

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1231 total/ 1076 KS3/4
Proportion (%) of pupil premium eligible pupils	28% / 305 KS3/ 4
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Alex Grainge
Pupil premium lead	Danielle Clayfield
Governor / Trustee lead	Andy Winter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 281,621
Recovery premium funding allocation this academic year	£72,312
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 23,049
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 376,982

# 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
1	There is a significant attendance gap between PP and non PP students. This is significantly below national as our non PP students are falling below. A significant % of our PA students are PP.

2	<p>There is a significant progress and attainment gap (KS4 2022) between PP and Non PP at The Castle Rock School. The gap increases when compared to national.</p> <p>Average attainment 8 grade – PP students 3.56, non-PP students 4.12 (TCRS) PP nationally 4.91 Gap = -1.35</p> <p>Average progress 8 – PP students -1.30, non-PP students -0.90 (TCRS) Gap = -0.40 PP -1.30, National 0.01 Gap = -1.31</p>
3	<p>Analysis of behaviour data shows PP students disproportionately receiving a high number of behaviour points leading to more sanctions.</p>
4	<p>Communication with students and parents shows that a number of students and families eligible for PP require financial support to remove material barriers that affect many aspects of their educational experiences.</p>
5	<p>Analysis of the curriculum and internal/ external support for careers in school, demonstrates that our students have had limited exposure to careers advice and opportunities that would raise aspirations relating to future careers.</p>
6	<p>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.</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. Improve attendance for students eligible for PP, so that it is in line with national average of Non PP students.	<p>The school attendance target is 96%.</p> <p>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.</p> <p>Students to be included and targeted with whole school attendance strategies and measures at all levels of provision.</p>
2. Average attainment and progress of PP to be in line with the national progress of Non-PP students.	<p>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.</p>
3. Ensure all students demonstrate a positive attitude to learning and follow the school behaviour the policy.	<p>The number of behaviour incidents and sanctions issued to PP is comparable to that of non-PP students.</p>

<p>4. Remove financial barriers to variety of aspects of students' educational experience.</p>	<p>All students to have accessed allowance and supplied with appropriate resources including a chrome book device where necessary. All students to be targeted where they have not accessed any of the financial support.</p>
<p>5. Raised aspirations for future education and success.</p>	<p>By the end of our current plan (2025) destination data demonstrates that disadvantaged students are just as likely to go on to study A Levels and at university than their non-disadvantaged peers. Participation and engagement in careers sessions to be evident (work experience, careers guidance). Year 11 Leavers – 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: £ 57,090.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through CPD both internally and at a TRUST level, teachers are supported to embed Quality First Teaching strategies into their daily practise. The aim is to ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. CPD to take place at all levels. – ITT/ ECT	High standard of teaching benefits all student including PP. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	2, 3
The PP Lead will work to ensure that PP students are high on teacher's agenda, through regular whole staff and targeted HoF meetings.		2
Ensure PP students receive regular high quality teacher feedback and are given improvement time to close the gap in line with TCRS 'Feedback policy'. The quality, rate of completion and presentation of PP books is in line with our PROUD standards and monitored by staff at all levels.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	2
Trust leads for PP to carryout annual PP review to ensure that standards continue to raise at TCRS to bring them in line with other trust schools.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936251/Multi_academy_trusts_benefits_challenges_and_functions.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936251/Multi_academy_trusts_benefits_challenges_and_functions.pdf</a>	2, 3, 4, 6
Systematic quality assurance of teaching and learning and books by HoF, in conjunction with SLT line managers. Staff are equally supported and held accountable for their practise. Teacher Improvement plans implemented where need arises.	<a href="https://dera.ioe.ac.uk/31088/1/EEF-Implementation-Guidance-Report.pdf">https://dera.ioe.ac.uk/31088/1/EEF-Implementation-Guidance-Report.pdf</a>	2
Consistent in faculty approach to the setting and monitoring of homework completion. Homework is set with the intention of reviewing, extending	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2

or preparing for the curriculum taught in lessons.		
Extend the school day 3 days a week to include a period 6. Students to receive additional teaching and learning targeting gaps identified in QLA.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2

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

Budgeted cost: £ 100,958.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured interventions:</b></p> <ul style="list-style-type: none"> <li>- As part of 1265, teachers directed to provide additional academic classes afterschool. Based on data drops PP students to be targeted directly to attend. Student invitations issued and contact made with parents. Impact of progress measured at the next data drop.</li> <li>- Reading assessment followed by reciprocal reading intervention.</li> <li>- Fine setting in core subjects. Smaller group sizes for lower sets.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	2
<ul style="list-style-type: none"> <li>- Make effective use of careers advisors for all PP students and through careers information in the PSHE curriculum.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p>	2, 5
<ul style="list-style-type: none"> <li>- Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students who are not making required progress. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2

<p>- Include the use of SISRA following data snapshots to ensure staff at all levels can monitor progress of PP students. Suitable interventions to be identified and impact monitored closely. Key feature of discussions in line management</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=monitoring">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=monitoring</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 211,984.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make effective use of two attendance and vulnerable family officers (Focus: disadvantaged students). Staff to analyse data and make referrals to HoY to run attendance clinics where negative attendance patterns are forming.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	1
<p>Two PP champions 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. 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. Monitor spending of the allowance and intervene where students have not accessed the allowance.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1
<p>One deputy headteacher and three pastoral assistant headteachers all with an overarching focus on behaviour; with clearly defined specific responsibilities relating to alternative provision, suspensions, internal isolation, and rewards to ensure that a granular approach is taken.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	3

<p>Deputy headteacher leading on attendance to share weekly attendance data by specific groups with HoF, pastoral mentors and PP champions directing the focus to priority students. Attendance clinics to be carried out and relevant communication with parents/ referrals made.</p> <p>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.</p>	<p><a href="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">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</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a></p>	1,3
<p>Implement allowance system to reduce/ remove financial barriers for parents/ carers. This is to include support with uniform, resources, educational trips.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	4
<p>Actively encourage a positive start to the day with free breakfast club for all years.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment">https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment</a></p>	4
<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><a href="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/">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/</a></p>	2
<p>Students to have access to extracurricular opportunities and specialists on school site further developing their educational and cultural capital experiences. Music lessons to be paid in full for PP students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	6
<p>Careers advisors to target PP students to provide early support with destinations. Careers to be a focus in the PDC curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	5
<p>The Brilliant Club; The Scholar's Programme targeting Year 7 and 8 disadvantaged children to raise</p>	<p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	5



aspirations relating to Higher Education		
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**Total budgeted cost: £ [370,033.45]**

## 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 2020 to 2021 academic year.

It is difficult to make claims that strategies implemented had a positive impact on teaching and learning during 2021 – 2022 due to 2022 progress and attainment outcomes when compared nationally.

In May 2022, Ofsted carried out a monitoring visit. The report clearly identifies that behaviour has improved in the school following the introduction of a clear and systematic behaviour policy.

All year 10 students carried out virtual work experience. A careers advisor was appointed who targeted support at disadvantaged students.

Attendance of PP students from the same data range from 2021 – 2022 indicates that PP attendance (despite being significantly lower than national average of Non-PP students) is moving in an upwards trend.

### 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

### 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.*