

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Mead Academy
Number of pupils in school	957
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24 and 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tom Hague
Pupil premium lead	Anna Thorley
Governor / Trustee lead	Scott Else

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,977
Recovery premium funding allocation this academic year	£65,412
Pupil premium funding carried forward from previous years	
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	£371,389

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is focused on achieving equity and excellence. We identify and combat the barriers to success faced by our scholars who are disadvantaged, with a no excuses approach. We strive for social justice and social mobility, so as our scholars who are disadvantaged are indistinguishable in their outcomes relative to their peers.

The Pupil Premium Strategy of Castle Mead Academy is underpinned by our four underlying assumptions:

- Everyone is capable of excellence
- We develop the whole self
- We make no excuses
- Feedback is a gift

The premise of Castle Mead Academy is that ‘everyone is capable of excellence’ regardless of their socio-economic background, prior attainment or the challenges they face. We believe that by overcoming challenges identified on behalf of our scholars who are disadvantaged will allow them to benefit from the excellent teaching and learning, curriculum and experiences we have on offer at Castle Mead Academy.

Our strategy is very much centred around expert teaching, with many facets of our school organisation meaning that this is consistently the highest priority, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

As much as this strategy is written with scholars who are disadvantaged in mind, some approaches described will of course support scholars who are not disadvantaged too. However, there are two key distinctions:

- Scholars who are disadvantaged will take priority for some interventions, if resources/capacity are restricted.
- Interventions which benefit all scholars, will arguably have a greater impact on scholars who are disadvantaged.

The pupil premiums strategy is a key feature of wider school plans for education recovery. Particularly with this in mind, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The use of interviews and

assessments will ensure this is the case, so as our strategy is bespoke and dynamic as necessary considering our own unique context.

The approaches we have adopted build upon the strong core foundations we have set at Castle Mead Academy since the school opened in 2019. To ensure the strategy is impactful, we will ensure evaluation is timely and ongoing and that the strategy is owned by all staff who each understand the role they have to play in ensuring on behalf of our scholars who are disadvantaged that realistically at Castle Mead Academy ‘everyone is capable of excellence’.

Challenges

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

Challenge number	Detail of challenge								
1	Scholars eligible for the Pupil Premium at Castle Mead Academy often have had less cultural and enriching experiences than other scholars.								
2	<p>Scholars eligible for the Pupil Premium at Castle Mead Academy on average have lower attendance and are more often persistently absent, than other scholars.</p> <table border="1" data-bbox="651 1211 1120 1415"> <thead> <tr> <th></th> <th>PA for DA, 2021-22</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>29.2%</td> </tr> <tr> <td>Year 9</td> <td>27.0%</td> </tr> <tr> <td>Year 10</td> <td>41.0%</td> </tr> </tbody> </table> <p>For example, as seen in the table above, persistent absence for scholars who are disadvantaged is an area for development, relative to the overall PA for the whole school of 23.2% for 2021-22.</p> <p>In 2020-21, attendance for Disadvantaged scholars was 91.7%, compared to 96.5% for others. In 2020-21, 17.24% of Disadvantaged scholars were Persistently Absent, compared to 6.06% for others.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on the progress of scholars who are disadvantaged.</p>		PA for DA, 2021-22	Year 8	29.2%	Year 9	27.0%	Year 10	41.0%
	PA for DA, 2021-22								
Year 8	29.2%								
Year 9	27.0%								
Year 10	41.0%								
3	Our assessments, observations and discussion with scholars and families have identified that the pandemic and subsequent school closure periods disproportionately negatively impacted on the wellbeing of scholars eligible for the Pupil Premium relative to other scholars. We are concerned that this will be exasperated by the current ‘cost of living crisis’ (at the time of writing). These challenges impact on academic progress and ultimately attainment.								

4	<p>Scholars eligible for the Pupil Premium often require greater support in reading proficiency and support in reading for pleasure.</p> <p>On entry to Year 7 in 2022-23, 27% of scholars scored 99 or less in KS2 Reading which is below the expected standard.</p> <p>On entry to year 7 in 2021-22, 48% of scholars arrived with a MidYIS Vocabulary score below 100; 23% of scholars arrived with a MidYIS Vocabulary score below 90. (no KS2 SATS)</p>
5	<p>Internal assessment data show that there is a negative gap in academic performance of scholars eligible for the Pupil Premium compared to their non-disadvantaged peers, in some subjects and year groups, e.g.:</p> <ul style="list-style-type: none"> • At the end of Year 7 2021-22, the gap in English between scholars who are PP and non-PP is 7%. • At the end of Year 7 2021-22, the gap in Maths between scholars who are PP and non-PP is 3%. • At the end of Year 8 2021-22, the gap in English between scholars who are PP and non-PP is 8%. • At the end of Year 8 2021-22, the gap in Maths between scholars who are PP and non-PP is 6%. • At the end of Year 9 2021-22, the gap in English between scholars who are PP and non-PP is 13%. • At the end of Year 9 2021-22, the gap in Maths between scholars who are PP and non-PP is 7%.

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	<p>Scholars eligible for the Pupil Premium have experienced a range of enrichment experiences, so as they build their cultural capital, can fully access and appreciate the curriculum, and achieve clarity about individual post 16 next steps, building their character throughout their time at Castle Mead Academy.</p>	<ul style="list-style-type: none"> • The enrichment experiences which form the 'CMA Cultural Enrichment Journey' will be fully enacted for all disadvantaged scholars. • Scholars who are Pupil Premium have equal access to enrichment and careers experiences as seen through the participation tracking • Outcomes from PASS* diagnostic will show that scholars eligible for the Pupil Premium have an

		<p>improved attitude to self and school relative to other scholars.</p> <p>*PASS is a national diagnostic assessment programme, which considers a scholar's attitude to their self and school. It considers how a scholar feels about themselves, their engagement with the curriculum, and their feelings about school.</p>
2	<p>Scholars eligible for the Pupil Premium have excellent attendance to school, so as they have curriculum continuity to be able to build a rich schema in all subjects and make excellent progress.</p>	<ul style="list-style-type: none"> • There will be improved gaps in absence between scholars eligible for the Pupil Premium and other scholars, in all year groups relative to the previous academic year. • There will be improved gaps in persistent absence between scholars eligible for the Pupil Premium and other scholars, in all year groups relative to the previous academic year.
3	<p>The wellbeing and emotional recovery of scholars eligible for the Pupil Premium will be such that they thrive in school. Financial hardship will not be a barrier to successfully accessing the curriculum.</p>	<ul style="list-style-type: none"> • Every scholar who is Pupil Premium has access to an electronic device at home. • Scholar voice will show scholars eligible for the Pupil Premium enjoy coming to school and feel well supported. • Scholars who are Pupil Premium have equal access to wellbeing support activities as seen through the participation tracking. • QA activities on uniform, equipment etc will show that all disadvantaged scholars are continually supported so as they are fully equipped for learning. • Outcomes from PASS* diagnostic will show that scholars eligible for the Pupil Premium have an improved attitude to self and school relative to other scholars.
4	<p>All scholars eligible for the Pupil Premium can read well, with their reading age at least in line with the actual age. They engage in reading for pleasure.</p>	<ul style="list-style-type: none"> • Borrowing rates from the library show scholars eligible for the Pupil Premium read for pleasure often.

		<ul style="list-style-type: none"> • Following interventions, identified scholars have improved their reading age (reviewed annually). • Scholars are exposed to text from all curriculum areas in line or above their reading age.
5	Identified scholars who are disadvantaged show accelerated progress in English/Maths, so that they are proficiently literate and numerate to an extended standard.	<ul style="list-style-type: none"> • There will be no significant difference in average number of homework concerns across subjects between scholars eligible for the Pupil Premium and other scholars. • Scholarship grades for identified scholars eligible for the Pupil Premium show improvement following interventions which are tracked. • The academic performance gap improves, in particular within English and maths, across all year groups relative to the previous academic year.

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.

High-quality Teaching

Budgeted cost: £13,298

Activity	Evidence that supports this approach	Approach implemented	Challenge number(s) addressed
Shared strategies on teaching of reading across subjects, and vocabulary teaching, with an emphasis on oracy.	<p>Consistency in the teaching of reading will make this more familiar and hence reduce cognitive load of scholars, whilst also ensuring it is done in the most highly effective manner (e.g. using TLAC 'Control The Game').</p> <p>Professional Learning on vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary, to the betterment of scholar progress and vocabulary development. Acquiring disciplinary literacy is key for scholars as they learn new, more complex concepts in each subject.</p> <p>An emphasis on oracy, in line with the Speak Like a Scholar strategy of the academy, will ensure scholars improve their literacy. Professional Learning on oracy strategy will be included for all teaching staff. Poetry in Voice will be to the benefit of all scholars, and particularly those eligible for the Pupil Premium in enhancing their cultural literacy.</p> <p>EEF Guidance Report: Improving Literacy in Secondary Schools</p> <p>EEF Toolkit: Oral language interventions: +6 months</p>	<p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches, for example... reading comprehension.</i></p>	4, 5
All staff across the school receive	Assessment data is generated across year groups, and is to be	<i>Developing high quality teaching,</i>	5

<p>training on how to interact with data at a classroom level through Professional Learning.</p>	<p>utilised in such a way across different strategic teams of the academy so as it is impactful in improving outcomes for scholars who are disadvantaged.</p> <p>EEF Toolkit: Feedback: +6 months</p>	<p><i>assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches, for example feedback...</i></p>	
<p>Staff receive High Quality Teaching through Professional Learning and Expert Practice, so as the Castle Mead Invigorating Instruction framework for excellent teaching is expertly and consistently applied.</p> <p>This in turns aids retention of staff, and attracts high quality staff through recruitment.</p>	<p>Instructional coaching is well embedded within the academy, with all teachers and teaching assistants benefitting from coaching so as they keep getting better. This is supplemented by fortnightly Professional Learning sessions, and weekly Expert Practice sessions.</p> <p>Staff will receive expert input on 'Motivated Teaching' and 'Behaviour Wall', as part of the above-mentioned suite of Professional Learning.</p> <p>EEF Guidance report: Effective Professional Development</p>	<p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches...</i></p> <p><i>Recruitment and retention of teaching staff.</i></p>	<p>4,5</p>

Targeted academic support

Budgeted cost: £106,953

Activity	Evidence that supports this approach	Approach implemented	Challenge number(s) addressed
<p>One-to-one tuition, as part of the school-led National Tutoring Programme.</p> <ul style="list-style-type: none"> - Led by our expert teachers in small groups of up to 3 scholars. - Scholars who are PP and not reaching their target grade are identified for different subjects. 	<p>Due to face-to-face learning lots during the school closure periods in particular, identified disadvantaged scholars will be identified for one-to-one (and small group, up to 3) tuition in core subjects. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. We will predominantly do this on a one-to-one or small group tuition basis.</p> <p>EEF Toolkit: One to one tuition, +5 months</p> <p>EEF Toolkit: Small group tuition, +4 months</p>	<p><i>One to one and small group tuition.</i></p>	<p>3, 5</p>
<p>Academic Mentors</p> <ul style="list-style-type: none"> - Pupil Premium Champions to identify scholars who are not reaching their target grade of a 4 or a 5. - For Maths identified scholars are meeting TG in English but not in Maths, and not meeting target in both. - For English, identified scholars are meeting TG in Maths but not English and not meeting target in both. 	<p>Due to face-to-face learning lots during the school closure periods in particular, identified disadvantaged scholars will be identified for small group tuition from our Academic Mentors who have been appointed in English and Mathematics.</p> <p>EEF Toolkit: One to one tuition, +5 months</p> <p>EEF Toolkit: Small group tuition, +4 months</p>	<p><i>One to one and small group tuition.</i></p>	<p>5</p>

<ul style="list-style-type: none"> - Baseline assessment to be completed. 			
<p>HLTA, Reading Recovery Teacher and Librarian</p>	<p>We have worked with an Executive Principal from a TMET primary academy, to consider our reading strategy for scholars who 'below expected standard' when joining the academy from KS2. This reading strategy has three pillars which impact positively on scholars who are disadvantaged: Learning to Read; Reading to Learn; Reading for Pleasure.</p> <p>By investing in our new library, librarian and Reading for Pleasure lessons, we intend to further develop the academy as a 'Reading School' and the culture of reading for pleasure.</p> <p>EEF Toolkit: Oral language interventions: +6 months</p> <p>EEF Toolkit: Phonics: +5 months</p>	<p><i>One to one and small group tuition.</i></p> <p><i>Teaching assistant deployment and interventions.</i></p>	<p>4</p>
<p>Pupil Premium Champions</p> <ul style="list-style-type: none"> - See outline of role here 	<p>Each cohort of scholars eligible for the pupil premium in each year group will have an appointed Pupil Premium Champion to ensure the academy's pupil premium strategy is enacted in their year group and that individual scholars eligible for the pupil premium will be mentored, championed and have bespoke interventions put in place to overcome individual challenges to academic success.</p> <p>EEF Toolkit, Mentoring: +2 months</p>	<p><i>Activity and resources to meet the specific needs of disadvantaged pupils...</i></p>	<p>ALL</p>
<p>Variety of Testing</p> <ul style="list-style-type: none"> - PASS - Midyis - GL reading assessment - PCT assessment 	<p>By investing in different types of testing, it allows us to understand our cohort of scholars eligible for Pupil Premium in a variety of ways. From baseline for academia to understanding the scholars attitude to self and school.</p>	<p><i>Activity and resources to meet the specific needs of disadvantaged pupils...</i></p>	<p>2, 3, 4 and 5</p>

Wider strategies

Budgeted cost: £251,766

Activity	Evidence that supports this approach	Approach implemented	Challenge number(s) addressed
<p>A calendar of activities, to involve parents in their child's learning and hence improve parental engagement.</p>	<p>This will include: general approaches which encourage parents to support their children with, for example, reading and homework; more intensive support for families in crisis; providing practical strategies with tips, support, and resources to assist learning at home.</p> <p>EEF Guidance report, Working with Parents to Support Children's Learning</p> <p>EEF Toolkit, Parental engagement: +4 months</p>	<p><i>Communicating with and supporting parents.</i></p>	<p>3, 4 and 5</p>
<p>The CMA 'Cultural Enrichment Journey'</p>	<p>Allowing scholars to improve their cultural capital (by extending opportunities to introduce them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement), broaden their horizons and have experiences linked to the curriculum will allow them to be increasingly aspirational and achieve better academic outcomes.</p>	<p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i></p>	<p>1</p>
<p>Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving School Attendance' advice.</p> <p>Family Support Worker and Attendance Manager employed</p> <ul style="list-style-type: none"> - Use of car to help persistent 	<p>Improving the attendance of scholars, via a holistic approach, will ensure that they are able to learn from the curriculum.</p> <p>Nationally, and at Castle Mead in recent years, the negative attendance gap correlates with the negative achievement gap between scholars who are eligible for the pupil premium and other scholars.</p> <p>The below mentioned DfE guidance has been informed by engagement with schools that have significantly</p>	<p><i>Supporting attendance.</i></p>	<p>2, 5</p>

absent students.	reduced levels of absence and persistent absence: DfE, Improving school attendance: support for schools and local authorities		
<p>Mentoring:</p> <ul style="list-style-type: none"> • Learning and Behaviour Mentors • LCFC in the Community 'Inspires Coaches' • 'Pathways to Success' Programme • Girl's Club • Greenhouse sports 	<p>Some scholars who are eligible for the pupil premium benefit from mentoring to allow them strategies to self-regulate their own behaviours and improve their academic organisation.</p> <p>EEF Toolkit, Mentoring: +2 months</p> <p>EEF Toolkit: Behaviour interventions, +4 months</p>	<i>Supporting pupils' social, emotional and behaviour needs.</i>	3 and 5
<p>Castle Character Time electives programme, as part of extended school day</p> <ul style="list-style-type: none"> - Priority given to disadvantaged scholars. 	<p>Our extended school day allows for Castle Character Time enrichment experiences on a bi-weekly basis. The three pillars of 'Mastery, Courage and Fulfilment' mean that scholars develop and find talents. This develops their leadership skills and aids their character cultural capital building.</p> <p>EEF Toolkit: Extending school time, +3 months</p>	<p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i></p> <p><i>Extended school time...</i></p>	1
Mental Health Support Team in schools; Counselling Services; Flourish Project course	Some scholars eligible for the pupil premium require support from a Mental Health practitioner, a qualified counsellor or to be involved in projects such as 'Flourish' to allow them to develop a healthy self-esteem and mental and improve their emotional wellbeing.	<i>Supporting pupils' social, emotional and behaviour needs.</i>	3
PASS and interviews	To inform intervention for individual and groups of scholars eligible for the pupil premium, PASS assessments will be taken and subsequent responses put in place as part of the Pupil Premium Strategy. PASS assessments aim to uncover the sometimes hidden emotional or attitudinal problems within individuals or cohorts (such	<i>Supporting pupils' social, emotional and behaviour needs.</i>	3, 5

	as low self-regard or attitudes to attendance) likely to hinder achievement at school.		
Careers	Throughout KS3, scholars eligible for the pupil premium will have access to careers activities extra to those for all scholars, as well as specified time with a suitably trained careers advisor.		1
Music and Rowing Scholarship programme offered	<p>To give disadvantaged scholars the opportunity to excel at instrument playing and build their cultural capital. Support scholars to learn new creative skills.</p> <p>To give disadvantage scholars the opportunity to compete in rowing competitions and show scholars that rowing is not a sport reserved for others; on the contrary they too can learn, compete and thrive on the water.</p> <p>EEF Toolkit: Arts participation, +3 months</p>	<i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i>	1
Fund for Families <ul style="list-style-type: none"> - Breakfast club - Subsidised trips - Uniform vouchers - Stationary - Bus passes 	<p>We have decided to set aside a particular amount of funding to be able to respond quickly to needs that have not yet been identified.</p> <p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most at need e.g for uniform, stationery, enrichment support.</p>	<i>Communicating with and supporting parents.</i> <i>Supporting attendance.</i> <i>Supporting pupils' social, emotional and behaviour needs</i>	ALL

Total budgeted cost: £371,24

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 2021-22 academic year.

NB: Targets are aspirational, based on the top 1% for progress nationally.

- Progress in **English** for Disadvantaged scholars in Year 7 shows 74.7% making at least Good progress against targets (compared to 81.7% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 7 shows 81.6% making at least Good progress against targets (compared to 84.3% for others).
- Progress in **Science** for Disadvantaged scholars in Year 7 shows 80.3% making at least Good progress against targets (compared to 87.7% for others).

- Progress in **English** for Disadvantaged scholars in Year 8 shows 76.7% making at least Good progress against targets (compared to 84.4% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 8 shows 80.2% making at least Good progress against targets (compared to 85.9% for their others).
- Progress in **Science** for Disadvantaged scholars in Year 8 shows 89.3% making at least Good progress against targets (compared to 89.4% for others).

- Progress in **English** for Disadvantaged scholars in Year 9 shows 70.6% making at least Good progress against targets (compared to 83.6% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 9 shows 70.6% making at least Good progress against targets (compared to 77.7% for their others).
- Progress in **Science** for Disadvantaged scholars in Year 9 shows 81.5% making at least Good progress against targets (compared to 92.3% for others).

- In 2020-21, attendance for Disadvantaged scholars was 87.4%, compared to 93.7% for others. In 2021-22, 35.9% of Disadvantaged scholars were Persistently Absent, compared to 12.8% for others. This compares to 17.2% of Disadvantaged scholars being Persistently Absent in 2020-21.

Scholarship grades at Castle Mead quantify a scholar's attitude and motivation in each of their lessons, considering their curiosity, personal responsibility and pride in their work. The range is from 1 (excellent) to 3 (cause for concern):

- The average Scholarship Grade for Year 7 for Disadvantaged scholars was 1.96, compared to 1.83 for others.
- The average Scholarship Grade for Year 8 for Disadvantaged scholars was 1.99, compared to 1.81 for others.
- The average Scholarship Grade for Year 9 for Disadvantaged scholars was 1.94, compared to 1.80 for others.

- Assessment outcomes indicate that the progress of disadvantaged scholars in written communication is in line with others.
- There has been consistent completion of homework by all scholars regardless of disadvantage:
 - In year 7, disadvantaged scholars had on average 'homework concerns' in 0.58 subjects (meaning that of the fourteen subjects scholars study in KS3, on average scholars have concerning performance in homework in less than 1 subject), compared to in 0.27 subjects for others.
 - In year 8, disadvantaged scholars had on average 'homework concerns' in 0.43 subjects, compared to in 0.22 subjects for others.
 - In year 9, disadvantaged scholars had on average 'homework concerns' in 0.40 subjects, compared to in 0.23 subjects for others.
- There has been improved working memory of disadvantaged scholars, in line with rest of the year group.
- Overall, disadvantaged scholars are motivated to be the best version of themselves: they are resilient learners, and their sense of scholarship is in line with their peers.
- On the whole, parents of disadvantage scholars are actively engaged in their child's learning as seen by remote learning rates and attendance at events e.g., Parents' Evenings.
 - Year 7 Online Parents' Evening: 94% attendance overall, with 90% for parents of disadvantaged scholars; Year 8 Online Parents' Evening: 91% attendance, with 85% for parents of disadvantaged scholars; Year 8 Online Parents' Evening: 92% attendance, with 90% for parents of disadvantaged scholars.
- The LCitC Inspires Coach had a positive impact on most scholars worked with, with tangible differences made in improving both the behaviour and attendance of identified scholar, with individual case studies available for critique.
- From the annual scholar survey:
 - 70% of disadvantaged scholars agree that Castle Mead Academy encourages them to be independent and to take on responsibilities.
 - 90% of disadvantaged scholars agree that teachers help them to take part in lessons, to ask and answer questions and show their understanding.
 - 88% of disadvantaged scholars agree that Castle Mead Academy encourages them to look after their emotional and mental health.
- During the academic year 2021-2022, 17 music grade exams were taken by scholars who are disadvantaged, 52 ranging from Grade 1 to Grade 3 with a 94% pass rate.
- On average, disadvantaged scholars borrowed 11.85 books from the library in 2021/22, compared to 10.14 books per scholar for other scholars.
- Across Years 7, 8 and 9 disadvantaged scholars had an average net behaviour points total (merits subtract demerits) of 439.8, compared to 473.5 for others.
- 100% of disadvantaged scholars in Years 7 and 8 have learnt 'Invictus' off by heart; 100% of disadvantaged scholars in Year 8 have learnt 'The Guest House' off by heart; 100% of disadvantaged scholars in Year 9 have learnt 'Still I Rise' off by heart – hence all building their cultural capital.
- Despite the restrictions and pressures of the pandemic, the enrichment experiences which form the 'CMA Cultural Enrichment Journey' were nearly fully enacted for all disadvantaged scholars.
- Outcomes from PASS* diagnostic show that scholars eligible for the Pupil Premium have no significant difference in their attitude to self and school relative to other scholars. For this cohort, Preparedness for learning, perceived learning capability, attitudes to teachers and general work ethic were the highest scoring strands.

- 100% of scholars eligible for the Pupil Premium in years 7 and 8 completed six different Castle Character Time electives over the course of the academic year; 100% of scholars eligible for the Pupil Premium in year 9 completed three different Castle Character Time electives over the course of the academic year – all benefitting in terms of mastery, courage and fulfilment.
- 44 year nine scholars who are eligible for the pupil premium took part in School-Led Tutoring, across curriculum subjects.
- 15 scholars eligible for the Pupil Premium in year 8 and 15 scholars eligible for the Pupil Premium in year 9 and took part in the 'Pathways to Success' programmes. 1-2-1 coaching sessions, workshops, tasters (including visits to Twycross Zoo and the Leicester Riders Basketball Foundation experience) were taken over the course of the year. Impact seen in soft skills improvements over the course of the academic year, as detailed in the Impact Report.
- 38 scholars who are disadvantaged accessed support in taking part in the 'Flourish' programme.
- 24 scholars who are disadvantaged benefitted from Counselling sessions.
- 16 scholars who are disadvantaged accessed support from the Mental Health Support Team in schools provision.

Externally provided programmes

Programme	Provider
Inspires Programme	Leicester City Football Club in the Community
Pathways to Success	School Development Support Agency (SDSA)

Further information

Additional activity

Our pupil premium strategy will naturally be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for scholars, particularly scholars who are disadvantaged.
- utilising a [DfE grant to train a senior mental health lead](#).
- A continued emphasis on behaviour for learning and routines for listening in all lessons and aspects of the school day, to maximise learning time.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated strategies that have been successful or not in the previous years since the academy opened in 2019

We also commissioned a pupil premium review, which will happen in February 2022. We continue to embed the outcomes and recommendations from this, and intend to have a return visit in the Spring Term of 2022-23 academic year. From there, we will consider next steps and when we might commission a new review again in the future.

We triangulated evidence from multiple sources of data including assessments, Culture of Critique quality assurance activities, a range of stakeholder voice and individual interviews with scholars who are disadvantaged to ascertain the highest leverage challenges faced by scholars who are disadvantaged.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and also sought the advice and perspective of other schools and educational leaders.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.