



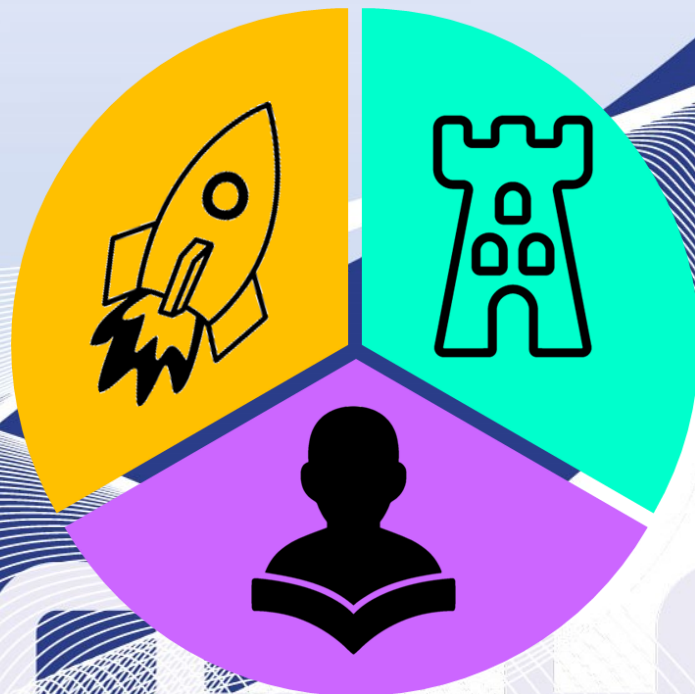
CASTLE MEAD
ACADEMY

PUPIL PREMIUM

and the support for disadvantaged scholars.

Evidence informed strategy & practice
based around EFF research.

Key Guidance and Information for Stakeholders



PP spending plan located on the school
website under our academy funding.

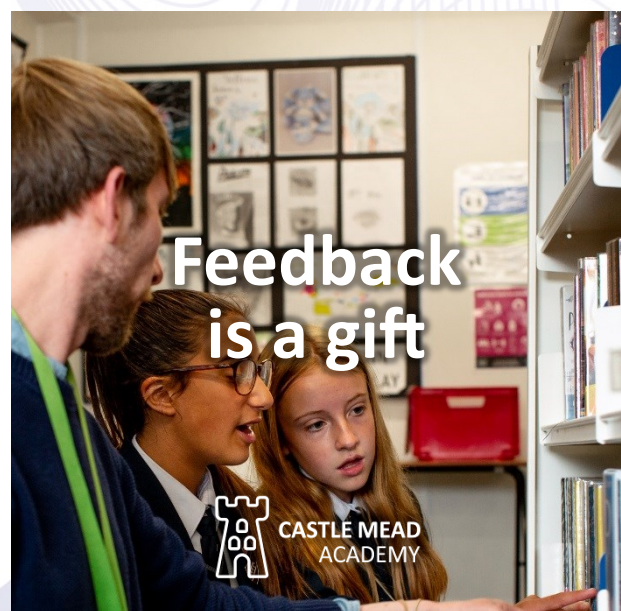


THE MAKING OF
CHANGE
OPPORTUNITIES
DISCOVERIES
HISTORY
FRIENDSHIPS
CODEBREAKERS
CHOICES
INNOVATORS
THEORIES
REVOLUTIONS
MUSIC
BOOKS
MEMORIES
RADICALS
CONNECTIONS
CONVERSATIONS
PROGRESS
FUTURES

OUR BELIEFS



It is unequivocal that at CMA...



**Growing a
Community of Excellence**

OUR INTENT



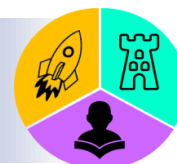
Our Moral Compass and Intent

“Our strategy is focused on achieving equity and excellence. We identify and combat the barriers to success faced by our disadvantaged scholars, with a no excuses approach.

We strive for social justice and social mobility, so as our disadvantaged scholars are indistinguishable in their outcomes relative to their peers.”

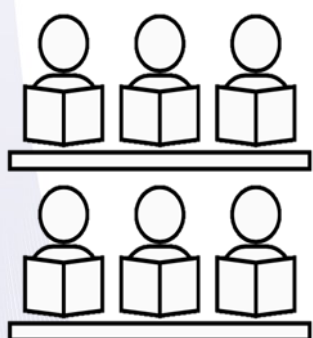
Growing a Community of Excellence

OUR SCHOOL



Funding and Breakdown

To be eligible for pupil premium scholars must satisfy one of the following criteria: be currently in receipt of free school meals (FSM), have been in receipt of free school meals within the last 6 years (FSM Ever6), have been adopted from care (Post-LAC), and finally children who are currently looked after (LAC). There is also a service child premium for scholars with parents who are currently serving in the military. For each FSM and FSM Ever6 scholar the school receives £955 per academic year. For each LAC and Post-LAC scholar the school receives £2345 per academic year. For each service child we receive £310.



We now have **238** DSs currently on roll. This will change throughout the year and you will be updated termly.



This equates to **33%** of our school population.



This will attract approximately **£230,000**.



There are **140 boys** in the cohort and **98 girls**.



A Research Based Approach

LEARNING FROM EVIDENCE

Our Pupil Premium Strategy is informed by research into what works in maximising outcomes for disadvantaged scholars. Our strategy is underpinned by the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, with each aspect of our strategy referencing the suggested impact of interventions.

Furthermore, we appreciate the 'EEF Guide to Pupil Premium' and its five key principles for Pupil Premium spending, including the importance of evidence and the need to support disadvantaged middle and high attainers.

This report recommends school take a tiered approach to Pupil Premium spending. Hence our top priority is teaching, including professional development (which at CMA we call 'Professional Growth'), support for early career teachers and recruitment and retention.

We also agree that targeted support for struggling scholars should also be a key component of our strategy, as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

We are also glad to 'stand on the shoulders of giants' and learn from the thinking and strategies of highly successful schools from across the country, including previous winners of the Pupil Premium Awards.

OUR SCHOOL



Whole School Offer

ROUTINES - Routines are an integral part of the Castle Mead way each day. For example, each morning scholars line up outside before entering the building in silence. Routines for lesson time are embedded across subjects and staff to ensure scholars have consistency and are able to maximise their learning time: lessons at CMA are calm, purposeful and respectful.

PREP – For one session per week all scholars return to their tutor groups. This time is spent completing homework and other independent learning. This allows tutors time to have mentoring sessions with scholars and fix any homework or learning issues that scholars are having.

CASTLE CHARACTER TIME – All scholars attend two Character Time sessions each week. This electives programme provides enrichment and cultural capital to all scholars, as part of our extended school day. The aim is for the opportunities afforded to our scholars to be as good as that of any school in the country.

READING FOR PLEASURE – At Castle Mead we recognise the power of reading and therefore all scholars participate in one Reading for Pleasure lesson per week throughout Key Stage 3. Reading for Pleasure is designed to give scholars the opportunity to spend time reading, learning new vocabulary, developing ways to explore plot and to learn to enjoy reading a wide variety of great books.

VOCABULARY – In addition to the tier 3 vocabulary scholars are taught in their lessons, we also wish to expand scholars' tier 2 vocabulary (used in sophisticated writing but not commonly used in everyday conversation). High impact words are chosen carefully to develop scholars' confidence and ability to articulate their ideas across all subjects.

PASTORAL CARE – Each year group is led by a dedicated Head of Year as well as a Learning and Behaviour Mentor. These leaders, alongside each scholar's Form Tutor, are often a first port of call for scholars if they are in need of support. The Pastoral Care team also plan and deliver targeted programmes of therapeutic support for issues such as self-esteem, anxiety and resilience.

OUR INTENT



Teaching And Learning

We don't go fiddling round with the delivery of our subject to make it somehow match the interests of a pupil premium child. We make sure that first, our teaching is of great quality. We don't allow low-level disruption. It's the enemy of great education and when it is allowed, some groups can be more vulnerable to it. We explicitly teach the foundational knowledge needed in our subjects because if we don't, some groups will not be as well equipped to compensate. We get our curriculum and our classroom culture right because if it's wrong then that will disadvantage scholars who can't patch up the holes themselves.

Ruth Walker 'On Quality First Teaching'

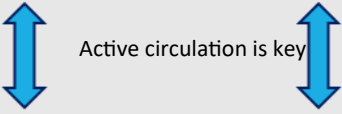
OUR SCHOOL



Teaching And Learning

Teaching and Learning at Castle Mead is built around our Invigorating Instruction framework. Lessons at Castle Mead are characterised by rigour, depth, drive and clarity of purpose.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (EEF Guide to Pupil Premium, 2019).

Element	Rationale	In practice...
Stimulate knowledge retrieval	Retrieving information often and in different ways strengthens memory traces. The more often the memory traces are used, the more strength they develop.	Start each lesson with retrieval practice. This should routinely be done in silence unless it is a paired task. Examples: low-stakes quizzes, free recall exercise (e.g. writing synopses), flashcards, self-explanation, silent self-quiz, paired or individual elaborative interrogation
Connect to the overall learning narrative	“If you don’t know where you’re going, you’ll never get there.” - Dylan Wiliam Setting the stage for learning encodes a sense of purpose. Presenting ‘Big Questions’ encourages scholars to draw on substantive subject specific knowledge.	1) Introduce the ‘Big Question’ or topic for the lesson. •Ever wondered why...? •How do...? •How significant...? (A ‘Big Question’ may span over a number of lessons; some lessons may not require one.) 2) Explain briefly what the lesson is about and how it fits into the wider programme of study.
Equip scholars with powerful new knowledge	If too much strain is placed on the working memory then scholars can get confused. Keeping cognitive load within an optimum state is key for effective learning.	Group or ‘chunk’ information (harnessing the capacity of long-term memory) Use worked examples Employ dual-coding Check understanding at each step Re-teach where necessary
Guide scholar practice	More successful teachers build in sufficient time for scholars to engage in guided practice, which leads to a higher success rate during independent practice.	Thinking aloud Live modelling Exemplar / worked examples (visualiser) Cue cards Checklists Questions to check for understanding
Empower scholars to pursue excellence independently	Independent practice (after sufficient guided practice) leads to fluency.	Extended writing without scaffolds Conversation (languages) without notes Responding to questions / problems Well-structured co-operative learning
Critique scholars’ work	Effective feedback is the mark of an expert teacher. Effective feedback enables scholars to improve future learning. “Feedback should be more work for the recipient than the donor.” - Dylan Wiliam	<div style="text-align: center;">  <p>Active circulation is key</p> </div> <p>Whole-class 1-1 Self Peer Written</p>

OUR SCHOOL



Teaching And Curriculum

PROFESSIONAL GROWTH

We continually strive to improve the quality of teaching and learning at Castle Mead. We make effective use of educational research to inform and develop our practice as teachers. Professional Growth is of the utmost importance, and just as our scholars have access to the best that has been written, thought and said, so too do our teachers as part of our professional learning offer.

Every two weeks, teachers have a research-informed professional learning session, a short, developmental lesson visit, and a coaching conversation. The intention is that our disadvantaged scholars have the very best lessons and the richest curriculum possible.

KNOWLEDGE RICH CURRICULUM

Our curriculum has a particular focus on English Baccalaureate (EBacc) subjects, namely English, Mathematics, Science, the Humanities and Languages. The study of these academic subjects by all scholars means that our offer is not lessened for disadvantaged scholars.

Our disadvantaged scholars will enjoy the riches of an ambitious curriculum and be 'heirs of all that has gone before', inheriting all of the rich knowledge from the past to better shape the future. We aim to provide the stimulus for them to develop a love of learning.

OUR STRATEGY



The Implementation Of Our Provision

PROFILES AND INTERVIEWS - Each DS is personally interviewed, and a profile is produced for them. The profiles look at individual barriers to learning, aspirations, attendance and attitudes to classroom behaviours. Profiles are used to better understand barriers to learning for scholars, to ascertain how to support them best and to inform the strategy as a whole cohort.

CMA CULTURAL ENRICHMENT JOURNEY - This is a pledge of cultural experiences, curriculum related trips and extra-curricular experiences that we aspire for all scholars to participate in during their time at Castle Mead. We track the participation of DSs over the year to ensure that they play an active and equitable part in these activities.

LEARNING - Some scholars attend targeted homework mentoring once per week to support them in ensuring that homework is completed on time and to a high standard. This is also one of the ways in which our use of 'Satchel:one' is effective. The written communication of DSs will also be closely monitored by the English department and the Inclusion Team throughout each year.

ENGAGEMENT - DSs will be referred, in addition to the form tutor referral programme, to the Pastoral Care team's programme of behaviour and social communication mentoring programmes. Parental engagement following events such as Parents' Evening will also be monitored, with engagement support provided.

ATTENDANCE – DSs' attendance and punctuality will be monitored by the attendance team as well as the PP Champion. Referrals and interventions will be discussed as a team to encourage high attendance and punctuality for all scholars, regardless of disadvantage, so as they can develop roots and wings.

CAREERS – During their time at Castle Mead we will provide all DSs with a variety of experiences meticulously designed to broaden their horizons, widen their knowledge of destinations and careers available to them and foster their high aspirations.



The Implementation Of Our Provision Cultural Enrichment Journey

At Castle Mead Academy, all our scholars are on a unique enrichment journey. The aim is to provide opportunities to grow our scholars' skills and desired character traits so that they develop their whole self.

At the core of their journey is '**Castle Character Time**'. Through our extended school day, scholars get to pick from a wide range of electives with something for everyone, regardless of prior experience. Scholars' choices are guided to ensure that disadvantaged scholars have access to enriching and challenging experiences. The intent is for all our scholars to master a new skill, be taken out of their comfort zone and also feel immersed in their elective.

The Cultural Enrichment Journey highlights all the opportunities that our scholars have on offer to them during their 5 years at Castle Mead. From learning five diverse poems to developing their debating skills, their journey is filled with a variety of enriching experiences. We aspire for all scholars to participate and in particular track the participation of our disadvantage scholars over the year to ensure they play an active part in this journey.

Co-Curricular Opportunities are designed to compliment our high quality curriculum and enrichment journey. The goal is to provide all our scholars with enriching experiences which link directly to their learning in different subjects. Recent examples include historical re-enactments, a theatrical workshop on 'The Tempest', and a visit from 6 tropical rainforest animals.



The Implementation Of Our Provision Cultural Enrichment Journey

By the time CMA Scholars reach the end of Key Stage 4, they should have:

- Experienced a high quality, broad, balanced and deep curriculum offer through Key Stage 3, including Art, Drama, Design, History, Literature and Music.
- Experienced a curriculum model which has special focus on EBacc subjects.
- Visited different sixth forms and Universities.
- Achieved the STEM award.
- Had the opportunity to complete the Duke of Edinburgh Award.
- Been on visits to museums, heritage sites, galleries and cinemas at each key stage.
- Had an opportunity to go on a residential trip and a trip abroad.
- Been to the seaside and given other opportunities to visit a place with a contrasting culture to Leicester.
- Been actively involved in looking after the school environment.
- Been given the opportunity to learn First Aid.
- Had an opportunity to learn a musical instrument.
- Attended musical events and given the opportunity to perform in a school choir or orchestra.
- Had their artistic and creative work celebrated in the school and wider community through publication, exhibitions and performances.
- Learnt five diverse poems from the Castle Canon, which they can recite and understand the meaning.
- Read a speech in front of an audience.
- Regularly read books for pleasure, rather than only as part of their learning, through Reading for Pleasure lessons.
- Used a library to access a wide range of books, as well as for other research materials.
- Read a broad and diverse range of books both by living authors and by authors who may no longer be alive.
- Been part of the Reading Rampage.
- Had the opportunity to complete homework in a safe and positive environment through Study Club.
- Represented Castle Mead Academy.
- Been given access to enriching and challenging experiences which build their character through Castle Character Time.
- Been given the opportunity to be part of the CMA Student Council.
- Developed their debating skills through a weekly debate.
- Learnt about the wider world of finance and employment.
- Given time to a charitable cause and been given the opportunity to take part in a Charity Event for the CMA chosen charities.



The Implementation Of Our Provision: Profiles

At the start of Year 7 every scholar eligible for Pupil Premium funding participates in a 1:1 interview with the PP Champion for the year group. The questions (below) are designed to get to know scholars, as well as identifying possible barriers to learning and therefore appropriate strategies.

Questions	Rationale	Possible Strategies
ASPIRATIONS AND CULTURAL CAPITAL		
1. Has anyone in your family been to university?	Measuring scholar aspirations	Trips and visits
2. Are you involved in any clubs outside school? What are they?	Cultural capital factors	University visits and in school programmes
3. Do you ever go on trips or days out that you think help you with school work? E.g. the space centre, a museum or theatre	Access to and thought of role models	Careers guidance
4. Have you thought about what you what career you might want to have?		Coaching/Mentoring
5. Do you have any role models? Why do you look up to them?		
ATTENDANCE AND PUNCTUALITY		
1. How do you get to school?	Consider possible barriers e.g. travel costs for parents	Attendance monitoring
2. Does how you get to school effect your punctuality or not? If so, how?		Punctuality monitoring
3. What was your attendance like last year? Why was that?	Highlighting possible attendance issues	Reward system?
HOMEWORK		
1. Do you have access to the internet at home?	Level of available support at home	Homework club
2. Is there a space to complete homework e.g. a desk?		
3. Does anyone at home help you to complete homework tasks?	Material barriers e.g. lack of resources to complete high quality homework	Additional resources e.g. revision guides
4. Do you read for pleasure? If so, what sort of thing do you like to read?		Guidance for parents on how to support home learning
EXPERIENCE IN THE CLASSROOM		
1. Do you have all the equipment you need to be successful at school?	To measure how included in school life scholars feel.	Extra resources and/or equipment provided
2. Do you feel included and supported in lessons?		
3. Have you come with any friends from your last school? Have you made any new friends?	Behaviour perception by scholars, consideration of more support needed	Advocacy with subject leads
4. How would you describe your behaviour in lessons generally? Is this something you would like any help or support with?		Counselling/ Mentoring/coaching
PERSONAL BARRIERS		
1. Do you eat breakfast? If not, is there a reason for this?	Social and material factors and their impact on learning during the day	Breakfast club
2. Do you help anyone else at home before or after school?		
3. Do you think you get enough sleep? If not, is there any reason for this?	Possible caring responsibilities	Counselling/ Mentoring/coaching



The Implementation Of Our Provision Roots & Wings: Castle Mead Academy Careers



At Castle Mead we will provide all DS' with a variety of experiences meticulously designed to broaden their horizons, widen their knowledge of destinations and careers available to them and foster their high aspirations.

The vision for our Careers strategy was developed following a stakeholder workshop, which included scholars, staff, parents, governors and local businesses.

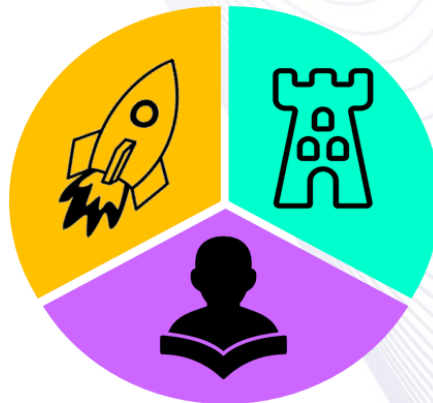
Broadening horizons is achieved by starting with rich, local experiences within Leicester (benefitting from our city centre location), as part of our curriculum enrichment and CMA Journey, and gradually widening out to national and international experiences as our scholars move from KS3 into KS4. We try not to take experiences for granted, and have planned to broaden horizons based on published research and the views of the above mentioned stakeholders.

Knowledge of destinations and careers comes from giving our scholars many interactions with different employers, business sectors, sixth forms, colleges, apprenticeships and Universities. Rather than overawe our scholars, we carefully select opportunities, as part of our 'Roots and Wings' careers strategy. We have appointed a well-qualified and passionate Careers Leader of our own, who works in liaison with our Enterprise Adviser from the Leicester and Leicestershire Enterprise Partnership (LLEP). Guest lectures, networking sessions and workshops form part of our strategy, and, as we move into KS4, our scholars will have further opportunity to specialise.

Fostering high aspirations is woven into the fabric of Castle Mead. Our targets and aims for our scholars are ambitious and unrelenting, as seen in our Castle Credo, curriculum and key drivers and mission. We believe everyone is capable of excellence.



We Believe Everyone Is A Leader
We Believe Knowledge Is Power
We Believe In Building Cultural Capital
We Believe In Building Character
We Believe In The Value Of Scholarship
We Believe In Social Mobility



Pupil Premium Champions:

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Feedback is a gift. Please do offer feedback on our Pupil Premium strategy and our school, as we believe we can always improve. **Thank you**