



Pupil Premium Review Form 3

School Visit

Castle Mead Academy – January 31^s 2022

Headteacher:	Tom Hague
PPR:	Natalie Tebbatt
Summary of school's existing areas of focus and strategies:	<p>Teaching Budgeted cost: £70,166 Targeted academic support Budgeted cost: £68,436 Wider strategies Budgeted cost: £172,269</p> <p>Total budgeted cost: £310,821</p> <p>Area one: Scholars eligible for the Pupil Premium at Castle Mead Academy often have had less cultural and enriching experiences than other scholars. Strategies identified in 2021/22 plan:</p> <ul style="list-style-type: none"> • <i>The CMA 'Cultural Enrichment Journey'</i> • <i>Castle Character Time – Mastery, Courage and Fulfilment</i> • <i>Pupil Premium Champions</i> <p>Area two: Scholars eligible for the Pupil Premium at Castle Mead Academy on average have lower attendance and are more often persistently absent, than other scholars. Strategies identified in 2021/22 plan:</p> <ul style="list-style-type: none"> • <i>Attendance strategy to embed principles of good practice</i> • <i>Greater capacity in staffing for attendance</i> • <i>Pupil Premium champions</i>

Area three:

The pandemic and subsequent school closure periods disproportionately negatively impacted on the emotional state and mental health of scholars eligible for the Pupil Premium relative to other scholars. These challenges impact on academic progress and ultimately attainment.

Strategies identified in 2021/22 plan:

- *One-to-one tuition through school led NTP*
- *Academic mentors – Maths and English*
- *Events to involve parents in their child learning*
- *Mentoring and coaching of scholars*
- *Mental health support team in school*
- *'Pupils Attitudes to School and Self' (PASS) assessments to diagnose and inform intervention strategy*
- *Pupil Premium Champions*

Area four:

Scholars eligible for the Pupil Premium often have lower levels of intrinsic motivation to succeed academically

Strategies identified in 2021/22 plan:

- *High quality professional learning – Invigorating instruction framework, expertly and consistently applied*
- *One to one tuition through school led NTP*
- *Academic mentors – Maths and English*
- *Mentoring and coaching of scholars*
- *Pupil Premium Champions*
- *'Pupils Attitudes to School and Self' (PASS) assessments to diagnose and inform intervention strategy*
- *Careers opportunities*

Area five:

Scholars eligible for the Pupil Premium often require greater support in reading proficiency and support in reading for pleasure.

Strategies identified in 2021/22 plan:

- *High quality professional learning – Invigorating instruction framework, expertly and consistently applied*
- *Reconsideration of assessment policy – formative and summative assessment*
- *Shared strategies for the explicit teaching of reading and vocabulary across subjects and emphasis on oracy*
- *Reading for pleasure lessons, investing in new library, identifying students working below expected standard*
- *Pupil Premium Champions*

Area six:

Scholars eligible for the Pupil Premium require greater support in self-regulation and developing their academic organisation skills.

Strategies identified in 2021/22 plan:

- *High quality professional learning – Invigorating instruction framework, expertly and consistently applied*
- *Reconsideration of assessment policy – formative and summative assessment*

	<ul style="list-style-type: none"> • <i>Prep sessions to develop metacognitive and self-regulation skills for all scholars</i> • <i>Pupil premium champions</i>
<p>Summary of how effectively school uses evidence to identify effective strategies:</p>	<p>CMA's pupil premium strategy is heavily informed by robust sources of evidence about the likely cost versus impact of the strategies it is deploying with pupil premium funding. EEF toolkits and research summaries have been fully investigated and effectively applied to the CMA context. There are also numerous examples of how the strategies for professional growth, teaching and learning and behaviour management have been informed by current research and thinking. An area for development as the school grows is the monitoring and evaluation of the impact of intervention on CMA Scholars. For example, the use of attainment data and success criteria to judge the impact of the spending and to identify if things are working as intended and should be continued or reviewed.</p> <p>Area one: The strategies that are being used to ensure all scholars experience a range of enrichment experiences so that they can build their cultural capital, are embedded into the school's taught curriculum for all scholars. This has been achieved by extending the school day to 3.40pm Monday to Thursday and allowing for an early finish on Friday of 2.10pm. The approach ensures and prioritises a consistency of engagement with these enrichment activities for absolutely all scholars and underlines the school's underlying assumption that everyone can achieve excellence. The strategy is supported by EEF research into extending school time.</p> <p>Area Two: The strategy for improving attendance is informed and guided by the DfE's guidance, Improving School Attendance. The specific strategies used at CMA to improve attendance for scholars continues to develop although it was evident that the school works closely with the EWO.</p> <p>Area Three: The strategy goal to improve students emotional and mental wellbeing is supported by academic intervention (NTP and Academic mentors) which is underpinned by the EEF's tool kit for both one to one, and small group tuition. Involving parents in their child's learning it also an approach supported by the EEF that has been shown be effective in raising attainment of scholars. The use of PASS assessments as a standardised comparative tool is also routed in evidence of shared practice and suggested strategies proven to support intervention where needs are identified. The Pupil Premium Strategy statement does not specify how the work of a mental health practitioner, qualified counsellor and the 'Flourish' project have been chosen through evidence. However, it is widely documented that research from the DfE that the impact of school closures have disproportionately affected scholars from disadvantaged backgrounds, and multiple other sources of research have pointed to the negative impact of remote learning and school closures on young peoples mental health and wellbeing (for example Young Minds).</p> <p>Area Four: The individual strategies identified to grow scholars' intrinsic motivation to work hard and try their best are outlined in the pupil premium plan and are underpinned by evidence, primarily from the EEF. The use of prep sessions to explicitly teach</p>

	<p>the science of learning is supported by very strong evidence that strategies that show teaching metacognitive strategies has the potential to lead to up to 7 months additional progress for scholars.</p> <p>Area Five: The target to ensure all scholars can read well, with reading age at least in line with their actual age is supported by both in-school research and through the EEF, identifying the importance of effective professional development and timely feedback as important priorities for development. The shared strategies for teaching across the school are informed by the EEF and are also evidenced in the wide reading of leaders who deploy strategies such as ‘control the game’ (Doug Lemov’s - Teach Like a Champion) and the explicit teaching of vocabulary.</p> <p>Area Six The EEF guidance report has been used to carefully plan and inform the approaches taken in the explicit teaching of the science of learning. This is supported by very strong evidence that strategies that show teaching metacognitive strategies has the potential to lead to up to 7 months additional progress for scholars. In addition, evidence to support the development of oracy is supported by the EEF to show good impact for the investment needed.</p>
<p>Names of key people to speak to and outline itinerary (to be provided by headteacher using detail on Form 2): Discussion points to be noted.</p>	<p>Tom Hague - Principal Scott Else – Pupil Premium link Academy Councillor Rebecca Vaughan – Pupil Premium Champion, Year 9 Chloe French – VP, Curriculum and Teaching and Learning Adna Harris – AP, Coaching Amy Turner - SENDCo Sharon Malley – Curriculum Leader of Mathematics Fe Brewer – Curriculum Leader of English Sophie Tales – Assistant Principal, Behaviour Nik Murphy - Head of Safeguarding and Pastoral Care Anna Thorley - Head of Achievement Lianne Moore – Pupil Premium Champion, Year 8 Gizem Kesgin – Pupil Premium Champion, Year 7</p> <p><i>Discussions points pursued through the day and in the design of the itinerary were identified after reviewing the pupil premium plan, historical evaluations of the impact of pupil premium spending and the self-evaluation reflective tool completed by the school prior to the visit (copy attached for reference).</i></p> <p>Key lines of enquiry:</p> <p>Teaching Assessment and feedback – To what extent is the assessment and feedback policy embedded in departmental practice?</p>

	<p>To what degree does feedback enable disadvantaged scholars to extend, deepen and correct misconceptions through day-to-day teaching? How is attainment at KS3 benchmarked and standardised against other schools/ nationally</p> <p>Literacy across the curriculum - How does the school go about ensuring the consistency of teaching reading across the curriculum? What is being done to close the vocabulary gap?</p> <p>Targeted Academic Support Evaluating the impact of interventions – How is the school using data (soft and hard) to inform strategy and intervention? How is the school monitoring and quality assuring interventions?</p> <p>Wider strategies Attendance – What approach is being used to improve attendance, particularly persistently absent students? How is PASS testing being used to identify, target and inspire? Also, as an evaluative tool? What is the place and importance of music in the curriculum?</p>
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Area and sources of evidence	Key Findings	Strengths	Areas to develop
<p>Pupil characteristics and context</p> <ul style="list-style-type: none"> ❖ Meeting with Principal, pupil premium champion ❖ Review of PP Strategy statement ❖ Review of self-evaluation 	<p>The context of the school:</p> <ul style="list-style-type: none"> • The proportion of scholars eligible for the pupil premium grant is above the national average at 33%. • It is estimated that this is disproportionate to the number of scholars living in child poverty, estimated to be around 50%. • The school is situated in an area with some of the highest crime rates in the city. • There are 4 looked after children and 2 post-looked after children in the school. The school bids for specific items to meet the needs of the LAC 	<p>Analysis of self-evaluation – <i>Vision and ambition, clear direction and strategy to get there</i> <i>Underpinning vision, values and culture</i> <i>Structure and staffing in place</i> <i>Evidence informed practice</i> <i>Consistency of implementation of T&L strategies across the school</i> <i>High expectations for all – Deliberately focused on ‘all’ rather than disadvantaged</i> <i>Curriculum equity prioritised</i> <i>Professional growth programme</i> <i>Impact of pastoral interventions are evidenced e.g. PASS</i> <i>Inclusive teaching and approach</i></p>	<p>Analysis of self-evaluation – <i>Staff understanding of their role in the PP strategy is consistently shared and understood</i> <i>Develop staff understanding of the challenges of growing up as a disadvantaged young person</i> <i>Section 6 – Impact and monitoring</i> <i>Use of success criteria to evaluate if interventions have intended impact</i> <i>Internal quality assurance of intervention – e.g. NTP/ Academic mentors</i> <i>Use of attainment data to evaluate impact of interventions, especially</i></p>

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	<p>scholars through the Leicester Virtual School.</p> <ul style="list-style-type: none"> • There are more boys than girls. • Approximately 25% of disadvantaged scholars have a SEND. • A number of scholars have complex needs. • The prior attainment of scholars varies by year group, however certainty around this is difficult because Y7 and Y8 do not have KS2 SATs data. • MidYIS testing has been used and shared with The Trust to benchmark all scholars on arrival. • Year 9 scholars have the highest prior attainment. • Target setting across the school is part of a Trust wide approach bringing rigour and confidence. 	<p>Analysis of the pupil premium strategy statement 2021/22 and evaluation of 2020/21 plan</p> <p><i>Engagement with online learning during home learning or isolation.</i></p> <p><i>Progress in science</i></p> <p><i>Feedback from the scholar survey</i></p> <p><i>Evidence informed practice</i></p> <p><i>Ambitious intended outcomes for all students.</i></p> <p><i>Identified gaps are addressed in the 2021/22 strategy.</i></p> <p>Observations from school visit</p> <p><i>As a new school, CMA has been built around a vision of ‘excellence for all’ with the needs of disadvantaged scholars’ part of the fabric of decision making. It is ‘not a bolt on’ to the provision of the school.</i></p>	<p><i>when judging performance in different subjects</i></p> <p><i>Personalisation of activities for individual students</i></p> <p><i>Departmental understanding and monitoring of PP progress (curriculum, T&L, cultural capital, assessment)</i></p> <p>Evaluation of 2020/21 plan identifies the following gaps to be addressed in the 2021/22 plan</p> <p><i>Gaps in progress for Y7 in English and Y8 in maths</i></p> <p><i>General attendance for disadvantage scholars is lower (91.7%) than others (96.5%)</i></p> <p><i>Persistent absence rates for PP scholars - 17.24% in 2020/21</i></p> <p><i>Gaps in attitude to learning and motivation of disadvantaged scholars.</i></p>
<p>Achievement₁</p> <ul style="list-style-type: none"> ❖ Learning walk ❖ Published data ❖ Current progress data ❖ Scholar Meeting ❖ Literacy and reading meeting ❖ Core curriculum meeting 	<p>There is no published attainment or progress data available for this school.</p> <p>Internally generated attainment and progress data was not considered as part of this review.</p> <p>The assessment policy was reviewed.</p> <p>Two learning walks (40 minutes) were completed during the school visit. In the teaching and learning walk we visited:</p> <p>Year 7 Drama Y7 French 3 x Y8 English Y7 History</p>	<p>Observations from learning walk:</p> <p><i>High standards of behaviour and quality instruction was enabling highly productive teaching and learning in all classes visited.</i></p> <p><i>There was a high degree of consistency between classrooms. The centralised curriculum had enabled teachers to ‘plan for the detail’ with evidence of carefully considered questioning, ambitious and challenging resources and high levels of scholar engagement. Student work in books evidenced that this was the regular ‘diet’ and expectation in all lessons.</i></p>	<p>Literacy and reading</p> <p><i>Assessment of all scholars reading and spelling ages to inform intervention and monitor progress.</i></p> <p><i>Develop teachers understanding of those weak and struggling readers and the impact this has on wider attainment and progress.</i></p> <p><i>Develop the systematic use of reading and spelling ages in teachers’ approach to ‘planning for the detail’.</i></p>

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	<p>Y7 Science</p> <p>There is no difference in provision for disadvantaged students in the construction of the curriculum or in expectations.</p>	<p><i>There was no difference between the quality of work being completed by PP and non-PP scholars.</i></p> <p>Observations from scholars meeting: <i>Scholars spoke eloquently of their ambitions and laid out well thought through and informed plans as to what they needed to do to get there. They highly valued the support and encouragement they get from the school</i></p> <p>Literacy and reading <i>The explicit teaching of vocabulary and consistency of approach to reading across the curriculum was clearly defined and formed part of the PD cycle for all teachers. The development of the new library is a priority to enable access to a rich canon of literature and to nurture the reading school ethos.</i></p>	
<p>Leadership & Management</p> <ul style="list-style-type: none"> ❖ PP Governor ❖ Interview with PPCo and Principal ❖ Scrutiny of pupil premium policy documents ❖ Scrutiny of SEF / development plan ❖ Most recent Challenge Partners report 	<p>There is no Ofsted report for this school.</p> <p>The challenge partners review has provided useful triangulation for the findings of this review.</p> <p>Most of the funding received through the pupil premium and recovery premium funding has been allocated to wider strategies to remove barriers and enhance the experience of scholars.</p> <p>Leaders have ensured that appropriate staffing and resources have been allocated to address the challenges in the pupil premium plan.</p>	<p><i>The leadership team have a deep and personal appreciation of the challenges faced by disadvantaged scholars and the school community more widely. They are highly motivated to challenge the disadvantage faced by all scholars. Leaders have identified clear priorities for the pupil premium funding based on evidence, evaluation and a deep knowledge and appreciation of the barriers faced by disadvantaged scholars.</i></p> <p><i>The allocation of pupil premium and recovery funding is consistent with the identified challenges and underpinned by a whole</i></p>	<p><i>Consider if all staff have the same personal appreciation of the challenges facing disadvantaged scholars.</i></p> <p><i>Consider how staging posts could be used to monitor progress towards the ambitious success criteria set out in the 3-year PP plan.</i></p> <p><i>Consider how the success criteria in the pupil premium plan will lead to KS4 attainment and progress outcomes for the school. What might this look like in</i></p>

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<ul style="list-style-type: none"> ❖ Castle Character time learning walk and meeting with Head of Achievement 	<p>Governors (Academy Councillors) have an allocated 'link' who works with the school to review the strategic approach to the allocation of PP and recovery funding. This includes frequent monitoring visits to the school.</p>	<p><i>school strategic approach that is focussed on the academic attainment and progress of scholars.</i></p> <p><i>Leaders are committed to developing the whole child and have designed a curriculum that is inclusive for all e.g. Castle Character Time and the five year cultural enrichment journey.</i></p>	<p><i>2024 published data on post 16 progression?</i></p> <p><i>Consider how leaders can ensure equity of access to trips and visits as the school moves forward with the vision of a five-year cultural enrichment journey.</i></p>
<p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> ❖ Learning Walks ❖ Interview with Scholars ❖ Interview with VP for teaching and learning ❖ Interview with curriculum leaders ❖ Assessment and homework policies ❖ CPD programme 	<p>Teaching and learning strategy is defined in the 'Invigorating instruction' framework.</p> <p>There is a centralised curriculum for all subjects</p> <p>Teacher's 'plan to the detail' in response to the needs of the scholars in their group but the ambition and pace of progression are led by departmental feedback and planning.</p> <p>Scholars are now able to enjoy a broader curriculum now the school has moved into its new, cutting-edge facilities. There is a planned approach to introducing new subjects and not all will be offered to the first GCSE cohort so as not to disadvantage them (e.g. Product Design).</p> <p>Homework is primarily built around mode B style retrieval practice tasks. Scholars receive homework in every subject, every week. The 'Prep' study period as part of the extended day approach removes barriers to completing homework at home for disadvantaged scholars.</p>	<p><i>There is a well thought through, nuanced and evidence informed approach to teaching and learning in the school that meets the needs of all students, especially those from disadvantaged backgrounds. This is communicated effectively through the 'invigorating instruction framework' and realised through the professional growth model that is highly valued by all the staff involved in the review. There was a highly consistent approach to the common language for learning and shared approach to curriculum, expectations and behaviour. By prioritising consistency, the cognitive load on scholars to access the learning is understood and managed. This embodied the vision that 'everyone can achieve excellence'.</i></p> <p>Core Curriculum/ Assessment and feedback</p> <p><i>Assessment is benchmarked and curriculum leaders draw upon the experience and standards of attainment across the Trust. The assessment policy is embedded into departmental practice and is providing curriculum leaders with rich information to</i></p>	<p>Core Curriculum/ Assessment and feedback</p> <p><i>Consider how the impact of the learning mentors and NTP tuition will be evaluated</i></p> <p><i>Consider how the pupil premium cohort are performing in comparison to others in different subject areas across the curriculum with an eye to KS4 outcomes in 2024.</i></p>

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	<p>'Feedback is a gift'. The approach to this is department led but should be timely, frequent and promote action.</p> <p>There is not a culture of intervention. The school prioritises quality teaching first and works hard to ensure any behaviour or SEMH interventions do not impact students' engagement and progress with their studies.</p> <p>Catch-up intervention through the School Led NTP will start soon with the school's own teachers volunteering to run paid, 30 minute catch up classes afterschool. This is being offered over a range of 7 subjects.</p> <p>The school has also used the recovery fund to employ academic mentors in Maths and English.</p>	<p><i>know and challenge the performance of their department.</i></p> <p><i>Formative feedback is embedded in practice and enables responsive teaching within the centralised curriculum.</i></p> <p><i>In Maths the curriculum and assessment approach is shared across the trust. QLA and subsequent quizzing (using Hegarty Maths) is personalising feedback to individual needs.</i></p> <p><i>The curriculum leaders highly valued the contribution of academic mentors to both departments. Both individuals were highly skilled and qualified appointments, and it was felt they were having an impact on the small groups of scholars they were working with.</i></p>	
<p>Behaviour & safety</p> <ul style="list-style-type: none"> ❖ PP Evaluation for 2020/21 ❖ Meeting with head of behaviour and safeguarding ❖ Scholar meeting 	<p>Headline attendance data from the pupil premium evaluation shows that there is a gap in the attendance of PP/ Non PP scholars. This is particularly evident with the number of scholars who are persistently absent from school.</p> <p>The school is using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts. The school is using PASS assessments to understand this better and to standardise their scholars against others nationally.</p>	<p><i>The school works closely with the EWO</i></p> <p><i>Improvements have been secured in the percentage of PA scholars between 2019/20 and 2020/21</i></p> <p><i>The high expectations are evident in the excellent behaviour of scholars in social time and in lessons.</i></p> <p><i>The scholars said they felt safe and all had trusted adult at school they could go to for help. They were clear on the importance of good attendance and ambitious in their future aspirations.</i></p>	<p>Attendance</p> <p><i>The level of persistent absence among disadvantaged scholars could be the biggest threat to public accountability measures for 2024 cohort.</i></p> <p><i>Consider if the strategy and resources allocated to attendance is sufficient to engage the families of PA scholars who are falling short of the threshold to access the EWO intervention.</i></p> <p><i>Consider how information from PASS assessments can be used to inform practice and how it can be used as a monitoring tool.</i></p>

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<p>Evaluation of impact, drafting action plan and next steps</p> <p>❖ Discussion with HT/ CoG/ PPCo</p>	<ul style="list-style-type: none"> ▪ Feedback to the pupil premium team at CMA was given verbally on 31st January 2022 and confirmed in this document. ▪ Evidence collected both during the school visit and during the planning and action planning stages of this review indicate that CMA's approach to the pupil premium is highly effective and making an impact upon all scholars at the school. ▪ The school's mission and vision is routed in the community it serves and leaders have a deep understanding of the challenges and barriers their scholars and their families face. ▪ The school is unapologetically driven to provide an environment where expectations are clear, consistently applied and entirely focussed on the holistic development of the scholars. <p>The resulting action plan contains recommendations for the school to explore to continue moving the school forward. These have been identified by working in collaboration and will be reviewed before the end of the 2021/22 academic year through a follow up telephone/ in -person meeting between the Principal, PP Champions and PP reviewer.</p>		