 5.63 to 6.56, physics 6.13 to 6.56).</p> <p>The additional staff appointed in geography have enabled the cohort numbers at GCSE to increase from 32 students in 2019 to 118 students in 2022.</p>
High quality teaching for all	<p>All lessons must include:</p> <ul style="list-style-type: none"> Spacing and interleaving starter to improve memory and recall of knowledge 	1	<p>Data from year 11 exit survey shows that the use of knowledge organisers, lesson starters and weekly knowledge tests, all scored highly in the ranking of what had the most impact on their progress. Average scores for these strategies were higher than in 2019 which suggests they are now embedded across the Academy and are having greater impact.</p>

	<ul style="list-style-type: none"> Thinking hard strategies to promote application of knowledge. Cumulative weekly testing must take place. The use of knowledge organisers to promote independent learning. <p>Cumulative testing evidence</p>		<p>Basics figure for disadvantaged student 9-4 English/maths improved from 38% (2019) to 53.3% (2022).</p> <p>Basics figure for disadvantaged students 9-5 English/maths improved from 22% (2019) to 45.3% (2022).</p> <p>Attainment 8 for disadvantaged students improved from 29.2 (2019) to 39.4 (2022).</p>
High Quality CPD for all staff and specific CPD on remote learning	<p>CPD will continue to embed strategies introduced previously based around metacognition and teaching the “CVEA way”. Specifically, thinking hard strategies will now be developed and memorising and recalling information will be focused on.</p> <p>Metacognition evidence</p> <p>Specific staff training delivered on ‘live teaching’ over Microsoft Teams to ensure that quality-first teaching can still take place when students are isolating or during any future lockdowns. New VLE created across teams to enable an increase in independent learning.</p>	1	<p>All staff feedback from CPD survey shows staff rated CPD as being effective in improving their teaching and learning strategies (average score of 3.6 out of 5).</p> <p>All staff feedback from CPD survey shows staff rated CPD as being effective in improving their teaching and learning strategies for disadvantaged students (average score of 3.8 out of 5).</p> <p>Improvements in whole Academy GCSE results also shows that CPD has been extremely affective.</p>
Curriculum Review	<p>A detailed review of the curriculum across all departments adapting medium- and long-term plans to ensure that lost learning is covered without jeopardising future learning.</p>	1	<p>Basics figure for disadvantaged students 9-4 English/maths improved from 38% (2019) to 53.3% (2022).</p> <p>Basics figure for disadvantaged students 9-5 English/maths improved from 22% (2019) to 45.3% (2022).</p> <p>Attainment 8 for disadvantaged students improved from 29.2 (2019) to 39.4 (2022).</p>

<p>Dedicated leads for Catch-up and Remote Learning</p>	<p>A member of SLT has been appointed to oversee catch-up. A member of SLT has been appointed to oversee all aspects of remote learning in anticipation of phases of self-isolation and/or future lockdowns, and to develop and drive the use of our VLE.</p> <p>Impact of homework evidence</p>	<p>1</p>	<p>Students who participated in catch-up tutoring in English, maths or science made between 0.5 and 1 subgrade more progress on average compared to their peers during the term they received the intervention.</p> <p>Students who engaged in NTP online catch-up sessions improved their working at grade by an average of 2.5 grades across the year. Qualitative data, in terms of staff and student voice, spoke highly of the sessions and specific mention was made to the increase in confidence that was gained from this additional catch-up work.</p> <p>30 year 11 students were selected for our academic mentoring programme in English. None of these were predicted to gain a grade 4 or above. 23 achieved a grade 4+ and 17 achieved a grade 5+. The average grade of these students increased by 1.27 grades across the year (from 2.8 to 4.1).</p> <p>30 year 11 students were selected for our academic mentoring programme in maths. None of these were predicted to gain a grade 4 or above. The average starting grade of these students was a grade 2. 22 achieved a grade 4+ and 16 achieved a grade 5+, making 1.94 grades progress throughout the programme.</p> <p>All departments now have a fully functionable VLE which covers their curriculum. Students can access this remotely.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £255,118.54

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Statements
Targeted teacher support for students who are making limited progress	Famous five strategy in place in all classes (minimum of five students selected must be PP students who are off target) Selected famous five students will receive additional teacher support.	1	Some difference in impact across classes/subjects/year groups – this will be investigated to find best practice over the coming year. The improvement in overall outcome data for disadvantaged students (as outlined previously) shows vast improvements and demonstrates that this approach has been effective in engaging and supporting these students at an Academy wide level.
Pastoral mentoring and year 11 mentoring	Selected students in years 7 to 11 selected for pastoral monitoring by Head of Year. All year 11 students have at least one mentor. Mentoring evidence	1	Basics figure for disadvantaged students 9-4 English/maths improved from 38% (2019) to 53.3% (2022). Basics figure for disadvantaged students 9-5 English/maths improved from 22% (2019) to 45.3% (2022). Attainment 8 for disadvantaged students improved from 29.2 (2019) to 39.4 (2022). Gap between disadvantaged and non-disadvantaged attendance was 5.18% (2019) and in 2022 it was 3.09%. The suspension rate for 2021-22 was 0.008 which is 3.7% below the national average.
None Secondary Ready dedicated setting	Dedicated non-secondary ready groups in year 7 and 8 to provide tailored support for least able students.	3	Progress 8 for lower ability students in 2022 was -0.4 which was higher than both middle and higher ability students. The gap between disadvantaged and non-disadvantaged students within the lower ability range was only 0.05 (disadvantaged -0.42 compared to -0.37 for non-disadvantaged).

Increased literacy support	<p>Read Write Ink and 'catch-up' literacy is being delivered weekly to students in year 7 and 8 with low literacy levels.</p> <p>Reading strategies evidence 1</p> <p>Reading strategies evidence 2</p>	2	<p>262 students received some form of reading/literacy support across the academic year 2021-22. This was split into three waves to reflect the three terms.</p> <p>Year 7 Reading intervention Programme:</p> <p>Wave 1 - average improvement of reading Age = 1 year 5 months.</p> <p>Wave 2 - average improvement of reading age = 1 year 10 months.</p> <p>Wave 3 - average improvement of reading age = 2 years 10 months.</p> <p>Year 8 & 9 Peer Reading Mentoring:</p> <p>Wave 1 - average improvement of reading age (year 8) =2 years 8 months. Average improvement of reading age (year 9) = 3 years 8 months.</p> <p>Wave 2 - average improvement of reading age (year 8) =3 years 5 months. Average improvement of reading age (year 9) = 3 years 4 months.</p> <p>Wave 3 - average improvement of reading age (year 8) = 2 years 6 months.</p>
Earlier roll out of year 11 intervention programme	<p>A detailed year 11 intervention programme is being delivered to all year 11 students and across all departments. This takes place before and after school.</p> <p>Extending school day evidence</p>	1	<p>The results of the year 11 exit survey (student voice) shows that students view intervention as the third most impactful strategy (out of 21 that were listed) which has helped them over the course of the year. This was only surpassed by pre-exam boosters and the overall impact of their teachers.</p>
SEND mentoring programme	<p>Two SEND mentor rolls created to support students.</p> <p>Mentoring evidence</p>	1	<p>Basics figure for SEN students 9-4 English/maths improved from 6% (2019) to 33.3% (2022)</p> <p>Basics figure for SEN students 9-5 English/maths improved from 6% (2019) to 33.3% (2022)</p> <p>Attainment 8 for disadvantaged students improved from 22.7.2 (2019) to 32.4 (2022)</p>

Academic mentoring programme	Lead academic mentor roll created and academic mentor appointed to support students in key stage 4.	1	30 year 11 students were selected for our academic mentoring programme in English. None of these were predicted to gain a grade 4 or above. 23 achieved a grade 4+ and 17 end up getting a grade 5+. The average grade of these students increased by 1.27 grades across the year (from 2.8 to 4.1). 30 year 11 students were selected for our academic mentoring programme in maths. None of these were predicted to gain a grade 4 or above. The average starting grade of these students was a grade 2. 22 achieved a grade 4+ and 16 achieved a grade 5+, making 1.94 grades progress throughout the programme.
Catch-up tutors appointed	Three catch-up leads appointed in English, maths and science to deliver additional intervention to targeted students. A lead catch-up tutor appointed in middle-leader role.	1	Students who participated in this programme made between 0.5 and 1 subgrade more progress on average compared to their peers during the term they received the intervention.
NTP employed to deliver online tutoring	Teaching Personnel used to deliver online tutoring to address gaps in knowledge following remote learning.	1	Students who engaged in these sessions improved their working at grade by an average of 2.5 grades across the year. Qualitative data, in terms of staff and student voice, spoke highly of the sessions and specific mention was made to the increase in confidence that was gained from this additional catch-up work.

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

Budgeted cost: £56192.31

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Statements
SNAP B	Specialist mentoring program to support the emotional needs of targeted disadvantaged students which will improve academic outcomes. Social and emotional support evidence	1	The suspension rate for 2021-22 was 0.008 which is 3.7% below the national average.

Careers Guidance	All year 11 students provided with dedicated careers support interviews to provide clear pathway from GCSE to further and higher education and employment.	1	All students who left in 2022 have enrolled in further education, apprenticeships or employment with training. Interestingly, 96% of disadvantaged students are intending to attend further education/sixth form compared to 84% on non-disadvantaged students.
Class Charts	Student information shared regularly through class charts with parents – specifically with reference to homework setting and completion. Parental engagement evidence Impact of homework evidence	5	74% of parents have accessed Class Charts in 2020-21. This increased slightly in 2021-22 to 76%. This was not tracked prior to 2020-21.
Attendance officer	Attendance officer employed through the local authority to monitor persistent absence and conduct home visits where unauthorised absence is recorded. Evidence of need from past OFSTED inspection	4	Gap between disadvantaged and non-disadvantaged attendance has improved from 5.18% in 2018-19 to 3.09% in 2021-22. Persistent absence is higher than 2018-19. However, it has decreased over the course of the year as the targeted schemes have had an impact. Persistent absence was at 34.68% at the end of half-term 1 but this has decreased to 29.71% by the end of half-term 4.
Targeted Attendance support	Heads of year now have dedicated days allocated to deal with attendance issues for targeted students. Evidence of need from past OFSTED inspection	4	Gap between disadvantaged and non-disadvantaged attendance has improved from 5.18% in 2018-19 to 3.09% in 2021-22. Persistent Absence is higher than 2018-19. However, it has decreased over the course of the year as the targeted schemes have had an impact. Persistent absence was at 34.68% at the end of half-term 1 but this has decreased to 29.71% by the end of half-term 4.
School Cloud	Purchased to ensure parents' evenings can occur without the need for face-to-face meetings. Parental engagement evidence	5	Whilst parent engagement has increased through the use of apps such as Class Charts (74% of parents have accessed Class Charts in 2020-21). This increased slightly in 2021-22 to 76%. The gap for parents' evening attendance between disadvantaged students and non-disadvantaged students is still significant (year 7 – 10%, year 8 – 29%, year 9 – 27%, year 10 – 22%, year 11 – 31%).

<p>Greater involvement of disadvantaged students throughout school</p>	<p>50:50 strategy. Staff are encouraged to have a 50:50 ratio of disadvantaged students to non-disadvantaged students in all aspects of Academy life, whilst this list is not exhaustive, this could include:</p> <ul style="list-style-type: none"> • Teacher questioning. • Positive referrals. • Book scrutiny. • Extra-curricular clubs. • Educational visits. <p>Evidence for the need to raise aspirations</p>	<p>1</p>	<p>The percentage of positives awarded to disadvantaged students has increased continuously from the start of this three-year plan. 2018-19 – 33%, 2019-20 – 37%, 2020-21 – 41% and finally in 2021-22 this has increased to 44%. This improvement almost reflects the percentage of disadvantaged students in the Academy. Notably, in 2021-22 the average number of positives awarded to disadvantaged students (144) was higher than that awarded to non-disadvantaged students (140). It is a concern that the average negatives awarded per student is higher for disadvantaged students and this will be a focus for the forthcoming plan.</p> <p>From the summer term of 2018 extra-curricular was tracked so that the provisions could be analysed more closely. The gap between disadvantaged and non-disadvantaged attendance to extra-curricular activities stood at 26%. In 2019 the GAP reduced significantly to 6%. In 2021 the gap reduced further to only 5% and by the end of 2022 the gap was only 2%. Interestingly the gap in year 7 and 8 was larger, there was no gap in year 9 and the gap in year 10 & 11 was actually positive in favour of disadvantaged students. This suggests that these older students have hugely benefited from the three years of this overall plan.</p> <p>A total of 67 trips/visits were offered during 2021-22. 46% of all disadvantaged students attended a trip/visit. This was compared to 51% of non-disadvantaged students. Again, this shows there isn't a significant disparity of access to trips.</p>
<p>Meeting the needs of individual disadvantaged learners</p>	<p>Disadvantaged students will not move down sets unless as a last resort with agreement from SLT link.</p> <p>Evidence to support tackling learned helplessness</p>	<p>1</p>	<p>During the academic year 2021-22 a total of 243 set moves were requested across all year groups and subjects. Only 16% of these were disadvantaged students moving down a set.</p>
<p>Weekly disadvantaged bulletins</p>	<p>Bulletins shared weekly to promote awareness of disadvantaged students. Data to be shared on attendance and behaviour, forthcoming mentor meetings and clear strategies to improve teaching and learning.</p>	<p>1</p>	<p>It is clear from the evidence provided already that student outcome data for disadvantaged students and engagement of these students across the Academy has increased over the three-year period of this action plan.</p>

	Evidence to support the promotion of positive discrimination		
Access to electronic devices for remote learning/independent working/homework	Laptops issued to disadvantaged students to support remote learning, whether this be catch-up, revision or work during self-isolation.	1	All students/parents who requested the use of a laptop have received one following our audit of who has access to a device.
Investment in additional webcams and speakers	This additional investment has allowed for more remote learning during phases of lockdown and also for access to online tutoring within the Academy.	1	Engagement of the 120 least engaged disadvantaged students rose from under 20% to 77% during remote learning during lockdown. Whilst this was prior to 2021/22 it was a major contributing factor to ensuring 'lost learning' was kept to a minimum and thus allowed students to begin 2021 from a much better starting point.
Remote learning administrator	Money has been invested into employing an additional member of administration staff to assist with the administration of device access.	1	
Miscellaneous	Additional support given in terms of uniform, equipment, food ingredients, revision guides etc.	1	NA

Total budgeted cost: £538542.54