

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### **The schools' performance measures in 2023-24 (Challenge 5):**

- Average attainment 8 score per disadvantaged student is 38.67, which is above national (36.8)
- The proportion of disadvantaged students achieving 5+ in Basics is 33.3%, which is above national (28.4%)
- The proportion of disadvantaged students achieving 4+ in Basics is 55.2%, which is above national (47.1%)
- % disadvantaged students entering Ebacc at 69% is well above national
- Attainment 8 for Ebacc for disadvantaged student is 10.8, which is in line with national (10.5)

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 2.14, compared to 2.00 for others.
- The average Scholarship Grade for Year 8 for Disadvantaged scholars was 2.24, compared to 2.05 for others.
- The average Scholarship Grade for Year 9 for Disadvantaged scholars was 2.24, compared to 2.09 for others.
- The average Scholarship Grade for Year 10 for Disadvantaged scholars was 2.32, compared to 1.98 for others.
- The average Scholarship Grade for Year 11 for Disadvantaged scholars was 2.34, compared to 2.02 for others.
- There has been consistent completion of homework by all scholars regardless of disadvantage. (1 homework concern = 1, 0 homework concerns = 0). Across all year groups, disadvantage scholars have a homework concern in, on average, less than 1 subject per scholar.
  - In year 7, disadvantaged scholars had on average 'homework concerns' in 0.46 (i.e approximately only half the DA scholars have a homework concern in one subject) compared to in 0.30 subjects for others.
  - In year 8, disadvantaged scholars had on average 'homework concerns' in 0.49 subjects, compared to in 0.15 subjects for others.
  - In year 9, disadvantaged scholars had on average 'homework concerns' in 0.61 subjects, compared to in 0.28 subjects for others.

- In year 10, disadvantaged scholars had on average 'homework concerns' in 0.68 subjects, compared to in 0.28 subjects for others.
- In year 11, disadvantaged scholars had on average 'homework concerns' in 0.26 subjects, compared to in 0.18 subjects for others.

**Intended Outcome 5:**

There will be no significant difference in average number of homework concerns across subjects between scholars eligible for the Pupil Premium and other scholars. ***On track to achieve this.***

- Year 10 and Year 11 scholars who are eligible for the pupil premium receive high quality after school tuition from their expert teachers in either Mathematics, Science, Computer Science, English, History, Geography or GCSE PE/BTEC Sport through the after school revision.
- Our English and Maths academic mentors are expert members of the CMA staff body and each have led interventions with 50 underachieving scholars each cycle from all year groups but with a focus on Year 10 and Year 11. 100% of these scholars have been Pupil Premium.

**Intended Outcome 5:**

- There will be no significant difference in average number of homework concerns across subjects between scholars eligible for the Pupil Premium and other scholars. ***On track to achieve this.***
- Scholarship grades for identified scholars eligible for the Pupil Premium show improvement following interventions which are tracked. ***On track to achieve this based on minimal different in scholarship grades.***
- The academic performance gap improves, in particular within English and maths, across all year groups relative to the previous academic year. ***Gaps from Year 11 outcomes and KS4. Aim is to start closing the gaps with our next GCSE results.***

**Attendance (Challenge 2)**

- In 2023-24, attendance for Disadvantage scholars was 87%, compared to 91.1% for overall. The national average for DA was 85.4%. In 2022-23, attendance for Disadvantaged scholars was 87.6%, compared to 91.8% overall.
- In 2023-24, 37.5% of Disadvantage scholars were Persistently Absent. The overall PA was 21.2% for all pupils. This compares to 37.1% of Disadvantaged scholars being Persistently Absent in 2022-23. The overall PA was 22.1% for all pupils.

**Intended Outcome 2:**

- 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. **Prioritise improvement as gaps have remained static.**
- 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. **Prioritise improvement as gaps have remained static.**

### **Cultural Capital (Challenge 1)**

- During the academic year 2023-2024, 2 music grade exams were taken by scholars who are disadvantaged, ranging from pass to merit.
- 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; 100% of disadvantage scholars in Year 11 have learnt 'Don't Quit' 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 and Year 11 completed three different Castle Character Time electives over the course of the academic year – all benefitting in terms of mastery, courage and fulfilment.
- 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 career session with a careers advisor in Year 10 and Year 11.
- Our provisional NEET figures are at 2% for overall (only 5 scholars), of which 3 are DA.
- 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.

### **Intended Outcome 1:**

- The enrichment experiences which form the 'CMA Cultural Enrichment Journey' will be fully enacted for all disadvantaged scholars. **On track to achieve**
- Scholars who are Pupil Premium have equal access to enrichment and careers experiences as seen through the participation tracking. **On track to achieve, tracking started.**
- 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. **On track to achieve**

### **Wellbeing and Cost of Living (Challenge 3)**

- A total of 25 Chromebooks were loaned, with 100% of these being Pupil Premium.
- Over £3000 of the Fund for Families section of our PP budget was spent supporting our disadvantaged families with uniform, equipment and bus passes.
- All disadvantaged scholars have access to breakfast (bagel or cereal) every morning in the Dining Hall.

### **Intended Outcome 3:**

- Scholar voice will show scholars eligible for the Pupil Premium enjoy coming to school and feel well supported. ***On track to achieve (scholar survey from 22-23)***
- Scholars who are Pupil Premium have equal access to wellbeing support activities as seen through the participation tracking. ***On track to achieve***
- QA activities on uniform, equipment etc will show that all disadvantaged scholars are continually supported so as they are fully equipped for learning. ***On track to achieve***
- 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. ***On track to achieve***

### **Reading (Challenge 4)**

- 100% of Y7 DA scholars graduated from the Fresh Start Phonics intervention to the Switch On fluency intervention.
- 64% of disadvantaged scholars borrowed a book from the library in 2023/24, compared to 56% for non-DA scholars. It is particularly pleasing that 100% of Year 7 DA scholars borrowed a book from the library.
- 60% of scholars involved in the Switch On Reading Intervention were DA. Our DA scholars made an average of 12.5 months progress in Single Word Reading Test.
- 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 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.

### **Intended Outcome 4**

- Borrowing rates from the library show scholars eligible for the Pupil Premium read for pleasure often. ***On track to achieve***
- Following interventions, identified scholars have improved their reading age (reviewed annually). ***Following the appointment of a HLTA head of reading, reading intervention for DA scholars is a priority for this year***
- Scholars are exposed to text from all curriculum areas in line or above their reading age. ***On track to achieve***

### **EBacc Entry Data for current Year 11**

- 81% of Year 11 scholars were entered for EBacc, with 42% achieving a standard pass and 26% achieving a strong pass.
- 69% of disadvantaged scholars were entered for EBacc, with 32.2% achieving the standard pass, and 16.1% achieving a strong pass. ***Nation average for EBacc entry is 39%, local average for EBacc entry is 38%***
- 75.9% of Year 10 scholars are entered for EBacc, with 62.8% disadvantage scholars being entered.

#### **Additional Observations:**

- 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.
- 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. This highlights how on average, the behaviour our of DA cohort across the school is excellent in classrooms and around the school.
- Each PP Champion has led fortnightly mentoring with PP scholars through Progress Coaching. In Year 7, 24 PP scholars, Year 8, 30 PP scholars, Year 9, 30 PP scholars, and Year 10 and 11, 60 PP scholars, were progress coached across the year. In addition, across all year groups, 180 PP scholars were monitored through the light touch intervention.
- 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).

The data demonstrated that on the whole we are on track to meet all intended outcomes.

Based on all the information above, the performance of our disadvantaged pupils meets expectation, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy is proven to be effective in meeting our intended outcomes.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
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