

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 2022-23 academic year.

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

- Progress in **English** for Disadvantaged scholars in Year 7 shows 84.2% making at least Good progress against targets (compared to 84.9% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 7 shows 62.4% making at least Good progress against targets (compared to 80.1% for others).
- Progress in **Science** for Disadvantaged scholars in Year 7 shows 71.0% making at least Good progress against targets (compared to 85.6% for others).

- Progress in **English** for Disadvantaged scholars in Year 8 shows 70.3% making at least Good progress against targets (compared to 77.3% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 8 shows 69.3% making at least Good progress against targets (compared to 78.3% for their others).
- Progress in **Science** for Disadvantaged scholars in Year 8 shows 79.7% making at least Good progress against targets (compared to 88.7% for others).

- Progress in **English** for Disadvantaged scholars in Year 9 shows 73.4% making at least Good progress against targets (compared to 87.9% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 9 shows 70.7% making at least Good progress against targets (compared to 79.4% for their others).
- Progress in **Science** for Disadvantaged scholars in Year 9 shows 71.1% making at least Good progress against targets (compared to 91.5% for others).

- Progress in **English** for Disadvantaged scholars in Year 10 shows 61.3% making at least Good progress against targets (compared to 74.2% for others).
- Progress in **Maths** for Disadvantaged scholars in Year 10 shows 51.9% making at least Good progress against targets (compared to 78.5% for their others).
- Progress in **Science** for Disadvantaged scholars in Year 10 shows 55.3% making at least Good progress against targets (compared to 65.5% for others).

- In 2022-23, attendance for Disadvantaged scholars was 87.6%, compared to 91.8% overall. This compares to the attendance of Disadvantaged scholars being in 87.9% 2021-22.
- In 2022-23, 37.1% of Disadvantaged scholars were Persistently Absent, compared to 13.2% for others. This compares to 35.9% of Disadvantaged scholars being Persistently Absent in 2021-22.

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 (ambitious) to 4 (resistant):

- The average Scholarship Grade for Year 7 for Disadvantaged scholars was 2.24, compared to 2.02 for others.
- The average Scholarship Grade for Year 8 for Disadvantaged scholars was 2.26, compared to 2.10 for others.
- The average Scholarship Grade for Year 9 for Disadvantaged scholars was 2.36, compared to 2.06 for others.
- The average Scholarship Grade for Year 10 for Disadvantaged scholars was 2.30, compared to 2.10 for 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 0.50 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 0.10 subjects for others.
 - In year 8, disadvantaged scholars had on average 'homework concerns' in 0.43 subjects, compared to in 0.15 subjects for others.
 - In year 9, disadvantaged scholars had on average 'homework concerns' in 0.59 subjects, compared to in 0.26 subjects for others.
 - In year 10, disadvantaged scholars had on average 'homework concerns' in 0.48 subjects, compared to in 0.32 subjects for others.
- 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 attendance at events e.g., Parents' Evenings.
 - Year 7 Parents' Evening: 92% attendance overall, with 90% for parents of disadvantaged scholars; Year 8 Parents' Evening: 94% attendance, with 90% for parents of disadvantaged scholars; Year 9 Parents' Evening: 93% attendance, with 85% for parents of disadvantaged scholars; Year 10 Parents' Evening: 87% attendance, with 83% 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:
 - 80% of disadvantaged scholars agree that Castle Mead Academy encourages them to look after their emotional and mental health.
 - 81% of disadvantaged scholars agree that Castle Mead Academy encourages them to be independent and to take on responsibilities.
 - 78% of disadvantaged scholars agree that teachers help them to take part in lessons, to ask and answer questions and show their understanding.
- During the academic year 2022-2023, 2 music grade exams were taken by scholars who are disadvantaged, ranging from pass to merit.
- 95% of disadvantaged scholars borrowed a book from the library in 2022/23, compared to 85% for other scholars.
- Across Years 7, 8, 9 and 10 disadvantaged scholars had an average net behaviour points total (merits subtract demerits) of 502.3, compared to 545.6 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; 100% of disadvantaged scholars in Year 10 have learnt 'What if' off by heart – hence all building their cultural capital.

- 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 the new year 7 cohort, Preparedness for learning, general work ethic, and confidence in learning were the highest scoring strands.
- 100% of scholars eligible for the Pupil Premium in years 7, 8 and 9 completed six different Castle Character Time electives over the course of the academic year; 100% of scholars eligible for the Pupil Premium in year 10 completed three different Castle Character Time electives over the course of the academic year – all benefitting in terms of mastery, courage and fulfilment.
- 50 Year 10 scholars who are eligible for the pupil premium receive high quality tutoring from their expert teachers in either Mathematics, Science, Computer Science, English, History, Geography or GCSE PE/BTEC Sport through the School Led Tutoring Programme.
- 15 scholars eligible for the Pupil Premium in year 10 took part in the 'Pathways to Success' programmes. 1-2-1 coaching sessions, workshops, tasters 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.
- 72 scholars who are disadvantaged accessed support in taking part in the 'Flourish' programme.
- 18 scholars who are disadvantaged benefitted from Counselling sessions.
- 5 scholars who are disadvantaged accessed support from the Mental Health Support Team in schools provision.
- 100% of scholars who are eligible for Pupil Premium have had access to Career sessions throughout the year. In addition, Year 7 PP scholars visit DeMonfort University through a Computer Science visit. 100% of PP scholars had a 1:1 careers session with a careers advisor.
- A total of 24 Chromebooks were loaned, with 100% of these being Pupil Premium. As a result of the equipment request form, 48 PP scholars were given uniform or equipment.
- Over £3000 of the Fund for Families section of our PP budget was spent supporting our disadvantaged families with uniform, equipment and bus passes.
- 100% of Y7 PP scholars graduated from the Fresh Start Phonics intervention to the Switch On fluency intervention.
- 3 Year 8 PP scholars improved their reading ages following reading interventions.
- SAS scores demonstrate impact of Reading to Learn: we are adding value each year for all scholars - Mean for year 10: 105.6, year 9: 104.7, year 8: 102.1, 7: 102.5 (National Average – 100)
- Each academic mentor has led interventions with 50 underachieving scholars each cycle from all year groups but with a focus on Year 10. 100% of these scholars have been Pupil Premium.
- Each Pupil Premium Champion have had a whole school strand which has impacted PP scholars across all year groups. These strands were: reading, communication, enrichment and PASS assessment.
- Each PP Champion has led fortnightly mentoring with PP scholars through Progress Coaching. In Year 7, 22 PP scholars, Year 8, 27 PP scholars, Year 9, 31 PP scholars, and Year 10, 30 PP scholars, were progress coached across the year. In addition, across all year groups, 180 PP scholars were monitored through the light touch intervention and 55 PP scholars were invited to High Flyers Homework Club.

- Scholars eligible for the Pupil Premium have access to mentoring through Greenhouse Sports programme, including a targeted access to the enrichment programme also (including holiday provision).
- 12 disadvantaged scholars from Year 7-10 attended Jamie's Farm for a week. Jamie's Farm uniquely combines farming, family and therapy into a 5-day residential with a focus on giving children time and space to reflect, to renew and determine a new path for themselves.
- Rowing scholarships were awarded to 16 Year 8 scholars, of whom 10 were disadvantaged scholars. Impact seen in improvements in attendance and conduct in school, as well as all gaining specialist coaching. Four scholars have since joined LRC, and two have competed nationally for rowing.
- All disadvantaged scholars have access to breakfast (bagel or cereal) every morning in the Dining Hall.

Externally provided programmes

Programme	Provider
Inspires Programme	Leicester City Football Club in the Community
Pathways to Success	School Development Support Agency (SDSA)
Enstruct Gardening	Enstruct Training
Basketball programme	Greenhouse Sports