

Pupil premium strategy statement – Callerton Academy

2023-24

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	54.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 - 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katie Innes, Principal
Pupil premium lead	Joseph Gilford, Vice Principal
Governor / Trustee lead	Sarah Welford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,480
Recovery premium funding allocation this academic year	£ 35,328
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 167,808
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Callerton Academy we have high expectations for all students, regardless of disadvantage or social background. At Callerton Academy, we believe that high quality teaching and learning delivered through a well thought out, structured, broad and balanced curriculum is key. High levels of engagement are promoted through exciting activities throughout the city to engage students in their surrounding and bring their learning to life.

At Callerton, we believe in the power of reading and all that it brings to students and their access to the curriculum, their academic success and their access to the wider world. We have a culture of reading at Callerton that encases all students. We are building a Library that engages all learners to enable them to have a love of reading.

Alongside quality teaching and learning, we at Callerton Academy are focusing on high attendance, quality behavioural and emotional support and working hard to have our interventions being family led to ensure engagement.

At Callerton Academy we are a new school, and it is imperative that the following are secure for all pupils, but especially disadvantaged pupils. We are making sure that the following are secure:

- Behaviour support
- Attendance
- Emotional support
- High quality teaching

We will introduce and embed strategies that show to have impact for our disadvantaged cohort. We will call upon our knowledge as a MAT to allow us to work quickly in our first years as a school. We will continually evaluate the impact of these strategies throughout the year and base our findings on assessment outcomes rather than assumptions.

The key principals underpinning our strategy will be to:

- Identify as early as possible where support is needed and put interventions into place.
- Have high expectations and plan lessons that will challenge, engage and increase aspirations.
- Ensure that all staff, regardless of their role, are champions of our most disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge gaps caused by Covid 19 National Lockdowns need to be addressed in all areas of the curriculum with a particular emphasis on Reading and Maths.
2	Students have entered our new school from 42 primary schools in Year 9, 32 in Year 8 and 23 in Year 7. There are a plethora of barriers to learning such as attendance, lack of engagement that need to be challenged as part of a new start.
3	Social anxiety, confidence and a lack of knowledge about how to learn in disadvantaged pupils could prevent pupils from making similar progress to their non-disadvantaged peers.
4	A lack of cultural capital that means disadvantaged pupils have a poorer understanding of the world around them needed to succeed in life.
5	Low confidence in students own ability and social skills.

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
Quality of Education - Actively close gaps by implementing a curriculum that is ambitious and designed to equip all students, particularly disadvantaged students with the knowledge, skills and cultural capital they need to succeed in life.	<ul style="list-style-type: none"> • Progress in English and Mathematics since baseline assessments • Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections. • High levels of feedback consistently provided to students, identified through work scrutiny. • Disadvantaged reviews types of need and implemented actions to ensure accessibility to the curriculum.
Behaviour and Attitudes – The attendance rate of students on Pupil Premium will match the whole school attendance rate to ensure that these students receive the full impact of the COVID recovery programme	<ul style="list-style-type: none"> • Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections. • Increased attendance of disadvantaged students to school • Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.
Personal Development – Ensure students have the opportunities to take part in extracurricular provision, including trips and visits, as well as have education on key factors such as equality, diversity and inclusion.	<ul style="list-style-type: none"> • Increased attendance of students to school • All disadvantaged students to attend at least one club when the main site is open and extra-curricular activities are not built into the timetable. • Disadvantaged students to attend trips and visits through disadvantaged funding where required. • Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure appropriate strategies embedded to support literacy and numeracy development	<p>Strong literacy and numeracy skills are</p> <ul style="list-style-type: none"> • Information sharing in School and Trust Context • Reading comprehension strategies high impact, low cost (EEF) • Collaborative learning approaches high impact, low cost (EEF) • Support from external agencies for CPD for curriculum planning and Quality First Teaching 	1, 2, 4
Staff CPD	<p>Continued professional development for staff is essential for consistent high-quality teaching. It ensures that staff can embed the most effective strategies for raising attainment for disadvantaged students. It is also the case that students are more likely to attend school if they are engaged in the learning and aware of the progress that they are making.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Information sharing in School and Trust Context • Support from external agencies for CPD for curriculum planning and Quality First Teaching • Specific CPD in Mathematics through the Maths Hub and LSA Numicon training. <p>As the EEF states ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>Effective Professional Development (EEF)</p>	1, 2, 4
Curriculum and pastoral resources, equipment, revision and rewards	<p>Research shows that disadvantaged families are unlikely to be able to afford the same resources as other families, putting these children at a disadvantage. Providing these resources and rewards, including equipment and revision guides, ensures equal access and foundation for higher educational outcomes.</p> <p>Research into UK Living Standards</p>	1, 3
Quality Assurance and curriculum reviews	<p>In order to ensure that the curriculum, teaching and learning at Callerton Academy is of the highest standard, quality assurance reviews take place throughout the year. These will be led by staff within school, who will be suitably trained, or experts from outside the school. This ensures that, as shown in the EEF School Planning Support guide, the best, research-based practices are taking place in lessons and that staff are asking and are asked the best questions to challenge this.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish targeted support for students to support development of Reading, Writing and Numeracy.</p> <p>This includes purchasing programmes to support reading such as</p>	<p>Research shows that focusing on core skills of reading, writing and numeracy directly enables students access their learning and improves future life choices.</p> <p>The EEF report on Reading Programmes found that these can have a significant impact on improving students literacy skills.</p>	1, 2, 4, 5

Accelerated Reader, IDL Literacy and Read Write Inc (Fresh Start). It also includes purchasing additional resources, training and targeted academic intervention.	Accelerated Reader found a significant effect size of +0.24 (pg.31). To support numeracy development, MyMaths is purchased for students to have a structured weekly task either at home or in lessons. Research (EEF) suggests that these have the ability to improve perception of the subject.	
Deployment of TA, HLTA and some teaching staff to support key students as part of in-class intervention strategy	Research shows that this is most likely to be effective when targeted at pupils' specific needs. The ability to identify and target intervention at groups of students is key in addressing gaps in knowledge and skills. Small Group Tuition (EEF)	1, 2, 4, 5
Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1, 2, 4, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student/Parent Support Pastoral support in place for students to monitor wellbeing and identify pastoral barriers. Support through Attendance Welfare Officer	Designated members of staff work with students and families at risk of persistent absenteeism. They contact students and families regularly to support them and ensure that they are in school. If they are not in school, it will increase the risk of them underachieving as longer absences can lead to lack of engagement in school life. They also work as part of the safeguarding team to support vulnerable students to attend school. Government Research	1, 2, 3, 4, 5
Free School Meals for eligible students	All eligible students are provided with a meal at lunchtime. This not only keeps them healthy and nourished, improving attendance, but also ensures that they are able to focus and engage in afternoon lessons. During school holidays, FSM students are provided with vouchers to support families to provide food. Evaluation of FSM Report	1, 2, 3, 4, 5
Support with uniform, school equipment and other events such as trips and visits.	Disadvantaged students are provided with a subsidy to purchase a uniform and PE kit. This enables them to fully participate in the school community, including extracurricular opportunities. It also prevents them from missing school due to lack of correct uniform or kit for PE lessons. The research shows that PP students are best supported when they are part of the whole school ethos. The uniform is just one aspect of this.	1, 2, 3, 4, 5
Ensure equal opportunities for students accessing extracurricular provision.	All students access extracurricular provision as part of the school's 7Up programme. This is fully embedded into the school timetable and therefore has some additional staffing costs. The	1, 2, 3, 4, 5

<p>This includes the 7Up programme, Yellow Week, New Writing North, transport (i.e. Metro passes) and subsidising music lessons.</p>	<p>EEF highlights the importance of extracurricular opportunities in raising cultural capital in students.</p> <p>The Music Development Plan places a focus on student participation in peripatetic lessons, including raising PP participation. The EEF suggests arts participation is low cost and has a moderate impact.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	
<p>Sporting provision and opportunities, including through links with professional sporting clubs.</p>	<p>The school's limited sporting facilities means that extra opportunities are required to improve student experience. The opportunity to work with professional coaches improves student outcomes and experiences.</p>	<p>4, 5</p>
<p>Careers provision</p>	<p>KS3 students are able to receive support from a careers advisor. This helps to raise aspirations and provide direction for future study.</p>	<p>2, 3, 4, 5</p>

Total budgeted cost: £ 170,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Review of Success Criteria School Year 2022 - 2023	Challenge Number(s) Addressed
<p>Quality of Education: Actively close gaps by implementing a curriculum that is ambitious and designed to equip all students, particularly disadvantaged students with the knowledge, skills and cultural capital they need to succeed in life.</p>	<p>English and Maths Student achievement in English and Maths has been positive, thanks in part to a strong curriculum and set of teaching staff.</p> <p>In English, there is a small gap between PP and non-PP students. In Year 8, the average grade for PP students was 'Developing' compared to the average grade of 'Achieving' across students who are non-PP. These students have a similar residual score implying that their progress across all subjects is similar. In Year 7, this is the same pattern, although the lower residual score for non-PP students suggests they are making greater progress across all subjects compared to PP students.</p> <p>In Maths, in Year 8 both non-PP and PP students had an average grade of 'Achieving' and there is little difference in their progress and attainment. In Year 7, the non-PP students had an average grade of 'Exceeding' compared to PP students having an average grade of 'Achieving'. The data suggests that non-PP students made greater progress compared to PP students, however, PP students made good progress overall apart from some key individual students. The use of the Academic Mentor in maths as part of the NTP funding will have contributed to the smaller gap in this subject.</p> <p>SLT and Recovery Premium A full time Academic Mentor funded through the NTP supported students specifically with their maths. They supported 32 students, including 21 students who are Pupil Premium. This resulted in 1573 hours of tutoring being delivered for students in Year 7 and 8. Through careful tracking and planning lower ability students, and those with notable gaps in knowledge, were given effective intervention evidenced by their progress and access to the curriculum.</p> <p>Reading Analysis The Accelerated Reader programme is applied universally for all pupils and built into the school day with a rigorous reading programme. Reading progress is carefully tracked and targeted books are in place to ensure that reading provision is tailored for individuals.</p> <p>A significant investment has gone into reading, including buying library books and whole class reads, coupled with having a strong rewards programme to encourage students to read. The well-resourced library ensures that students who may not have access to books at home are able to read a wide selection and take them home.</p> <p>Reading data indicates that in Y7 students on average made 13 months progress with disadvantaged students making on average 11 months progress. The average reading age at the start of the year was 10y8m (10y7m for PP) and by the end of the year was 11y9m (11y6m for PP). In Y8 students on average made 9 months progress; this was similar for disadvantaged students.</p> <p>In Y7 at the beginning of the year there were 25 students on 'Urgent intervention', 15 of these students were PP and by the end of the year this decreased to 12 students on Urgent intervention, 9 of whom were PP. For 'Intervention' students we had 23 students (16 of whom were PP) and by the end of the year this reduced to 13 students (8 of whom were PP).</p>	<p>1, 4, 5</p>

As the data suggests above, 60% of students who required urgent intervention with their reading were PP students.

Behaviour & Engagement Analysis
 Data showed that all students well engaged in lessons. For example, in Year 7 there was no difference between the average grade for behaviour and engagement for PP and non-PP students. In Year 9 there was no difference between engagement, however the behaviour average suggests that PP students demonstrated on average poorer behaviour than non-PP. It must be noted that these were both still positive average scores, however behaviour will be an area of focus next year.

Feedback and work sampling
 Work sampling exercises carried out across the year showed that all students (PP and non-PP) were receiving the same curriculum diet. Student work demonstrated that there was little difference in the quality of work produced by PP and non-PP students.

Access to the curriculum
 All students were able to access every aspect of the curriculum, including super curricular opportunities which may have incurred a cost. Every child attended the range of trips linked to our curriculum, including those related to STEM, sport and the arts, in part to raise aspirations and build cultural capital. Moreover, all pupil premium students were provided with the necessary equipment and sports kit to be able to access the full curriculum.

Behaviour and Attitudes:
 The attendance rate of students on Pupil Premium will match the whole school attendance rate to ensure that these students receive the full impact of the COVID recovery programme.

Behaviour & Engagement Analysis
 This has been analysed in the above section. PP and non-PP are making equal progress, with a small gap between PP and non-PP in Year 8 (this year's Year 9)

Attendance Analysis
 Attendance was a key focus for improvement for the school in 2022-23. This included range of strategies, for example increasing the employment hours of the school's attendance officer, legal monitoring, Early Help, and rewards and incentives for students. However, the school recognises that despite a plethora of strategies, attendance continues to be too low in both PP and non-PP students. Pupil premium attendance data was skewed due to the number of exclusions days during the year. Interventions were put in place for these children. However, attendance was still severely impacted as shown in the table below.

Behaviour: Total Days Pupils were excluded/suspended in 2022-23	
Non PP	10 days
PP	60 days

2022 - 2023 Percentage Attendance for Pupils			
	School	North East average	National average
Non-PP	91.6%	92.5%	92.6%
PP	86.4%	83.9%	85.3%

There will be a continued focus on attendance in the 2023-24 school year with greater involvement of the Local Authority to support the school in supporting the hardest to reach children.

2, 3, 4, 5

<p>Personal Development: Ensure students have the opportunities to take part in extracurricular provision, including trips and visits, as well as have education on key factors such as equality, diversity and inclusion.</p>	<p>Attendance Analysis</p> <p>This has been analysed above, but in terms of “personal development” the fact that PP attendance is lower than non-PP will have an impact on the opportunities that some students access which have been built into the school day and curriculum. School policy that no child is excluded from any opportunity means that affordability and accessibility of extracurricular activities is not a barrier. Any PP student who needs financial support for trips, visits, extra-curricular etc. are supported confidentially.</p> <p>Every child in Year 7 and 8 at Callerton Academy does two sessions of extra-curricular activities within the school week. This year, our Year 9 students have one session of extra-curricular provision and a dedicated careers periods each week. All students access trips and visits as they are all in the school day. There is total equality of provision. This year, we will continue to review how we can further provide and embed opportunities into school life.</p> <p>Experiencing the arts</p> <p>Working in partnership with New Writing North enabled the school to offer a range of enriching experiences in drama, music and creative writing which was accessed by students. All students, PP and non-PP, were provided with an opportunity to have a taster lesson in learning a musical instrument; this would then have been subsidised to be able to then learn it. Student Voice indicated that this was a positive experience.</p> <p>As the school moves into 2023-24, it will continue to explore opportunities for all to experience the arts.</p>	<p>1, 2, 3, 4, 5</p>
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