



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.



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.

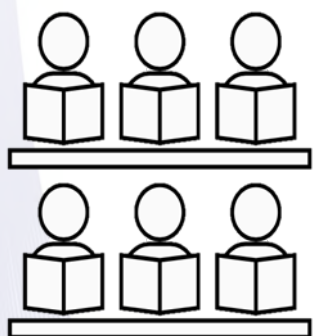
Growing a Community of Excellence

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 £985 per academic year. For each LAC and Post-LAC scholar the school receives £2410 per academic year. For each service child we receive £320.



We have **345** DSs currently on roll. This will change throughout the year and you will be updated termly.



This equates to **37%** of our school population.



This will attract approximately **£320,000**.



There are **172 boys** in the cohort and **173 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 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 STRATEGY

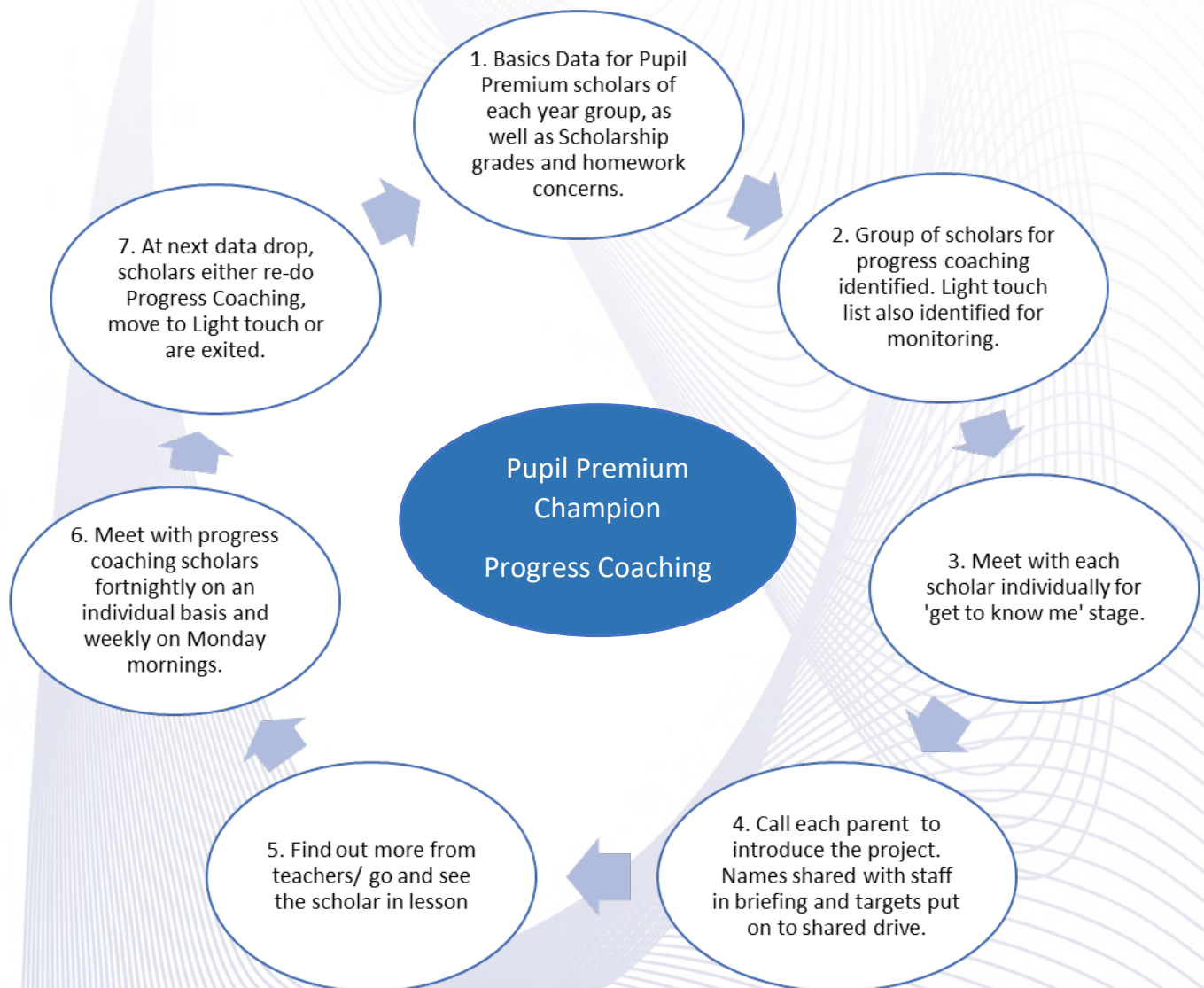


Progress Coaching

New to 2022-23 is the use of **Progress Coaching** by Pupil Premium Champions.

Progress coaching is designed to support disadvantaged scholars to improve their attendance, scholarship behaviours and therefore academic progress.

Pupil Premium Champions' support of these scholars reduces their barriers to high achievement and Progress Coaching is a key lever to enable scholars to overcome their individual barriers.



The above cycle occurs three times per year, except in Year 7 when interviews take place during the first cycle. Pupil Premium Champions will also consider other interventions that scholars already have in place to avoid overloading scholars with lots of targets/interventions.

OUR STRATEGY



Interventions

LIGHT TOUCH - Following data drops and the selection of those scholars entering Progress Coaching, Pupil Premium Champions will also select a second group of DSs for monitoring. This is referred to as 'Light Touch'. Champions will monitor these scholars' attendance, punctuality and behaviour. If needed Champions will also complete lesson visits and/or have meetings with Pastoral staff or the SENDCo where appropriate to support these scholars.

ACADEMIC MENTORS - Pupil Premium Champions will identify scholars on track to meet their target grade in Maths or English (but not both). These lists are then passed to Academic Mentors in English and Maths for intervention. Academic Mentors will meet with these scholars once per week as an extraction from their class in that subject to deliver tailored support enabling them to further their progress.

P.A.S.S ASSESSMENTS - The success of young people within education is heavily determined by the attitudes that they have towards learning, their aspirations and their feelings about their place within the wider school community. Every scholar at CMA completes a PASS assessment, a series of questions, which measures their attitude to school, their perceptions of themselves as a learner and success. This data is then used to give us a much better understanding of scholars as individuals, allowing us to plan and implement interventions, at an individual, group and whole school level that are of the greatest benefit and will have the biggest impact to scholars. Pupil Premium Champions use this information as part of their Progress Coaching intervention groups.

OUR STRATEGY



Provision

INTERVIEWS - Each DS is personally interviewed to ascertain any individual barriers to learning that they are facing as well as giving Pupil Premium Champions an overall picture of their cohort. The interview questions look at individual barriers to learning, aspirations, attendance and attitudes to classroom behaviours.

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.

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.

SCHOLARSHIPS - At Castle Mead scholars have the opportunity to take advantage of scholarships in Music, Rowing and Basketball. DSs and their parents are given priority access to Music scholarships and their eligibility for FSM or the PP is factored in to both sports opportunities.

OUR STRATEGY



Reading

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 immersed in a great story and guided by an expert reader through the best of what has been thought, written and created. They will learn new vocabulary through explicit instruction alongside this to aid scholar's understanding of the nuances of the human experiences explored in the texts.

Scholars enjoy reading a wide variety of texts from across different genres, periods of history and text types. Our Reading for Pleasure texts which make up part of the Castle Canon have been carefully selected and sequenced because we believe that reading is a window a mirror: reading allows scholars to hold a mirror up to themselves and see their own identities, feelings and experiences reflected back to them, as well as acting as a window which allows them to experience a world beyond their own.

VOCABULARY – In addition to the tier 3 vocabulary scholars are taught in their lessons, we also expand scholars' tier 2 vocabulary across the school (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, and throughout their future lives.



Enrichment

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.

Co-Curricular Opportunities are designed to compliment our high quality curriculum and enrichment journey. Our goal is to provide all our scholars with enriching experiences which link directly to their learning in different subjects. Below we have included the activities which all of the scholars will be offered during their enrichment journey at Castle Mead.

Year group	English, Drama, Music	Science and Maths	MFL	Humanities	PE	Art, DT
7	Shakespeare workshop	Zoolab visit	French Play	Reenactor Visit – 'Medieval Apothecary'	Netball professional game Leicester Tigers	Workshop
8	Shakespeare workshop	Space Centre		Reenactor Visit – 'Civil War Soldier'	Netball professional game Leicester Tigers	Workshop
9	Gothic tales performance Year 9 text live performance	Big Bang Bletchley Park	French Play	WWI Walking tour Reenactor Visit: WWII ARP Warden	DofE Bronze British Basketball League Cup Final Netball professional game Leicester Tigers Outdoor pursuits centre.	Trip to DMU all DT specialisms to see future careers and designers
10	Jekyll & Hyde performance Theatre event related to GCSE texts	Science: New Scientist live	French Play	History: Cold War Bunker Visit	Ski Trip DofE Silver British Basketball League Cup Final Netball professional game Leicester Tigers	V and A museum trip Food Business and careers visit
11	Shakespeare workshop	Royal institute British Science festival				



Interviews

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 job/ career you might want to have?		Coaching/Mentoring
ATTENDENCE AND PUNCTUALITY		
1. How do you get to school? How long does it take?	Consider possible barriers e.g. travel costs for parents	Attendance monitoring
2. Do you find it easy to be on time for school?		Punctuality monitoring
3. Do you often have days off from school?	Highlighting possible attendance issues	Reward system?
HOMEWORK		
1. What device do you use to complete your homework? Is this your own device, or how many people do you share it with?	Level of available support at home	Homework club (Tuesday and Thursday lunch time)
2. Do you have access to the internet at home?	Material barriers e.g. lack of resources to complete high quality homework	Additional resources e.g. revision guides
3. Is there a space to complete homework e.g. a desk?		Guidance for parents on how to support home learning
4. If you needed help with homework, is there someone at home that you could ask?		
5. Do you read outside of school? If so, what sort of thing do you like to read?		
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?		Advocacy with subject leads
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	Counselling/ Mentoring/ coaching
4. How would you describe your behaviour in lessons generally? Is this something you would like any help or support with?		
PERSONAL BARRIERS		
1. Do you eat breakfast? Everyday? If not, is there a reason for this? (Are they aware of breakfast club?)	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?		Counselling/ Mentoring/ coaching
3. What time do you go to sleep/bed and what time do you wake up?	Possible caring responsibilities	
4. Have you made any new friends?		



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.

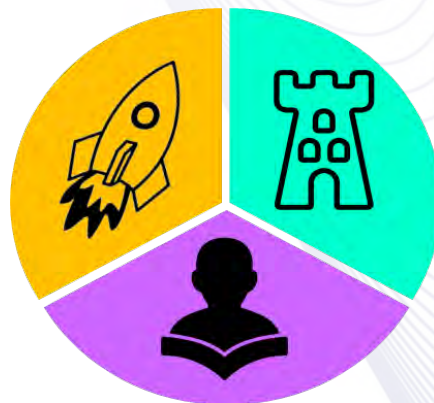




THE MAKING OF
CHANGE
OPPORTUNITIES
DISCOVERIES
HISTORY
FRIENDSHIPS
CODEBREAKERS
CHOICES
INNOVATORS
THEORIES
REVOLUTIONS
MUSIC
BOOKS
MEMORIES
RADICALS
CONNECTIONS
CONVERSATIONS
PROGRESS
FUTURES



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



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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**