

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The Castle Rock School
Number of pupils in school	973
Percentage of students who are identified as Pupil Premium	26.6% / 266 KS3/ 4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Roma Dhameja
Pupil premium lead	Danielle Clayfield
Governor / Trustee lead	Leanne Easom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,695
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£37,562
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 333,257

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use pupil premium funding to support and help us provide a high quality of education in all aspects for the students in our school that are disadvantaged. We want to ensure that the relevant student's attainment is in line with that of students not classed as eligible for pupil premium nationally.

We also want to ensure that the student's experience is pupil centred, ensuring our provision aligns with their needs and their time in our school is positive and is comparable with those students in our school not eligible for pupil premium.

During this period, we will focus on the key barriers, bespoke barriers and challenges that prevent our disadvantaged students from succeeding academically and enduring a positive experience in their time in school. Our strategies will include fundamental wrap around care for all students eligible for PP ensuring they arrive equipped and ready to be in lessons in front of our teaching professionals as often as possible. Our approach academically will also include diagnostics assessments, monitored by staff at all levels to ensure our interventions are targeted specifically to the need of the student. To ensure the strategies are impactful we regularly monitor and adjust accordingly ensuring appropriate and purposeful individual challenge with high levels of expectations, targeted intervention and a whole school approach in which staff take responsibility for disadvantaged students' outcomes and holistic experience. Our expectation at The Castle Rock School is that all students including those that are disadvantaged have an accessible and challenging, knowledge rich and broad curriculum, which allows them to acquire and develop their academic ability and a number of personal characteristics, thus equipping them to pursue any future job or career path they so wish to.

Challenges

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

Challenge number	Detail of challenge
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1	There is an attendance gap between PP and non-PP students.
2	To continue to work to close the attainment and progress gap between PP and Non-PP.
3	Analysis of behaviour data shows PP students disproportionately receiving a high number of behaviour points leading to more sanctions.
4	Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress.
5	Analysis of the curriculum and internal/ external support for careers in school, demonstrates that our students would benefit from increased exposure to careers advice and opportunities that would raise aspirations relating to future careers.
6	A number of our students have experienced less extra-curricular exposure in the form of trips, visits, clubs and academic intervention outside of school time.

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. Improve attendance of PP students so that it is in line with national average	PP attendance to be above national average In school attendance gap between PP and non-PP students to be reduced. The gap between PA PP students and non-disadvantaged is to be reduced in a positive direction. Students to be included and targeted with whole school/ bespoke attendance strategies at all levels of provision.
2. Average attainment and progress of PP to be in line with the national progress of non-PP students.	By the end of the current plan the progress score for PP students will be 0. The average attainment 8 grade will be in line with national.
3. Ensure all students demonstrate a positive attitude to learning and follow the school behaviour the policy.	The number of behaviour incidents and sanctions issued to PP is comparable to that of non-PP students.
4. Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress.	Positive parental voice on how well they feel supported by the PP team focussing on these three key areas.

<p>5. Raised aspirations for future education and success.</p>	<p>By the end of our current plan (2027) destination data demonstrates that disadvantaged students are just as likely to go on to study L3 qualifications as their non-disadvantaged peers. 0% NEETs.</p>
<p>6. Increase opportunities and exposure of students to extra-curricular activities including after school clubs/ trips and visits to deepen understanding of the curriculum and develop cultural capital. Ensure students access additional after school academic support where needed.</p>	<p>All disadvantaged students to access at least one club and trip on offer to their year group.</p> <p>Participation levels in extra curriculum / academic subject support to be monitored and intervention where necessary.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through CPD both internally and at a TRUST level, teachers are supported to embed Quality First Teaching strategies into their daily practise. Whole school CPD to focus on addressing teaching and learning priorities: adaptive teaching, challenge, literacy and engagement - supported by more bespoke CPD in the form of instructional coaching. The aim is to ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. Staff are held accountable for their practise; Teacher Improvement Plans implemented where need arises.</p>	<p>High standard of teaching benefits all students including PP. EEF highlight the most valued resource is that of the teacher, teaching high quality lessons.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Instructional coaching evidence base:</p> <p>https://samsims.education/2019/02/19/247/</p> <p>Evidence indicates that IC is one of the most effective forms of CPD.</p>	<p>2, 3</p>
<p>The PP Lead will work to ensure that PP students with needs are high on teacher's agenda. A whole school teaching and learning priority is to increase engagement of all students in their learning, with a particular focus on PP students. In all lessons teachers are aiming to build positive relationships, use seating plans strategically, check for understanding, adapt their teaching as necessary and positively discriminate with disproportionate targeted questioning, live feedback and regular check ins. PP passports uploaded to Beehive to provide teachers with information on individuals needs/ barriers of students.</p>	<p>High quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Addressing educational disadvantage in schools and colleges: M Rowland 2021</p> <p>Remove the PP label and focus on understanding the individual needs of PP students.</p>	<p>2</p>
<p>Implementation of Trust feedback policy to promote consistency within subject and across the school. Students to receive regular and high-quality feedback with response time built into lessons to move learning forwards. Quality of feedback monitored in subject Line</p>	<p>Quality and timely feedback is necessary to close learning gaps. Very high impact based on low cost and extensive evidence base.</p>	<p>2</p>

<p>Management, half termly book scrutiny and Trust subject moderation.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
<p>Trust leads for PP to carry out an annual PP review to ensure that standards continue to raise at TCRS. Trust leads provide opportunities for PP leads in schools to come together to share best practice. Trust review of PP action plan - the aim of which is to ensure actions become embedded in the School Development Plan.</p>	<p>Evidence indicates that headteachers and governors often related the challenge and support offered to the school by the MAT directly to school improvement. They valued the challenge of the reviews led by either the central team or a team of peers.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936251/Multi_academy_trusts_benefits_challenges_and_functions.pdf</p>	<p>2, 3, 4, 6</p>
<p>In faculty approach to the setting and monitoring of homework completion. Homework is set with the intention of reviewing, extending or preparing for the curriculum taught in lessons. The PP hub provides a space for students to complete homework on two lunch times a week.</p>	<p>Homework can have a positive impact of 5+ months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2</p>
<p>To embed metacognition knowledge and regulation approaches within teaching pedagogy to include an explicit focus on use of retrieval, spaced retrieval, and meta-cognitive teacher talk.</p>	<p>Use of The Learning Scientist strategies in lessons to make learning more accessible and long lasting to students.</p> <p>https://www.learningscientists.org/</p> <p>Evidence (EEF) suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2</p>
<p>Behaviour for learning CPD embedded into the CPD programme. Staff are encouraged to hold high expectations, reinforce classroom routines (SLANT/ SHAPE/ STEPS) and build strong relationships with students across every subject and year group to foster a culture of ‘being the best you can be’ promoting the values of the school. There is a whole school focus on recognising and rewarding students who do the right thing.</p>	<p>https://www.sec-ed.co.uk/content/best-practice/classroom-routines-the-habits-your-students-brains-crave/#:~:text=Behavioural%20foundations&text=Consistent%20and%20well%20Established%20routines,and%20participate%20actively%20in%20class.</p> <p>Consistent and well-established routines create a sense of predictability and security, helping students understand what is expected. Predictable routines also help children to manage their time effectively, enhancing their ability to focus on tasks and participate actively in class.</p>	<p>2</p>

<p>As part of the QA process SLT and Subject Leaders to undertake regular work scrutinies to ensure there is no cross subject variation in expectation/ quality of work/ and level of challenge for PP students. This is underpinned with a reward focused strategy which rewards Brilliant Books.</p>	<p>Evidence from marking scrutinies suggests that there is some discrepancy between expectations and progress of disadvantaged learners' books/folders in comparison to non- disadvantaged learners who have poor attendance. Strategies for catchup of missed work to be implemented across all subjects to ensure students have access to the resources to close gaps in their learning.</p>	<p>2</p>
<p>Increase reading for pleasure opportunities in school; during tutor time KS3 students read 2x a week/ KS4 x1/2 days per week. All KS3 students have a weekly library lesson in English where they sit and read as modelled by their teacher. Reciprocal Reading and guided reading are strategies employed by class teachers.</p>	<p>Marc Rowland states - "the language gap is the disadvantaged gap". Reading will build a student's word power and their schemata of understanding. The aim is to develop pupils' fluency, confidence and enjoyment in reading.</p> <p>Schools should foster reading for understanding, reading for information, reading for writing and reading for pleasure.</p>	<p>2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 74,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of 1265, teachers directed to provide additional academic classes small group tuition afterschool – period 7. This is a targeted/ evidence-based intervention programme – targeting specific students with specific gaps. Progress is measured formatively by teachers at the end of each programme</p>	<p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</p>	<p>2</p>

	<p>tutoring-programme-guidance-for-schools-academic-year-202324</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
<p>Structured in school intervention programmes targeting underperforming students with a particular focus on PP students who do not attend after school provision. Subjects include; maths, science, English and Geography.</p>	<p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
<p>All Key Stage 3 students to have updated NGRT. Students scoring under 85 (standardised score) to be further screened for intervention.</p> <p>Eligible students to be placed on correct programme of intervention.</p> <ul style="list-style-type: none"> Y7: Direct Instruction, Sixth Form Reading Buddies Y8/9: Fresh Start, Doodle English <p>Specific numeracy interventions:</p> <ul style="list-style-type: none"> Direct instruction – Yr7 Doodle maths – Yr 7,8,9 targeted students based on KS2 data, baseline testing and professional 	<p>As part of their tiered approach the EEF recommend that PP funding is used to targeted interventions to support language and literacy development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>According to the Teaching and Learning Toolkit (EEF) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p>	2, 3

	<p>Evidence suggests that the more a child uses Doodle maths, the faster they progress.</p> <p>https://doodlelearning.com/impact</p> <p>DI internal impact data 2022/2023 = 38 months progress for English/ 24 months for maths.</p>	
<p>- The profile of careers is being raised across the curriculum within subjects. In addition, careers information, advice and guidance is provided via trained Careers Advisors, Career fair, Visits and workshops alongside a Careers unit in the PSHE curriculum. The PPC provides personalised support in researching suitable Post 16 destinations. Pathways (Loughborough College) offers additional Careers Advice for PP and SEN students. All Yr 9 students experience work experience, as well as apprenticeship, application and interview workshops.</p>	<p>First-hand experiences of the world of work alongside independent and impartial career guidance, is important to give young people the type of insights, exposure and experiences that will help them succeed in the world of work</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</p>	2, 5
<p>- Online small group tutoring delivered afterschool to provided targeted academic support. PP MAP students are a target group. Students are carefully selected based on QLA and are invited to attend. Parents receive the invite also. A centralised tracking system enables communication with PP parents for non-attendance.</p>	<p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</p>	2

<ul style="list-style-type: none"> - Increase accuracy of data reporting to ensure that HoF and line managers have a realistic picture of current grade and most likely grade to inform students targeted for intervention. 	<p>The EEF including the Teaching and Learning Toolkit, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&utm_medium=search&utm_campaign=site_search&search_term=monitoring</p>	2
<ul style="list-style-type: none"> - Encourage reading for pleasure through a variety of opportunities including - Year 8 author visit – Matt Oldfield (AT1), Book Fayre to run at parents evening for Yr 8 (Sum T1), Year 7 Book Buzz – Book Swap (Spr T1), book competition of the week in all assemblies. 	<p>Marc Rowland states - “the language gap is the disadvantaged gap”. Reading will build a student’s word power and their schemata of understanding. The aim is to develop pupils’ fluency, confidence and enjoyment in reading. This is to have an impact on literacy/ word gap.</p>	2
<ul style="list-style-type: none"> - A small number of students for whom full time education proves a challenge are given the opportunity to access a 6-week programme in ‘Green Room’ at specific times each week. Here students experience lessons in: outdoor learning, hair and beauty, cookery and woodwork. PP students are prioritised for this support and are overrepresented. - Some students access the Pioneers Centre full time which is an alternative provision to full time education. This is to avoid permanent exclusion. Students are considered on a case-by-case basis. 	<p>Many pupils with poor attendance and those excluded from school are the most disadvantaged. We know that school absenteeism (missed attendance as well as suspension and permanent exclusion) has the potential to impact pupils’ attainment and the likelihood of them becoming involved with the youth justice system.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p> <p>The quality of AP is a current concern of the DfE. The EEF are in the process of carrying out a meta-analysis of the impact of AP on disadvantaged children. The report is to be released August 2025.</p>	3, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make effective use of an EWO and two attendance and vulnerable family officers (Focus: disadvantaged students) who analyse attendance and run attendance clinics/ home visits where negative attendance</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-</p>	1, 2

patterns are forming. Officers to focus on the PA PP students.	assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	
A Pupil Premium champion is employed to facilitate our pupil centred approach. Regular mentoring to take place with a focus on attendance, behaviour and academic progress; supporting students to remove any general and bespoke barriers they may face. A clear rewards system in place to promote positive choices. Improve communication and engagement with parents. Work in Liaison with HoY/ Pastoral mentors/ SEN to ensure there is a retained and holistic focus on PP students.	Mentoring has a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3,4,5,6
Needs based analysis of all PP students. Parents encourage to add to the needs identified. Appropriate triaging of actions to relevant parties to support with meeting the needs of all students. Information used to form Pupil Premium Passports that are uploaded onto Beehive for teachers to access and use as part of their planning for inclusion within the classroom.	This document outlines that understanding the context of pupils should inform decisions about which strategies are most appropriate and suited to their needs. Establishing strong relationships and communication channels between teachers and pupils, and school and home, can support this by making it easier for relevant information to be sought and shared within a framework of trust. 1. Build a holistic understanding of pupils and families, and... EEF	1, 2, 3
One deputy headteacher and two pastoral assistant headteachers with an overarching focus on behaviour; with clearly defined specific responsibilities relating to alternative provision, suspensions, internal isolation, and rewards to consequence ratio to set a strong a school culture for all pupils.	Evidence suggests that learning is underpinned by good school behaviour strategies and systems. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour Improving behaviour in schools	3
As part of the attendance strategy students will track their attendance weekly. The strategy includes use of whole school/ year/ tutor group/ individual attendance rewards to praise and motivate good attendance. Tutors to contact parents following on the first 2 days of consecutive absence (Day 1 – email/ Day 2 – Phone call). Tutor conducts well-being return to school meetings.	This document provides GOV guidance to schools and local authorities to support them to improve school attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy	1,3
Pupil Premium Champion has PP attendance focus group across all years that are data driven. Attendance is monitored daily to ensure the PPC intervenes at day 3	This document outlines targeted intervention as one of its 5 of 6 key strategies to reduce absence. Interventions should be data driven, based on knowledge of pupils and diagnosis of need.	1, 2

<p>(following tutor intervention day 1/2 – whole school policy). Students have regular check-in's, weekly rewards and end of bespoke challenge rewards to motivate. Regular check-in's/ calls with parents and students fosters good relationships.</p>	<p>Supporting attendance EEF</p>	
<p>A PP hub will be utilised in school to create a sense of belonging for all PP students, build relationships and implement targeted interventions to ensure sustained engagement with the school routines and expectations, attendance and learning.</p>	<p>This document and along with the Evidence into Action podcast led by Alex Quigley highlights strategies to improve attendance. It outlines the importance, particularly for vulnerable students in creating a sense of belonging - making sure pupils feel seen, understood, and safe.</p> <p>2. Build a culture of community and belonging for pupils EEF</p>	<p>1,2,3,4</p>
<p>Implement allowance system to reduce/ remove financial barriers for parents/ carers. This is to include support with uniform, resources, educational trips. Monitor and encourage access to the allowance via half termly mail outs with updates. PP Pop Up Shops set up at all parent evenings. At the end of the academic year, in conjunction with new Yr 7 Meet the Tutor event Pop Up Shop to include uniform provider. All PP students and parents across all years are invited to attend.</p>	<p>PP funding can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>4</p>
<p>Actively encourage a positive start to the day with free breakfast club for all years. PP students can access additional breakfast items for free.</p>	<p>There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme.</p> <p>https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment</p>	<p>4</p>
<p>Libraries to be open from 8am and afterschool until 4.00pm for KS3/ 4 students. Revision materials to be easily accessible for KS4 students. In addition, books that support and extend thinking around the curriculum as well as a range of books to encourage reading for pleasure will be available.</p>	<p>Pupils who receive free school meals and do use their school library:</p> <p>Enjoy reading and writing more, read and write for pleasure in their free time more, have greater confidence in their reading and writing abilities and engage with a greater diversity of reading material and writing.</p> <p>Pupils on free school meals see a welcoming library as a safe haven.</p>	<p>2</p>

	https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/	
<p>Students to have access to extracurricular opportunities in the form of clubs, trips and visits to develop their educational and cultural capital experiences.</p> <p>Music lessons to be paid in full for PP students.</p> <p>All students across all years in KS3/4 to have a fully funded trip/ visit.</p> <p>Year 7 – Beaumanor Hall/ Pantomime/ East Midlands airport</p> <p>Year 8 – Community project</p> <p>Year 9 – Space centre</p> <p>Year 10 – De Montfort University</p> <p>Additional PD opportunities are on offer including Young Enterprise and Student Leadership roles across school.</p>	<p>Before and after school programmes with a clear structure and a strong link to the curriculum are clearly linked to academic benefits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	6
<p>Based on need students identified for Flourish and ELSA programmes in schools. PP students prioritised. Flourish is a small group intervention designed to teach students about resilience and well-being to ensure they can be the best version of themselves. ELSA is a 1:1 programme offering emotional development support to help them cope with life's challenges and find solutions to their problems.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 2
<p>To reduce PP behaviour consequences and potential escalation to suspension, SLT and the pastoral team have been redirected for early intervention using a live behaviour tracker. Daily wrap meetings provide an opportunity to reflect on the behaviour issues experienced throughout the day and identify actions. Students to be placed on Pastoral Support Programmes (PSP's).</p>	<p>The EEF recognises that to improve challenging behaviour of students in school, the approach should be adapted to individual needs. Pastoral year heads ensure that students build supportive relationships with a member of school staff.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734443659</p>	3

Total budgeted cost: £ [333,257)

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 to 2023 academic year.

1. Attendance gap between PP and Non-PP students is a concern.

- Attendance gap PP and non-PP students = 9.4% (2023-2024)/ 9.3% (2024-2025)
- PP attendance has fluctuated from 83.8% (2022-2023) 81.5% (2023-2024) to 83.5% (2024-2025)
- Current data indicates when you compare the same time frame this year to last academic year that progress is being made in PP attendance 2025-2026. For example, end of Autumn term 1
2025-2026 – PP – 88.9%/ Non-PP 94.2% Gap = 5.3% gap
2024- 2025 – PP – 85.4%/ Non-PP 94.4% Gap = 9%

2. Attainment gap between PP and Non-PP has increased

- Overall Attainment 8 has fluctuated for PP students: 2.88 (2022- 2023), 3.37 (2023-2024), 3.20 (2025 – 2026). Shows a difference of –0.17

Progress 8 PP trend data indicates slight improvement: –1.21 (2022- 2023) to -0.73 (2023-2024) to –0,67 (2024-2025)

- May 2023 Ofsted inspection: The Quality of Teaching and Learning improved from inadequate to requires improvement

3. Positive attitude to learning displayed and students following the behaviour policy

- May 2023 Ofsted inspection: Behaviour and culture judged as good, which has improved from an inadequate judgement.
- In 2023 – 2024 PP accounted for 39.5% of behaviour incidents, this reduced to 33% in 2024 – 2025
- In 2023 – 2024 PP students accounted for 65% of suspensions, in 2024 – 2025 this reduced to 56%
- PP students received 25% of rewards 2023-2024, in 2024-2025 PP students received 23% of rewards, which is proportional given the higher number of PP students who are classed as SA.

4. Remove financial barriers to variety of aspects of students' educational experience.

- Students across all year groups were provided with a Chromebook if a need was identified.
- Allowance email sent out half termly to parents.
- Pop up shop event organised at the end of the academic year to support parents in planning for the year ahead. All PP students/parents were invited to attend.
- Additional support with educational resources/ transport provided to PP based on identified need.

Access to free breakfast items only available to PP students averages 244 students per week. This totals roughly 20% of PP students are accessing free breakfast items per day.

5. Raised aspirations for future education and success.

- 81% OF 2024-2025 PP leavers had known destinations of education/ training/apprenticeships.

30% L2 courses, 44% L3 courses, 7% work based training/ apprenticeships/ employment.

- 100% of PP students had careers guidance
- 100% of PP carried out either onsite/ virtual work experience

6. Increase opportunities and exposure of students to extra-curricular activities/ academic support

- Full programme of extra-curricular activities available and communicated to student's half termly via assemblies.
- PP Attendance to extra-curricular clubs was 26% 2024-2025
- PP students represent 21% of students that attended trips and visits 2023-2024. This has increased to 23% in 2024-2025.

2024 – 2025 trips and visits:

- Year 7 - Beaumanor Hall – 23% PP
- Year 8 - Paris trip –16% PP
- Year 9 – Caterpillar work experience - 26% PP
- Year 10 – Interview skills – 26% PP

Academic intervention:

- KS3 academic intervention – 51% PP
- Mean average progress impact - 32.45 months

Intervention	No.	Average Progress (months)	PP No.	PP Average Progress (months)
DI Literacy Y7	16	22 months	4	5.5 months
DI Numeracy Y7	21	43.8 months	9	41.75 months
Fresh Start Literacy Y8/9	19	25.5 months	18	37.8 months
White Rose Numeracy Y8	11	29.7 months	3	44.75 months

Academic intervention – Period 7 ran by The Castle Rock teachers 2024/ 2025

- Wave 1: 807 hours/ 128 hours PP = 16%
- Wave 2: 996 hours accessed/ 167 hours PP = 17%
- Wave 3: 125 hours/ 12 hours PP = 8%

Mean average PP attendance 14%

2023-2024 = 1,332 hours accessed – 236 PP

2024 – 2025 = 1,928 hours accessed – 307 PP

If you compare PP students that attended intervention to PP students that did not attend, you can see a positive attainment correlation for those that did attend at data snapshots throughout the academic year.

The tables below indicate progress made by PP students who attended intervention based on internal trial data.

Wave 1 Data analysis – Core subject

Average CG Whole Cohort

	Autumn	Trial	Difference
Biology	3.64	4.58	0.95
Chemistry	4.13	5.07	0.93
Combined Science	4.02	6.35	2.33
English Language	4.03	4.16	0.13
English Literature	4.04	4.09	0.05
Mathematics	3.43	3.81	0.38
Physics	4.09	4.33	0.24
Grand Total	3.89	4.47	0.58

Wave 2 Data analysis – Core subjects

Subject	No Students	Average CG		
		First Trial	Last Trial	Difference
Combined Science	23	3.35	3.39	0.04
English Language	32	3.81	3.91	0.09
English Literature	31	3.81	4.39	0.58
Mathematics	27	3.59	3.85	0.26

Online academic tutoring – Purple Ruler

Autumn term: 486 hours of intervention accessed – 127 PP hours accessed = 26% PP students.

Impact:

Maths – PP students that attended AVG 5.25 in comparison to AVG PP students that did not attend 3.26.

Combined Science – PP students that attended AVG – 9.33 in comparison to AVG PP students that did not attend 6.42

History - PP students that attended AVG – 2.33 in comparison to AVG PP students that did not attend 2.95.

Geography - PP students that attended AVG 5.00 in comparison to AVG PP students that did not attend 3.42.

Spring term: 199 hours of intervention accessed – 40 PP hours accessed = 20% PP

Impact:

Maths – AVG of PP students that attended = 6.00 compared to AVG of PP students who did not attend 3.26

Combined Science – AVG PP students that attended = 8.33 compared to 6.42 AVG of PP students that did not attend.

History - AVG PP students that did attend = 4.00 compared to AVG 2.95 for students that did not attend

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
School led tutoring	In house staff
Tuition partner	Purple Ruler

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.