

# 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)