

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	Caister Academy
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	263
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21-2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Ben Driver, Principal
Pupil premium lead	Rachel Ford, Director of Curriculum Development
Governor / Trustee lead	Jason Howard, Director of Quality Assurance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,687.50
Recovery premium funding allocation this academic year	£38,063
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	£288,750.50

Part A: Pupil premium strategy plan

Statement of intent

At Caister Academy we are entirely committed to ensuring that all our young people achieve the very best that they can and that it is our role to remove barriers to this that may exist.

Our use of the Pupil Premium reflects the goal that our disadvantaged students have a right to achieve at least as well as their non-disadvantaged peers and that this achievement should at least be equal to performance nationally.

Our pupil premium strategy is rooted in evidence, primarily from the Education Endowment Foundation (EEF) and reflects our local context. High quality first teaching is at the centre of our strategy, as this is demonstrated to significantly close the achievement gap, but also serve to benefit those who are non-disadvantaged. Parallel to these efforts, is the targeted application of support through various intervention strategies that is offered to those students who require it.

Identification and application of appropriate support will be founded upon developing a robust diagnostic assessment programme so that students are challenged and supported early, within a broader framework and ethos that all staff have a duty to assist the raising achievement agenda.

Challenges

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

Challenge number	Detail of challenge
1	Students in all year groups have entered the academy with attainment that is below national levels.
2	Students who are SEND and entitled to PP statistically make slower progress than that of their peers and nationally have lower attendance.
3	Students entitled to PP may have less access to opportunities outside the curriculum. There is a national gap between PP entitled students and others in their level of attendance.
4	Pupils who are entitled to PP are less likely nationally to attend well and are more likely to become persistently absent.

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
<p>Teaching priorities for current academic year:</p> <p>To continue the improvement of the achievement of students, specifically focusing on closing the gap between disadvantaged students and their peers.</p> <p>Increase attainment and progress outcomes by disadvantaged students in English and Mathematics.</p>	<p>Entitled students will be making progress in line with or above their non-disadvantaged peers nationally.</p>
<p>Targeted academic support for current academic year:</p> <p>Literacy interventions across KS3 for low attaining PP students.</p> <p>To continue to improve the outcome of SEND PP students, measured by reducing the gap between SEND PP, and non-SEND PP Students</p>	<p>Increase in reading ages across each year group.</p> <p>The gap is less between entitled students and their non-SEND/Disadvantaged peers.</p>
<p>Wider strategies for current academic year:</p> <p>To improve the representation of PP entitled students in the following areas:</p> <p>School trips and visits Student voice Student leadership</p>	<p>An increased percentage of PP entitled students will attend, be mentored, be stretched, and have influence around the academy.</p>
<p>Wider strategies for current academic year:</p> <p>To continue to improve the attendance and reduce PA of PP students.</p>	<p>Attendance of PP entitled students continues to increase and the level of PP students who are PA is in line with national figures.</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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning	<ul style="list-style-type: none"> • T&L strategy is focused on personalisation and supported by high quality CPD • Ambition curriculum to develop independent practice, raise attainment and aspirations linked to cultural capital • High quality feedback and clear opportunities for addressing misconceptions • Mark-first approach for PP and SEND identifies misconceptions and provides apt intervention to overcome barriers • Visualisers within lessons are used to promote live modelling and opportunities for metacognition • Strategic seating plans to promote maximum engagement in learning (good A2L) • Mirrored approach to T&L in remote provision to ensure students' progress is not affected by lockdown / isolation • PP students have access to devices and Wi-Fi to close the digital divide and ensure equality during periods of remote provision (LKI) • Use of digital learning platforms to increase positive outcomes • Students to be supplied with revision materials, flashcards, and essential equipment where necessary. <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Form Time Revision & Intervention	<p>Delivery of a robust education for careers:</p> <ul style="list-style-type: none"> • To widen students' understanding of careers using UEA/NEACO resources • To develop students' curiosity in their future careers by inviting guests into school • To coordinate careers related activities across the curriculum • To target all PP year 11 students offering a careers guidance interview with follow up sessions as required (cost of careers advisor) • To raise aspiration by collaborative work with UEA Widening Participation Team and NEACO 	1, 2, 4

	<ul style="list-style-type: none"> • To manage a UEA Futures Champion in school to mentor and support students • To meet the eight Gatsby benchmarks • To perform the role of Careers Leader and ensure compliance with statutory legislation • To train a level 6 careers advisor 'in house' for careers delivery across all year groups <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	
Student Leadership	<p>Review student leadership opportunities:</p> <ul style="list-style-type: none"> • Encourage PP students to become members of the academy forum groups • Develop meaningful student voice with PP students encouraged to participate. 	4
KS3 and KS4 food ingredients	<ul style="list-style-type: none"> • Provision of food ingredients to facilitate practical activities and enable full participation. 	3
KS4 revision Resources	<p>To provide resources to enable positive student outcomes including:</p> <ul style="list-style-type: none"> • All required texts for English GCSE examinations • Examination resource support (e.g. revision guides for PP students across the board / flashcards etc) • To ensure that the textbooks needed within lessons are provided to all PP students 	1, 2, 4
Tracking of PP attendance at parents' evenings	<p>To ensure that PP parents are getting the support that they need to attend parents' evenings:</p> <ul style="list-style-type: none"> • All PP entitled students attendance will be tracked • Support for parents to understand their child's progress – target students for parents' evenings to ensure family support in keeping students in school • HOY will follow up non-attendance <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	4

Targeted academic support

Budgeted cost: £99,275.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Form Time Guided Reading	<ul style="list-style-type: none"> KS3 students to access form time reading <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Form Time Interventions	<ul style="list-style-type: none"> Handwriting intervention Reading for Meaning intervention <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Whole School Literacy	<ul style="list-style-type: none"> Whole school literacy strategies driven through CPD Literacy handbook for all staff Department literacy mats <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Departmental catch-up resources. For example, interactive homework and licences, etc	<ul style="list-style-type: none"> Hegarty Maths Seneca Premium Plus 	1, 2, 4
Additional chromebooks	<ul style="list-style-type: none"> All students have access to chromebooks within school and for home learning when required <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Careers, Support, Advice & Guidance	<ul style="list-style-type: none"> Year 11 SEND PP students will be prioritised for careers support and mentoring through Beacon East external careers advisor and NEACO staff Visits to colleges and other provision to aid decision making <p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Raising Achievement	<ul style="list-style-type: none"> PP SEND students to be prioritised for all forms of intervention For teachers to use student passports to inform planning and delivery within lessons. For teachers to annotate detailed seating plans to ensure the needs of SEND students are being met. <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4

Pastoral Support Team	<ul style="list-style-type: none"> • Employment of Heads of Year who all monitor the welfare, attendance and progress of students and allocate the appropriate level of support to PP students • This is 38% of cost to be in line with cohort entitled to PP 	4
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Wider strategies

Budgeted cost: £93,465.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes:</p> <ul style="list-style-type: none"> • Cost of supervision every morning (5 X 1 hour = £2310) • Cost of food 	3
Hardship Support: uniform and equipment	<p>Enhancing curriculum provision which allows PP students to access:</p> <ul style="list-style-type: none"> • Equipment (pens, pencils, rulers, calculators etc) • Shoes • Uniform • Bus passes 	3
Enrichment Activities	<ul style="list-style-type: none"> • To enable all activities (including music lessons) to be provided free of charge for PP students <p>Arts Education Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3
Trips and visits	<p>Funding for offsite trips and visits:</p> <ul style="list-style-type: none"> • Increase students' aspirations through access to cultural activities and experiences through school visits <p>Arts Education Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3
Extra provision of after school clubs attracting greater than average PP students	<p>Increased provision of afterschool activities and clubs to enable students to increase their engagement</p> <ul style="list-style-type: none"> • Cost of equipment • Staffing costs <p>Arts Education Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3

Rewards	<p>PP students to receive rewards in line with non-PP students</p> <ul style="list-style-type: none"> • Cost of certificates • Cost of badges • Cost of other rewards e.g pizza party, ice cream van <p>38% of total rewards cost to be met</p>	3, 4
Use of an effective Attendance Team	<p>Employment of the Attendance Team who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students to attend extra lessons. This includes:</p> <ul style="list-style-type: none"> • 1 x Attendance Admin • 1 x Attendance and Welfare Officer • Cost of attendance rewards throughout the year <p>This is 38.05% of cost to be in line with cohort entitled to PP (17,987.22- staff, £1522-rewards)</p> <ul style="list-style-type: none"> • Track and intervene where attendance falls below 95% • Remove barriers to attendance by providing uniform etc <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £288,750.50

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.

Please see separate impact statement on our academy website:

[PP-strategy-2020_21-Impact-August-2021.pdf \(caisteracademy.org.uk\)](#)

