

Pupil premium strategy statement – Castle Mead Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Castle Mead Academy |
| Number of pupils in school | 1237 |
| Proportion (%) of pupil premium eligible pupils | 48.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/2026, 2026/27, 2027/2028 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 and then annually thereafter |
| Statement authorised by | Chloe French |
| Pupil premium lead | Rebecca Vaughan |
| Governor / Trustee lead | Zahir Haque |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £620,530.00 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £620,530.00 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is focused on achieving equity and excellence. We identify and combat the barriers to success faced by our scholars who are disadvantaged, by building a strong sense of belonging with our scholars and families. We lead with compassion and make no excuses so that every single scholar is able to fulfil their potential and lead a fulfilling, happy life both at school and in the future.

The Pupil Premium Strategy of Castle Mead Academy is underpinned by our four underlying assumptions:

- Everyone is capable of excellence
- We develop the whole self
- We make no excuses
- Feedback is a gift
- Everyone belongs

The premise of Castle Mead Academy is that ‘everyone is capable of excellence’ regardless of their socio-economic background, prior attainment or the challenges they face. We believe that by overcoming challenges identified on behalf of our scholars who are disadvantaged will allow them to benefit from the excellent teaching and learning, curriculum and experiences we have on offer at Castle Mead Academy.

Over the past seven years since the school’s inception, we have worked to ensure that teaching is consistently excellent and we have continued to refine our in-house professional learning offer for teachers to ensure that they continue to provide the very best education possible. This relentless focus on high-quality teaching over the past seven years means that practice is exemplary. Whilst high-quality teaching remains our highest priority, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, we now look towards investing heavily in wider strategies to ensure that all scholars are supported in attending well and feeling a strong sense of belonging in our school, both in and outside of the classroom.

As much as this strategy is written with scholars who are disadvantaged in mind, some approaches described will of course support scholars who are not disadvantaged too. However, there are two key distinctions:

- Scholars who are disadvantaged will take priority for some interventions, if resources/capacity are restricted.

- Interventions which benefit all scholars, will arguably have a greater impact on scholars who are disadvantaged.

The pupil premiums strategy is a key feature of wider school plans for education recovery. Particularly with this in mind, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The use of interviews and assessments will ensure this is the case, so as our strategy is bespoke and dynamic as necessary considering our own unique context.

The approaches we have adopted build upon the strong core foundations we have set at Castle Mead Academy since the school opened in 2019. To ensure the strategy is impactful, we will ensure evaluation is timely and ongoing and that the strategy is owned by all staff who each understand the role they have to play in ensuring on behalf of our scholars who are disadvantaged that realistically at Castle Mead Academy 'everyone is capable of excellence'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | <p>Scholars eligible for the Pupil Premium at Castle Mead Academy on average have lower attendance and are more often persistently absent, than other scholars.</p> <p>In 2024-2025, overall attendance for Disadvantage scholars was 87.3%, compared to 91% overall.</p> <p>This included 30.1% of disadvantage scholars who were Persistently Absent. The overall PA was 22.7% for all pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on the progress of scholars who are disadvantaged.</p> |
| 2 | <p>Scholars eligible for the Pupil Premium often require greater support in reading proficiency and support in reading for pleasure.</p> <p>Over the last 5 years we have seen a consistent 20-30% of disadvantaged scholars entering Y7 with reading below the expected standard.</p> |
| 3 | <p>GCSE results from 2025 show that there is a negative gap in academic performance of scholars eligible for the Pupil Premium compared to their non disadvantaged peers.</p> |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Average attainment 8 score per disadvantaged student is 36.1, which is in line with the previous year's national average of 36.8 • The proportion of disadvantaged students achieving 5+ in Basics is 33.3%, which is above national (28.5%) • The proportion of disadvantaged students achieving 4+ in Basics is 52.5%, which is above national (48%) • % disadvantaged students entering EBacc at 64% is well above national • EBacc 5+ per disadvantaged student is 14.1%, which is comparable to national for all students (DA and non-DA) 16.6%. <p>Whilst performance in Maths has improved for DA students on 23/24 across Maths, English Language and English Literature the gap has widened from Summer 2024 to Summer 2025.</p> |
| 4 | <p>Many pupils eligible for the Pupil Premium arrive at school having had fewer chances to take part in activities that broaden their understanding of the world. Limited family resources can mean reduced access to clubs, visits, and community initiatives that many of their non-disadvantaged peers take for granted. As a result, some pupils miss out on experiences that help young people develop confidence, independence, and a clear sense of their own potential.</p> <p>When these opportunities are scarce, students may find it harder to imagine what their futures could look like or to build the personal qualities that support long-term success. This can influence their outlook in school, contributing to lower engagement, reluctance to participate, or difficulty forming secure friendships.</p> <p>Over time, these patterns can shape how well-prepared students feel for their next steps, whether that involves further study, training, or employment. Without targeted support, they may struggle to access the full range of pathways available to them.</p> <p>For this reason, the school is committed to widening pupils' experiences—both through the curriculum and through additional enrichment—so that disadvantaged learners can strengthen their cultural awareness, develop resilience, and build the confidence needed to thrive in later life.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| | Intended outcome | Success criteria |
|---|--|--|
| 1 | Scholars eligible for the Pupil Premium have excellent | <ul style="list-style-type: none"> • There will be improved gaps in absence between scholars eligible for the Pupil |

| | | |
|---|--|---|
| | attendance to school, so as they have curriculum continuity to be able to build a rich schema in all subjects and make excellent progress. | <p>Premium and other scholars, in all year groups relative to the previous academic year.</p> <ul style="list-style-type: none"> 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. |
| 2 | All scholars eligible for the Pupil Premium can read well, with their reading age at least in line with the actual age. They engage in reading for pleasure. | <ul style="list-style-type: none"> Borrowing rates from the library show scholars eligible for the Pupil Premium read for pleasure often. Following interventions, identified scholars have improved their reading age (reviewed annually). Scholars are exposed to text from all curriculum areas in line or above their reading age. |
| 3 | The difference between outcomes at GCSE between scholars eligible for the Pupil Premium and their peers is reduced year on year. | <ul style="list-style-type: none"> The academic performance gap improves, within English and Maths, year on year. Scholarship grades show no significant difference between scholars eligible for the Pupil Premium and their peers. |
| 4 | Scholars eligible for the Pupil Premium have experienced a range of enrichment experiences, so as they build their cultural capital, can fully access and appreciate the curriculum, and achieve clarity about individual post 16 next steps, building their character throughout their time at Castle Mead Academy. | <ul style="list-style-type: none"> Scholars eligible for the Pupil Premium are equally represented on trips and visits. Scholars eligible for the Pupil Premium have first choice over their Castle Character Time electives. Scholars eligible for the Pupil Premium are actively recruited for Scholar Leadership opportunities. All disadvantaged scholars attend at least two trips to PS16 education providers or local employers during their 5 years at CMA. Pupil voice shows no distinguishable difference between the day-to-day experience of disadvantaged scholars and their peers within school. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High-quality Teaching

Budgeted cost: £60,418.57

| Activity | Evidence that supports this approach | Approach implemented | Challenge number(s) addressed |
|--|--|---|-------------------------------|
| Shared strategies on teaching of reading across subjects, and vocabulary teaching. | <p>Consistency in the teaching of reading will make this more familiar and hence reduce cognitive load of scholars, whilst also ensuring it is done in the most highly effective manner (e.g. using TLAC 'Control The Game').</p> <p>Professional Learning on vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary, to the betterment of scholar progress and vocabulary development. Acquiring disciplinary literacy is key for scholars as they learn new, more complex concepts in each subject.</p> <p>An emphasis on oracy, in line with the Speak Like a Scholar strategy of the academy, will ensure scholars improve their literacy. Professional Learning on oracy strategy will be included for all teaching staff. Poetry in Voice will be to the benefit of all scholars, and particularly those eligible for the Pupil Premium in enhancing their cultural literacy.</p> <p>EEF Guidance Report: Improving Literacy in Secondary Schools</p> <p>EEF Toolkit: Oral language interventions: +6 months</p> | <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches, for example... reading comprehension.</i></p> | 2, 3 |

| | | | |
|--|---|--|-------------|
| <p>All staff across the school receive training on how to interact with data at a classroom level through Professional Learning.</p> <p>SLT and CLs are provided with support and training from the Trust to continue to build staff expertise in harnessing assessment data.</p> | <p>Assessment data is generated across year groups and is to be utilised in such a way across different strategic teams of the academy so as it is impactful in improving outcomes for scholars who are disadvantaged.</p> <p><u>EEF Toolkit: Feedback: +6 months</u></p> | <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches, for example feedback...</i></p> | <p>3</p> |
| <p>Staff receive High Quality Teaching through Professional Learning and Expert Practice, so as the Castle Mead Invigorating Instruction framework for excellent teaching is expertly and consistently applied.</p> <p>This in turns aids retention of staff, and attracts high quality staff through recruitment.</p> | <p>Instructional coaching is well embedded within the academy, with all teachers benefitting from coaching so as they keep getting better. This is supplemented by fortnightly Professional Learning sessions, and weekly Expert Practice sessions.</p> <p><u>EEF Guidance report: Effective Professional Development</u></p> | <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p><i>Professional development on evidence-based approaches...</i></p> <p><i>Recruitment and retention of teaching staff.</i></p> | <p>2, 3</p> |

Targeted academic support

Budgeted cost: £151,641.54

| Activity | Evidence that supports this approach | Approach implemented | Challenge number(s) addressed |
|--|--|---|-------------------------------|
| Targeted Support through KS4 Maths and English Masterclasses and additional in school intervention. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. We will predominantly do this on a small group tuition basis.</p> <p><u>EEF Toolkit: Small group tuition, +4 months</u></p> | <i>Small group targeted support</i> | 1, 3 |
| Academic Mentors <ul style="list-style-type: none"> - Leaders (Vice Principal – Achievement, Curriculum Leaders of Maths and English) to identify scholars who are not reaching their target grade of a 4 or a 5. - Support focused on scholars achieving a grade 4/5 in both English and Maths. | <p>Identified disadvantaged scholars will be identified for small group tuition from our Academic Mentors in English and Mathematics.</p> <p><u>EEF Toolkit: One to one tuition, +5 months</u></p> <p><u>EEF Toolkit: Small group tuition, +4 months</u></p> | <i>One to one and small group tuition.</i> | 3 |
| Two HLTA (Reading and Wellbeing/Mental Health) and Librarian | <p>Our reading strategy has three pillars which impact positively on scholars who are disadvantaged: Learning to Read; Reading to Learn; Reading for Pleasure.</p> <p>We are continuing to invest in our library and Reading for Pleasure lessons and intend to further develop the academy as a 'Reading School' and the culture of reading for pleasure.</p> <p><u>EEF Toolkit: Oral language interventions: +6 months</u></p> | <i>One to one and small group tuition.</i> <i>Teaching assistant deployment and interventions.</i> | 2 |

| | | | |
|---|---|--|---------|
| | <u>EEF Toolkit: Phonics: +5 months</u> | | |
| Pupil Premium Champions | <p>Each cohort of scholars eligible for the pupil premium in each year group will have an appointed Pupil Premium Champion to ensure the academy's pupil premium strategy is enacted in their year group and that individual scholars eligible for the pupil premium will be mentored, championed and have bespoke interventions put in place to overcome individual challenges to academic success.</p> <p><u>EEF Toolkit, Mentoring: +2 months</u></p> | <i>Activity and resources to meet the specific needs of disadvantaged pupils...</i> | ALL |
| Two Assistant Pupil Premium Champions | <p>We have two Assistant Pupil Premium Champions who role is to undertake targeted mentoring across different year groups depending on highest priority and ensure the academy's pupil premium strategy is enacted.</p> <p><u>EEF Toolkit, Mentoring: +2 months</u></p> | <i>Activity and resources to meet the specific needs of disadvantaged pupils who are high ability.</i> | ALL |
| Variety of Testing - Midyis - GL reading assessment | <p>By investing in different types of testing, we are able to understand our cohort of scholars eligible for Pupil Premium in a variety of ways.</p> <p>MidYis allows us to triangulate with KS2 data to understand individual starting points and effectively target set.</p> <p>GL reading assessments used biannually to ensure we are responsive in ensuring all students' reading age is commensurate with their chronological age.</p> <p>Further tracking of scholars' values is done in small groups of scholars eligible for the Pupil Premium by PP Champions to further support their emotional wellbeing.</p> | <i>Activity and resources to meet the specific needs of disadvantaged pupils...</i> | 1, 2, 3 |

Wider strategies

Budgeted cost: £408,469.89

| Activity | Evidence that supports this approach | Approach implemented | Challenge number(s) addressed |
|---|--|--|-------------------------------|
| <p>A calendar of activities and family workshops, to involve parents in their child's learning and hence improve parental engagement.</p> | <p>This will include: general approaches which encourage parents to support their children with, for example, reading and homework; more intensive support for families in crisis; providing practical strategies with tips, support, and resources to assist learning at home.</p> <p>Sessions facilitated by CMA staff and external bodies such as Family Learning in Leicester – 'Skills for Life'</p> <p><u>EEF Guidance report, Working with Parents to Support Children's Learning</u></p> <p><u>EEF Toolkit, Parental engagement: +4 months</u></p> | <p><i>Communicating with and supporting parents.</i></p> | <p>1, 2, 3</p> |
| <p>Trips and visits to broaden horizons and highlight local PS16 options.</p> | <p>Allowing scholars to improve their cultural capital (by extending opportunities to introduce them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement), broaden their horizons and have experiences linked to the curriculum will allow them to be increasingly aspirational and achieve better academic outcomes.</p> | <p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i> <i>Castle Character Time.</i></p> | <p>4</p> |
| <p>Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving School Attendance' advice.</p> | <p>Improving the attendance of scholars, via a holistic approach, will ensure that they are able to learn from the curriculum.</p> <p>Nationally, and at Castle Mead in recent years, the negative attendance gap correlates with the negative achievement gap between</p> | <p><i>Supporting attendance.</i></p> | <p>1, 3</p> |

| | | | |
|---|--|--|-------------|
| <p>Two Family Support Workers and Attendance Manager employed</p> <ul style="list-style-type: none"> - Use of two school cars to help persistently absent students. <p>Assistant Principal Attendance and Belonging.</p> <p>CMA Reward Store</p> | <p>scholars who are eligible for the pupil premium and other scholars.</p> <p>The below mentioned DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: DfE, Improving school attendance: support for schools and local authorities</p> <p>Assistant Principal as a figurehead for attendance matters and ensuring high quality attendance interventions are in place across the school.</p> <p>Reward Store provides a mechanism for rewarding scholars for their attendance.</p> | | |
| <p>Mentoring:</p> <ul style="list-style-type: none"> • Learning and Behaviour Mentors (additional LBM to support in the Bridge) • LCFC in the Community 'Inspires Coaches' • HLTA (Wellbeing/ Mental Heal) • Peer mentoring | <p>Some scholars who are eligible for the pupil premium benefit from mentoring to allow them strategies to self-regulate their own behaviours and improve their academic organisation.</p> <p>Peer mentoring introduced in 2025 for the benefit of both those being mentored and those that are trained as mentors for younger scholars.</p> <p>EEF Toolkit, Mentoring: +2 months</p> <p>EEF Toolkit: Behaviour interventions, +4 months</p> | <p><i>Supporting pupils' social, emotional and behaviour needs.</i></p> | <p>1, 4</p> |
| <p>Bespoke provision 'The Bridge'</p> <ul style="list-style-type: none"> • Assistant Principal • LBM • Key Worker | <p>The Bridge alternative provision aims to support scholars on a journey to transition smoothly back into an educational setting after a period of difficulty in accessing school. Our provision aims to help scholars on the program to regain confidence, build skills, and successfully be re integrated to CMA.</p> | <p><i>Supporting pupils' social, emotional and behaviour needs.</i></p> <p><i>Communicating with and supporting parents.</i></p> | <p>ALL</p> |

| | | | |
|--|---|--|---------|
| | | <p><i>Supporting attendance.</i></p> <p><i>One to one and small group tuition.</i></p> | |
| Castle Character Time electives programme, as part of extended school day. | <p>Our extended school day allows for Castle Character Time enrichment experiences on a bi-weekly basis. This develops their leadership skills and aids their character cultural capital building.</p> <p>CCT Electives categorised into the following, with scholars encouraged to widen their experiences by choosing from all 4 over a year.</p> <ol style="list-style-type: none"> 1. Body and Balance 2. The art of possibility 3. Character in action 4. Inquiring minds <p><u>EEF Toolkit: Extending school time, +3 months</u></p> <p><u>EEF Toolkit: Arts Participation, +3months</u></p> <p><u>EEF Toolkit: Physical Activity, +2months</u></p> | <p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i></p> <p><i>Extended school time.</i></p> | 4 |
| Mental Health Support Team in schools; School Therapist; HLTA – ELSA | Some scholars eligible for the pupil premium require support from a Mental Health practitioner, a qualified counsellor or to be involved in projects such as 'Flourish' to allow them to develop a healthy self-esteem and mental and improve their emotional wellbeing. | <i>Supporting pupils' social, emotional and behaviour needs.</i> | 1 |
| Careers Support • Career Lead • Career Admin | <p>Throughout KS3, scholars eligible for the pupil premium will have access to careers activities extra to those for all scholars, as well as specified time with a suitably trained careers advisor.</p> <p>The Gatsby Benchmarks provide the basis of the careers provision at CMA and are designed to help aid all scholars and reduce the impact of disadvantage.</p> <p><u>Gatsby Benchmarks Explained</u></p> | | 1, 3, 4 |

| | | | |
|---|---|---|-----|
| | Each year scholars disadvantaged scholars interact with PS16 providers and local employers. | | |
| Music and Rowing Scholarship programme offered | <p>To give disadvantaged scholars the opportunity to excel at instrument playing and build their cultural capital. Support scholars to learn new creative skills.</p> <p>To give disadvantaged scholars the opportunity to compete in rowing competitions and show scholars that rowing is not a sport reserved for others; on the contrary they too can learn, compete and thrive on the water.</p> <p><u>EEF Toolkit: Arts participation, +3 months</u></p> | <i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</i> | 4 |
| Fund for Families - Breakfast club - Subsidised trips - Uniform vouchers - Stationery - Bus passes | <p>We have decided to set aside a particular amount of funding to be able to respond quickly to needs that have not yet been identified.</p> <p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most at need e.g for uniform, stationery, enrichment support.</p> | <i>Communicating with and supporting parents.</i> <i>Supporting attendance.</i> <i>Supporting pupils' social, emotional and behaviour needs</i> | ALL |

Total budgeted cost: £620,530.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The schools' performance measures in 2024-25 (Challenge 5):

- Average attainment 8 score per disadvantaged student is 36.1, which is in line with the **previous year's** national average of 36.8
- The proportion of disadvantaged students achieving 5+ in Basics is 33.3%, which is above national (28.5%)
- The proportion of disadvantaged students achieving 4+ in Basics is 52.5%, which is above national (48%)
- % disadvantaged students entering EBacc at 64% is well above national
- EBacc 5+ per disadvantaged student is 14.1%, which is comparable to national for all students (DA and non-DA) 16.6%.

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. **Achieved** *Some difference but gap reducing in average homework concerns across year groups.*

| | YEAR 7 (DD3) | YEAR 8 (DD3) | YEAR 9 (DD3) | YEAR 10 (DD3) | YEAR 11 (DD2) |
|----------------|-----------------|-----------------|-----------------|------------------|------------------|
| Overall | 0.58 | 0.38 | 0.27 | 0.34 | 0.65 |
| DA | 0.75 | 0.48 | 0.40 | 0.54 | 0.94 |

- Scholarship grades for identified scholars eligible for the Pupil Premium show improvement following interventions which are tracked. **Achieved at KS3 –include for KS4 in next year's strategy.**

| | YEAR 7 (DD3) | YEAR 8 (DD3) | YEAR 9 (DD3) | YEAR 10 (DD3) | YEAR 11 (DD2) |
|----------------|-----------------|-----------------|-----------------|------------------|------------------|
| Overall | 2.18 | 2.11 | 2.10 | 2.18 | 2.07 |
| DA | 2.27 | 2.18 | 2.20 | 2.36 | 2.34 |

- The academic performance gap improves, within English and maths, across all year groups relative to the previous academic year.
- Whilst performance in Maths has improved for DA students on 23/24 across the three subjects the gap has widened this year.

Gap widened from 2024 to 2025. Prioritise for 2025-2026 Strategy.

| | Gap in 2024 | Gap in 2025 |
|--------------------|---|---|
| Maths | 4+ = -22.7% 5+ = -29.7% 7+ = -7.0% | 4+ = -27.8% 5+ = -31.0% 7+ = -23.5% |
| English Language | 4+ = -19.0% 5+ = -17.8% 7+ = -10.1% | 4+ = -30.2% 5+ = -44.5% 7+ = -26.2% |
| English Literature | 4+ = -15.7% 5+ = -14.1% 7+ = -5.8% | 4+ = -21.5% 5+ = -33.9% 7+ = -25.5% |

- 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.

Attendance (Challenge 2)

- In 2024-2025, attendance for Disadvantage scholars was 87.3%, compared to 91% overall.
 - In 2023-24, attendance for Disadvantage scholars, this 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 2024-2025, 30.1% of disadvantage scholars were Persistently Absent. The overall PA was 22.7% for all pupils.
 - 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.

Continue to 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. **Gap shows improvement in 2024-2025. Achieved.**

Cultural Capital (Challenge 1)

- 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 disadvantaged 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
- 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.
- Our NEET figures continue to be well below the national average.
- Rowing scholarships were awarded to 9 Year 8 scholars, of whom 4 were disadvantaged scholars. Impact seen in improvements in attendance and conduct in school, as well as all gaining specialist coaching.

Intended Outcome 1:

- The enrichment experiences which form the 'CMA Cultural Enrichment Journey' will be fully enacted for all disadvantaged scholars. **Achieved.**
- Scholars who are Pupil Premium have equal access to enrichment and careers experiences as seen through the participation tracking. **Achieved.**
- 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. **PASS diagnostic to be replaced by in house measures. Achieved.**

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. **Achieved (scholar survey from 22-23)**
- Scholars who are Pupil Premium have equal access to wellbeing support activities as seen through the participation tracking. **Achieved.**
- QA activities on uniform, equipment etc will show that all disadvantaged scholars are continually supported so as they are fully equipped for learning. **Achieved.**

Intended Outcome 4

- Borrowing rates from the library show scholars eligible for the Pupil Premium read for pleasure often. Borrowing from the library by DA students is representative in terms of number of students borrowing and number of books borrowed. **Achieved.**

EBacc Entry Data for Summer 2025

- 77.6% of Year 11 scholars were entered for EBacc, with 45.9% achieving a standard pass and 30.1% achieving a strong pass.
- 78% of Year 11 scholars are entered for EBacc, with 64% disadvantaged scholars being entered. **National average for all students entered for EBacc entry is 40.5%, local average for EBacc entry is 40.5%.**
- 25.3% achieving the standard pass, and 14.1% achieving a strong pass. **This is slightly below the national average for all students achieving a strong or standard pass.**

Additional Observations:

- On the whole, parents of disadvantaged scholars are actively engaged in their child's learning as seen by attendance at events e.g., Parents' Evenings.
- 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 190 which is in line with the average for all scholars. This highlights how on average, the behaviour of DA cohort across the school is excellent in classrooms and around the school.
- 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).

Externally provided programmes

| Programme | Provider |
|--------------------|---|
| Inspires Programme | Leicester City Football Club in the Community |

Further information

Additional activity

Our pupil premium strategy will naturally be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for scholars, particularly scholars who are disadvantaged.
- utilising a [DfE grant to train a senior mental health lead](#).
- A continued emphasis on behaviour for learning and routines for listening in all lessons and aspects of the school day, to maximise learning time.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated strategies that have been successful or not in previous years.

We are planning an independent Pupil Premium Review, this academic year 2025/26.

We continue to triangulate evidence from multiple sources of data including assessments, Culture of Critique quality assurance activities, a range of stakeholder voice and individual interviews with scholars who are disadvantaged to ascertain the highest leverage challenges faced by scholars who are disadvantaged.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and also sought the advice and perspective of other schools and educational leaders.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.