

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Caistor Yarborough Academy
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	29.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mark Midgley
Pupil premium lead	Jo Biglands
Governor / Trustee lead	Mark Rushby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,275
Recovery premium funding allocation this academic year	£17,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£150,775

Part A: Pupil premium strategy plan

Statement of intent

- We want our disadvantaged students to develop the knowledge skills and confidence to enable them to succeed in their next steps after Caistor Yarborough Academy
- We want our higher ability disadvantaged students to have the confidence and outcomes to aspire to have the chance to attend university
- We expect our pupil premium students to have outcomes in line with, or exceeding our non-pupil premium students
- We want our disadvantaged students to have attendance figures in line with national averages
- We will achieve this through quality first teaching for all, supplemented by appropriate support and interventions, and enhanced with enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	PP students are progressing less well than other students in some subjects, for example Mathematics
2	Some PP students have weak literacy skills and this is a barrier to learning
3	Some PP students have complex social, emotional and mental health needs which are having a negative impact on progress.
4	PP students have lower aspirations
5	Attendance rates for students eligible for PP is broadly in line with the target for all children but below the whole school attendance data. This reduces their curriculum time and leads to less progress being made. PA is higher in PP than non-PP.

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
Levels of progress to be in-line with national average.	PP pupils to achieve a P8 score with an upper confidence of above 0. This will be reviewed termly with the final review at the end of the year.
Pupils to be able to access the national curriculum through appropriate levels of literacy.	All PP pupils to make expected progress in line with their ability in terms of reading age. This will reduce barriers for accessing the curriculum.
Pupils supported socially and emotionally to enable them to succeed	Pupil's personal development skills enable them to make the expected progress over the year.
Pupils to have above the national required level of attendance.	PP pupils to have an attendance of 95% or higher and proportion of PA PP pupils will reduce
To continue to develop careers provision so that all PP students are aspirational in their next steps.	All PP students accessing careers provision following Gatsby Benchmark.

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: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over-staffing in the core subjects to reduce class sizes	Smaller class sizes will enable more targeted support from the class teacher	1
Targeted support in faculties through the use of faculty LSAs	Groups of students to be provided with small group intervention and 1:1 support	1
Literacy across the curriculum lead by a Literacy coordinator - tutor time reading, ambitious vocabulary, spellings	Improved literacy can have a positive impact on progress	2
Maths interventions delivered to all students in tutor time. Ninja Maths and KS3 and GCSE Maths skills booklet at KS4. Lead by numeracy coordinator	Regular Maths interventions will support the delivery of the Maths curriculum	1
Purchase of class sets of Amazon kindles to be used as a teaching and learning tool across all faculties	Use of technology engages some of the less enthusiastic students	1

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reading scheme used for all pupils to track and improve literacy	Literacy interventions throughout KS3 and KS4 will improve reading levels. Reading can have a positive impact on progress	2
Lexia and Beat dyslexia interventions delivered to key students identified by the SENCO	Improved literacy can have a positive impact on progress. Bespoke interventions to work on phonics for those that have the lowest reading ages	2
Maths interventions for students who did not meet expected standards at KS2	Small group intervention work enhances progress	1
Contribution to school led tutoring programme to provide catch up tutoring for disadvantaged students	National initiative to close the gap caused by COVID lockdowns	1

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision guides provided for all PP students for all subjects at KS4	Pupils will have the resources they need to aid with revision at home	1
PP pupils provided with a scientific calculator to use in school	Reduces barrier to learning in lessons and preparation for GCSE exam	1
Fortis counselling service employed to support the emotional	Students develop the resilience they require to succeed	3

well-being of identified students		
Attendance officer closer monitors PP student attendance and implements interventions where necessary	Pupils cannot access the curriculum fully if their attendance is low	5
Study skills day to support students in KS4 to develop revision techniques and manage stress	If students are prepared for the examinations and are provided with techniques to manage the stress, they are more likely to be successful	1, 3
Careers week and trips to post 16 providers	Students are provided with the information and guidance they need to succeed at post-16	4
Careers interview for all PP students in year 11	Help and support provided for students who may not get advice at home	4
Subsidy of both academic and personal development visits	Enrichment activities enhance the delivery of the curriculum and develop resilience and personal skills	1, 3

Total budgeted cost: £150,000

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.

Our desired outcomes in 2020/2021 were:

- Levels of progress to be in-line with the national average
- Pupils to be able to access the national curriculum with appropriate levels of literacy
- Pupils to have an aspirational attitude towards learning that supports them to make progress
- To raise the attainment of high ability students with suitably targeted intervention
- Pupils to have above the national required level of attendance

Impact measures and evaluation:

There were no external exams and the following information is based on Teacher assessed Grades (TAGs).

Although the gap between PP students and non-PP students still exists, this is in line with the national picture. Over the last three years the gap has remained at about -0.25 which is approximately a quarter of a grade. Improvements have been made in some areas, for example in the 'other bucket' of the progress 8 measure, PP students out-performed non-PP students. Maths still remains the subject where there is the biggest difference so this will continue to be a focus in 2021/2022.

Pupils have made significant progress in reading due to the different interventions. This is tracked by the AR programme and shared with all staff. Different interventions will continue next year to target key students, targeting the intervention to the level of abilities.

Various interventions and support have been used over the year that have enabled students to develop their resilience, personal skills and aspirations. The quality and breadth of our careers education programme continues to improve year on year, offering students a range of experiences and opportunities. All year 11 students had a 1:1 careers interview and although official data is not yet published, our own internal data

shows that all students had submitted an application to a post-16 provider by May of 2021.

The higher ability PP students achieved a P8 score of 0.89. This was above that of the middle and lower attainers so this will be removed as a challenge for 2021/2022 but will continue to be closely monitored.

The whole school attendance for 2020-2021 was 94.44%. PP was 92.91% and non-PP was 95.44%. These figures are above the national average. Overall PA for 2020-2021 was 68 pupils, 16%. The 68 pupils were split into 34 PP and 34 non-PP therefore 50% of the PA students were PP which means proportionally more PP students are PA (about 26%) so this will continue to be a focus.