

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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 View Enterprise Academy
Number of students in school	1032
Proportion (%) of pupil premium eligible students	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23, 2023-24, 2024-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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.	£444,533
Recovery premium funding allocation this academic year.	£124,062
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.	£568,595

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 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, many of which have been exacerbated by the Covid-19 pandemic. On the following page 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 now filled with positivity and improved personal development.

The Academy has a well-established and thorough catch-up provision, which is designed to reduce the impact of the Covid-19 pandemic. This covers all year groups and is heavily weighted towards disadvantaged students. Details of this are provided throughout this action plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Progress</p> <p>Narrowing of the gap in all areas. Progress 8 figure gap. Attainment 8 figure gap. Basics figure for disadvantaged students 9-4 English/maths Basics figure for disadvantaged students 9-5 English/maths</p>
2	<p>Literacy</p> <p>Disadvantaged students entering in year 7 with low-level of literacy / reading age below their expected level.</p>
3	<p>Non-Secondary Ready/Low-Ability</p> <p>Higher numbers of year 7 students with scaled scores below 100 for English and maths</p>
4	<p>Attendance</p> <p>Narrowing the attendance gap between disadvantaged and non-disadvantaged students.</p>
5	<p>Parental Engagement</p> <p>Gap in parents' evening attendance between disadvantaged and non-disadvantaged students.</p>
6	<p>Behaviour for Learning</p> <p>Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. These often lead to an increase in behavioural issues amongst disadvantaged students.</p>

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 achieve equivalent attainment to national non-disadvantaged Attainment 8.	Attainment 8 gap.
Disadvantaged students achieve equivalent progress to national non-disadvantaged Progress 8.	Progress 8 gap.
Improved attendance amongst disadvantaged students.	No gap between disadvantaged and non-disadvantaged students. Attendance in line with National Average.
Improved literacy and reading for students in year 7 and throughout key stage 3.	Closing of the gap in reading ages between disadvantaged and non-disadvantaged students.
Improved behaviour for learning in disadvantaged students.	Ensure additional support is available to remove social and emotional barriers for learning.
Increased parental engagement.	Reducing the gap between disadvantaged and non-disadvantaged in parental engagement with parents' evenings etc.

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: **£298704**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT solely responsible for disadvantaged students.	Junior Assistant Vice Principal appointed in 2019 and retained to oversee progress of disadvantaged students.	1
Senior staff retained in core and EBacc from 2019 and additional senior staff appointed across the Academy.	<p>Junior Assistant Vice Principals retained in English, maths, history and replaced Spanish. Addition of a new Junior Assistant Vice Principal appointed in design and technology in September 2022.</p> <p>The research conducted by the Sutton Trust shows the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p> <p>Hyperlink to evidence – Impact of High Quality Teaching</p>	1
Additional staffing.	New subject specialist staff appointed across a range of departments (maths, science, geography, English).	1
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. • Thinking hard strategies to promote application of knowledge. • Cumulative weekly testing must take place. • The use of knowledge. <p>Research has clearly shown that regular opportunities for students to practice retrieving knowledge is the best way for them to commit knowledge to their long-term memory.</p> <p>Hyperlink to evidence - Impact of Cumulative Testing</p>	1

<p>High Quality CPD for all staff and specific CPD on remote learning.</p>	<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>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Hyperlink to evidence – Impact of metacognition</p> <p>All staff have been enrolled onto SSAT Embedding Formative Assessment programme for 2022-24 to further develop our teaching and learning across the Academy.</p> <p>Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.</p> <p>Hyperlink to evidence – Impact of EFA Project</p>	<p>1</p>
<p>Curriculum Review.</p>	<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. The curriculum was also reverted to a three-year Key Stage 3 to ensure broader and deeper curriculum coverage.</p> <p>Hyperlink to evidence - Curriculum Model</p>	<p>1</p>
<p>Dedicated lead for catch-up.</p>	<p>A member of SLT has been appointed to oversee catch-up.</p>	<p>1</p>

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

Budgeted cost: **£208086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher support for students who are making limited progress.	<p>Positive discrimination strategy in place in all classes where disadvantaged students will receive additional teacher support.</p> <p>Hyperlink to evidence – Raising Aspirations Evidence</p> <p>Hyperlink to evidence – Positive Discrimination 1</p> <p>Hyperlink to evidence – Positive Discrimination 2</p>	1
Pastoral mentoring & year 11 mentoring.	<p>Selected students in years 7 to 11 selected for pastoral monitoring by Head of Year. A selection of year 11 students have at least one mentor – this is weighted to disadvantaged students.</p> <p>Hyperlink to evidence - Mentoring</p>	1
None Secondary Ready dedicated setting.	<p>Dedicated non-secondary ready and nurture groups in years 7 and 8 to provide tailored support for least able learners.</p> <p>Hyperlink to evidence – Impact of Covid-19 on Primary Education</p>	3
Primary Teacher Employed.	<p>A former-primary school teacher has been employed in September 2022 to support with the teaching of some of our lowest ability students and to develop best practices amongst current staff when teaching these students. This member of staff will be best placed to bridge any gaps in knowledge from primary school as a result of the Covid-19 pandemic.</p> <p>Hyperlink to evidence – Impact of Covid-19 on Primary Education</p>	3
Increased literacy support.	<p>Literacy programme is delivered weekly to students with low literacy levels.</p> <p>Hyperlink to evidence – Reading Strategies 1</p> <p>Hyperlink to evidence – Reading Strategies 2</p>	2
Earlier role 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. This has started from week two of the Academic year.</p> <p>Hyperlink to evidence – Extending School Day</p>	1

Revision residential weekends.	Residential weekends are planned across a range of subjects to support students in preparation for their GCSE examinations. These weekends also focus on learning / revision techniques which can be transferred across subjects. Hyperlink to evidence – Extending school day evidence	1
SEND mentoring programme.	Two SEND mentor roles created to support students as well as an assistant SENCO. Hyperlink to evidence – Mentoring	1
Academic mentoring programme.	Lead academic mentor role created and two academic mentors appointed to support students in key stages 3 and 4. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Hyperlink to evidence - Mentoring	1
Catch-up tutors appointed.	Catch-up tutors appointed in English, maths and science to deliver additional intervention to targeted students across years 7,8,9 and 10. A lead catch-up tutor appointed in middle-leader role. Research has suggested that schools feel that they own staff who know the school and students have a greater impact when delivering catch-up sessions to their students. Hyperlink to evidence - Internal Catch-up Programme 1 Hyperlink to evidence - Internal Catch-up Programme 2	1
NTP employed to deliver online tutoring.	Teaching Personnel used to deliver online tutoring to address gaps in knowledge following remote learning. Hyperlink to evidence - Online tutoring evidence	1

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

Budgeted cost: £61805

Activity	Evidence that supports this approach	Challenge number(s) addressed
SNAPB.	<p>Specialist mentoring programme to support the emotional needs of targeted disadvantaged students which will improve academic outcomes. The SNAPB programme is positively discriminated towards disadvantaged students.</p> <p>Hyperlink to evidence - Social and emotional support evidence</p>	4 & 6
Counsellor.	<p>A full-time councillor has been appointed in 2022 to offer support the emotional wellbeing of students. This was also in response to an increase in mental health issues which was anticipated after the Covid-19 pandemic.</p> <p>Hyperlink to evidence - Social and emotional support evidence</p>	4 & 6
Updated behaviour policy with restorative justice at its heart.	<p>All students who are required to attend SLT detentions will receive a session designed to address and improve their behaviour choices. All students who are completing a SLT detention will complete a repair and mend with the member of staff who have issued the negative referral.</p> <p>Hyperlink to evidence - Behaviour Guidance</p>	6
Careers guidance.	<p>All year 11 students provided with dedicated careers support interviews to provide clear pathway from GCSE to further and higher education and employment.</p>	1
Class Charts.	<p>Student information shared regularly through Class Charts with parents – specifically with reference to homework setting and completion.</p> <p>Hyperlink to evidence - Parental engagement evidence Hyperlink to evidence - Impact of homework evidence</p>	5
Attendance officer.	<p>Attendance officer employed to monitor persistent absence and conduct home visits where unauthorised absence is recorded.</p> <p>Hyperlink to evidence - Evidence of need from past OFSTED inspection</p>	4

Targeted attendance support.	Targeted support schemes for disadvantaged students who are or have been persistent absentees. Hyperlink to evidence - Evidence of need from past OFSTED inspection	4
School Cloud.	Purchased to ensure parents' evenings can occur without the need for face-to-face meetings. Hyperlink to evidence - Parental Engagement Evidence	5
Face-to-face parent drop in sessions for disadvantaged students.	Drop in sessions will be held for the parents of disadvantaged students who cannot engage in online parents' evenings. Hyperlink to evidence - Parental Engagement Evidence	5
Greater involvement of disadvantaged students throughout school.	The 50:50 strategy is central to the running of the Academy. 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: <ul style="list-style-type: none"> • Teacher questioning. • Positive referrals. • Book scrutiny. • Extra-curricular clubs. • Educational visits. Hyperlink to evidence - Evidence for the need to raise aspirations	1
Meeting the needs of individual disadvantaged learners.	Disadvantaged students will not move down sets unless as a last resort with agreement from parents and SLT link. Hyperlink to evidence - Evidence to support tackling learned helplessness	1
Access to electronic devices for remote learning/independent working/home work.	Laptops issued to disadvantaged students to support independent learning, whether this be revision, homework, catch-up, revision or work during self-isolation or a period of illness. Our Virtual Learning Environment is fully functional and accessible to all students. Hyperlink to evidence - Impact of Homework Evidence	1
Miscellaneous.	Additional support given in terms of uniform, equipment, food ingredients, revision guides etc.	1

Total budgeted cost: £568595

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 students in the 2022 to 2023 academic year.

- Basics figure for disadvantaged students 9-4 English/maths was 35.9%.
- Basics figure for disadvantaged students 9-5 English/maths was 26.6.
- Attainment 8 for disadvantaged students was 34.4.
- Progress 8 figure was -1.18.
- 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.
- 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.
- 25 students engaged in the maths Academic Mentoring programme. Only 1 had achieved a 4 in year 10 summer mock. 13/25 gained 4+ in final GCSE. The average progress in maths was 1.43; those on the Academic mentoring programme made 1.72 grades progress.
- 50 students engaged in the English Language Academic Mentoring programme, only 2 had achieved 4+ in year 10 summer mocks. 25/50 gained 4+ in the final GCSE. The average progress across English Language was 0.64 grades; those engaged in Academic mentoring made 1.02 grades progress. For students involved in the 2023-24 programme, data will be analysed after the first round of mock exams. The Academic Mentoring programme has and continues to positively discriminate towards our disadvantage students.

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

Programme	Provider
Art for Wellbeing	Creative Minds
FutureMe Project	Uniconnect via Sunderland University
Furthering Talent Scheme	Sunderland Music Hub