



# **Pupil Premium Strategy Statement**

## **2021/2022**

## 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   | The Castle Rock School         |
| Number of pupils in school  | 1070                           |
| Proportion (%) of pupil premium eligible pupils   | 30%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                      |
| Date this statement was published   | 17 <sup>th</sup> December 2021 |
| Date on which it will be reviewed   | December 2022                  |
| Statement authorised by   | Julia Patrick                  |
| Pupil premium lead  | Danielle Clayfield             |
| Governor / Trustee lead   | Neil Jones                     |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £285460.00 |
| Recovery premium funding allocation this academic year  | £42050.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £-         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £327510.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is to use pupil premium funding to effectively to support the national effort to close the attainment gap between children from disadvantaged backgrounds and their peers. We will do this by taking an evidence-based approach to identify the biggest challenges that students face in our local context. This will inform decision making, planning and implementation of strategies to help them to succeed. At The Castle Rock School we strongly believe that great quality whole class teaching provides the best foundation to facilitate the social mobility of EVERY CHILD. A well-planned knowledge rich curriculum that extends beyond the classroom and is brought to life with enriching cultural experiences is our aspiration for ALL. Targeted academic support will be provided to students who are not making good progress. We also aim to tackle wider non-academic barriers to learning such as attendance and behaviour, and provide quality pastoral support to address the emotional and social needs of our students. Holistic development of students to 'become the best they can be' is our collective mission.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | <p>Analysis based on KS2 average scores derived from either SATs (Year 9) or CAT4 (Year 7 and 8). This shows the gap between PP and Non-PP at key stage 3 in English and Maths.</p> <p>Gap Yr. 7 = 9%, Gap Yr. 8 = 8%, Gap Yr. 9 = 4.5%*</p>   |
| 2                       | <p>Performance in KS4 subjects. Analysis of core subjects at KS4 indicate that some PP students are significantly underperforming when compared to non-PP in core subjects: English, Maths and Science. Gaps in knowledge, understanding and skills impacted by the pandemic.</p> <p>This data is based end of Year 10 mock assessments for Year 11. Current Year 10 mock assessment data will be reviewed at an appropriate point.</p> <p>English – 15.7%, Maths -0.1, Science – 13.4%*</p> |

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| 3 | Behaviour for learning in lessons. Analysis of behaviour points indicates that PP students display the most challenging behaviour in school. Poor behaviour of others in classrooms is also a barrier for PP students.<br>13.0% gap* |
| 4 | Extracurricular and cultural capital –a number of our students have experienced less extra-curricular exposure in the form of trips, visits and clubs outside of school time.  |
| 5 | Financial barriers to learning. Lack of access to learning resources to support independent learning outside of school. Lack of basic equipment for lessons. Lack of access to trips/ visits and extracurricular opportunities       |
| 6 | Low aspirations/ access to careers advisors. Our students have had limited exposure to careers advice and opportunities that would raise aspirations.  |
| 7 | There is a clear in school attendance gap between PP and non-PP students in the persistent absent category. 19.8% gap*.  |

\*These figures are based on in school and not national data

## 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  |
|---|---|
| Improve attendance for students eligible for PP, so that it is in line with our college average.  | Data to show students eligible for PP to be higher than national for non-PP students. Gap between students eligible for PP and non-PP to be reduced.<br><br>Students to be included and targeted with whole school attendance strategies and measures at all levels of provision. |
| Improve reading levels at KS3 for PP students to meet age related expectations and address specific reading barrier: decoding/ comprehension or both. | Data to show the gap between reading age expectations to be reduced between PP and non-PP students.   |
| Accelerate subject performance at KS4 for PP students across their subject range to ensure they meet the national expected                            | Data to show that the gap between minimum expected grade (FFT50) and  |

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| level when compared to others in the same starting point.  | <p>current working grade are reduced in KS4 subjects for PP students. At a minimum the gap should be no bigger than the gap for non-PP students in our context. The aim is to accelerate the progress of all students to bring them in line nationally.</p> <p>Improvement in effort grades and attitude to learning.</p> |
| Improve behaviour for learning in lessons, conduct at break and lunch times.   | <p>Reduced number of negative consequences during lessons and during break and lunch time.</p> <p>Reduced number of behaviour parental meetings.</p> <p>Reduced number of internal exclusions/ isolations.</p> <p>Increased number of reward points issued.</p>   |
| Increase opportunities and exposure of students to extra-curricular activities including after school clubs and trips and visits to deepen understanding of the curriculum and develop cultural capital. | <p>All students to access at least one club and trip on offer to their year group.</p> <p>Participation levels to be monitored and intervention where necessary.</p>  |
| Remove financial barrier to variety of aspects of students' educational experience   | All PP students to be supplied with appropriate resources to ensure they have full access to the curriculum both in and outside of 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.

## Teaching (for example, CPD, recruitment and retention)

| Activity | Challenge number(s) addressed | Evidence to support this approach |
|----------|-------------------------------|-----------------------------------|
|          |                               |                                   |

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| <p>Carryout NGRT testing to identifying reading ages. Other diagnostic testing required to establish barrier: decoding/ comprehension.</p> <p>Use data to identify groups of students that require targeted reading intervention.</p> <p>Identify a suitable evidence-based reading intervention programme to implement that targets the specific barriers identified. (Accelerated reader)</p> | <p>1. 2.</p> | <p><a href="https://www.renaissance.com/products/acceleratedreader/evidence/">https://www.renaissance.com/products/acceleratedreader/evidence/</a></p>                     |
| <p>Provide targeted vocabulary instruction in every subject</p> <p>Teachers are provided with training on how to embed vocabulary</p>   | <p>1. 2.</p> | <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> |

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| <p>teaching into their lesson, focussing on morphology and etymology and tier 2/ tier 3 vocabulary.</p>  |                     |  |
| <p>Incorporating complex reading in every lesson.</p> <p>Teachers require training on reading comprehension strategies to effectively implement them into lessons. Reading out loud in lessons to promote talk for learning.</p> | <p><b>1. 2.</b></p> | <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies</a></p> |

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| <p>Develop 5/7-year curriculum models in all subjects based on the principles of metacognition.</p> <p>Curriculum design needs to support the development of long-term memory and schemata. Focussing on building knowledge, understanding and skills over time through spaced and retrieval practice.</p> <p>Teachers need training on how to develop explicit teaching of metacognitive and self-regulatory strategies.</p> <p>As part of curriculum planning teachers to identify at least one trip and visit per academic year deepens their</p> | <p>2. 4.<br/>6.</p> | <p><b>Evidence based research on meta cognition</b></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/metacognition">https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/metacognition-and-selfregulation</a></p> |
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| <p>understanding the curriculum/ develop wider cultural capital.</p> <p>Curriculum planning should consider explicit teachers of related subject careers.</p> |                     |  |
| <p>Ensure quality first teaching, to ensure that an effective teacher is in front of every class and they are supported to keep improving.</p>                | <p><b>2. 5.</b></p> | <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching</a></p> |

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

Budgeted cost: £ *[insert amount]*

| Activity | Challenge number(s) addressed | Evidence to support this approach |
|----------|-------------------------------|-----------------------------------|
|          |                               |                                   |

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| Provide targeted small group intervention for all students, with a focus on PP students in core  | 2.     | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-</a>   |
| subjects: Maths and English initially. Following QLA of assessment evidence tutors specifically target gaps in knowledge, understanding and skill. This model is to be extended to other subjects.   |        | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">evidence/teaching-learningtoolkit/small-group-tuition</a>  |
| Following each assessment drop Head of Faculty analyses data to inform teaching and learning. QLA takes place to ensure that teachers identify adaptations needed at an instructional level and at a curriculum level. Students who are falling behind are identified in groups. How additional support is provided for these students is discussed in line management meetings. | 2.3.4. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a>  |
| Offer a programme of academic learning support opportunities as part of the extra-curricular timetable. Under performing students are specially targeted by contacting parents to promote engagement and attendance. Attendance is promoted by use of the school rewards system.   | 2.5.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-selfregulation</a><br><br><b>*see below</b>   |
| As part of enrichment, sixth form students support teachers in lessons working with identified students who are underperforming. PP students targeted if underperforming. Year 13 Sixth form students work with younger year groups either with one individual or small in lessons or in a breakout room.  | 2.     | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistantinterventions</a> |

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| Ensure attendance officer and pastoral support managers retain focus on PP through all activities. PP students' parents to be targeted to  | 7. | * <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-</a> |
| make appointments at parents evening.  |    | <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent"> toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent</a>                                 |
| Provide access to counselling services for targeted PP students.   | 3. | <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning</a>   |
| Make effective use of careers advisors for all PP students and through careers information in the PSHE curriculum, assemblies, guest speakers, careers events, visiting universities | 6. | <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.p df</a>  |

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

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|---|--------|---|
| Effectively review and implement whole school behaviour management system to enable students to access high quality teaching. | 1.2.3. | <a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment?utm_source=/education-evidence/evidencereviews/attendance-interventionsrapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment?utm_source=/education-evidence/evidencereviews/attendance-interventionsrapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a> |
|---|--------|---|

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| Provide financial support to PP parents with financial support towards uniform/ shoes.   | <b>4.</b>    | <a href="https://schoolsweek.co.uk/costsexclude-poorer-pupils-fromresidential-school-trips/">https://schoolsweek.co.uk/costsexclude-poorer-pupils-fromresidential-school-trips/</a>   |
| Revision guides and basic equipment required to study a subject are provided with no financial impact.   |              |   |
| Alternative provision to be used where appropriate for students where their needs require students to be have an adapted curriculum offer.   | <b>3.</b>    |   |
| Provide financial support with access to educational trips/ visits.  | <b>5.</b>    | <a href="https://schoolsweek.co.uk/costsexclude-poorer-pupils-fromresidential-school-trips/">https://schoolsweek.co.uk/costsexclude-poorer-pupils-fromresidential-school-trips/</a>   |
| Students to have access to extracurricular opportunities and specialists on college site removing any financial barriers (e.g. music).   | <b>1.5.</b>  | Various studies.<br><a href="https://journals.sagepub.com/doi/pdf/10.1177/15648265050262S204">https://journals.sagepub.com/doi/pdf/10.1177/15648265050262S204</a>   |
| Actively encourage a positive start to the day through a breakfast club aimed at all key stages.   | <b>5.</b>    | <a href="https://frac.org/wp-content/uploads/breakfastforlearning-1.pdf">https://frac.org/wp-content/uploads/breakfastforlearning-1.pdf</a>   |
| External careers advisors employed to help students make informed decisions on careers and next steps. Tutors to monitor student destinations and organise one to one meeting with students and the careers if students remain unsure.                                 | <b>6.</b>    | <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a>   |
| Enhanced transition between KS2 feeder schools and KS3 to settle students quickly into their new school and ensure needs of individual students are met. This is planned to be an engaging experience targeting the social and academic needs of disadvantaged pupils. | <b>2.3.4</b> | <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-usand-what-it-doesnt">https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-usand-what-it-doesnt</a> |

## 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.

Last academic year we were able to execute a number of our strategies on our pupil premium action plan. A number of the strategies we were unable to action due to the restrictions of the pandemic, however we were able to redirect efforts and the funds to ensure that students' needs were met through other methods such as, providing online teaching, technical support with accessing online learning platforms, providing students with electronic devices/ access to the internet to ensure they could access the VLE and purchasing rights to online learning platforms such as GCSEPod.

Although the national assessments were replaced with teacher assessment grades, the Progress 8 gap between our students who are and are not eligible reduced.

### 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 |
|-----------|----------|
|           |          |
|           |          |

### 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.*

