

# Pupil premium strategy statement – Callerton Academy

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	240
Proportion (%) of pupil premium eligible pupils	51%
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	July 2023
Statement authorised by	Katie Innes
Pupil premium lead	Joe Gilford
Governor / Trustee lead	Susan Spence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,250
Recovery premium funding allocation this academic year	£ 17,388
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <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>	£ 138,638

# 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 8 and 32 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"> <li>• Progress in English and Mathematics since baseline assessments</li> <li>• Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections.</li> <li>• High levels of feedback consistently provided to students, identified through work scrutiny.</li> <li>• Disadvantaged reviews types of need and implemented actions to ensure accessibility to the curriculum.</li> </ul>
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"> <li>• Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections.</li> <li>• Increased attendance of disadvantaged students to school</li> <li>• Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.</li> </ul>
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"> <li>• Increased attendance of students to school</li> <li>• 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.</li> <li>• Disadvantaged students to attend trips and visits through disadvantaged funding where required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.</li> </ul>
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## 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: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure appropriate strategies embedded to support literacy and numeracy development	<ul style="list-style-type: none"> <li>• Information sharing in School and Trust Context</li> <li>• Reading comprehension strategies high impact, low cost (EEF)</li> <li>• Collaborative learning approaches high impact, low cost (EEF)</li> <li>• Support from external agencies for CPD for curriculum planning and Quality First Teaching</li> </ul>	1, 2, 4
Ensure high levels of feedback from teachers, establishing a dialogue about learning	<ul style="list-style-type: none"> <li>• Information sharing in School and Trust Context</li> <li>• Quality of feedback very high impact, low cost (EEF)</li> <li>• Support from external agencies for CPD for curriculum planning and Quality First Teaching</li> </ul>	1, 2, 4

Nikki Mead – 1 day per week for term

Curriculum budgets – PP, LRC, Reading, SEND, SEND base

Accelerated reader and other reading interventions

CPD – One to one support with staff with the VP – Curriculum development meetings.

Use NCC to support CPD for Quality first teaching – planned in January

Clennell Services for support for SEND and PP students

Set up costs, widening horizons e.g. PE in and out of school.

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish targeted support for students to support development of Reading, Writing and Numeracy.	<ul style="list-style-type: none"> <li>Information sharing in School and Trust Context</li> <li>Reading Comprehension strategies high impact, low cost (EEF)</li> <li>Collaborative learning approaches high impact, low cost (EEF)</li> <li>NTP Academic Mentors employed and deployed throughout the school</li> </ul>	1, 2, 4, 5
Deployment of TA, HLTA and Academic Mentors to support key students as part of in-class intervention strategy	<ul style="list-style-type: none"> <li>Information sharing in School and Trust Context</li> <li>Interventions strategies moderate impact, moderate cost (EEF)</li> <li>One to One Tuition strategies moderate impact, moderate cost (EEF)</li> <li>Collaborative learning approaches high impact, low cost (EEF)</li> </ul>	1, 2, 4, 5

Staffing costs – NTP mentor, HLTA and TAs (Mandarin withdrawal, reading support, literacy support, numeracy support, EAL support, SEND support, etc.). No slack on the TT so only 3 lessons of teacher support per week.

Resourcing costs for all interventions.

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure appropriate pastoral support in place for students to monitor wellbeing and identify pastoral barriers.	<ul style="list-style-type: none"> <li>Information sharing in School and Trust Context</li> <li>Staff, Parent and Student Surveys</li> </ul>	1, 2, 3, 4, 5
Ensure equal opportunities for students accessing extracurricular	<ul style="list-style-type: none"> <li>Information sharing in School and Trust Context</li> </ul>	1, 2, 3, 4, 5

provision and other events such as Trips and Visits.	<ul style="list-style-type: none"> <li>• Arts participation moderate impact, low cost (EEF)</li> </ul>	
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Pay for trips/visits/uniform/equipment – anything needed for access to school and the curriculum.

Year 7 Yellow week and external agencies such as New Writing North (at least £5k)

Additional support from Clennell services for attendance and welfare.

We have had to employ some supply staff due to staffing issues therefore increased cost.

Metro passes.

Transition

**Total budgeted cost: £ 140000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended Outcome	Review of Success Criteria School Year 2021 - 2022	Challenge Number(s) Addressed																																				
<p><b>Quality of Education:</b></p> <p>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><b>English Analysis</b></p> <p>All pupils completed a nationalised PiRA exam at the start and then end of the school year. Results are outlined in the table below but showed that Non PP are outperforming PP in both sets of exams. The gap in attainment, however, is closing rapidly between the two groups, evidencing that intervention strategies are clearly working and the gap is being bridged.</p> <table border="1" data-bbox="400 748 1286 1301"> <thead> <tr> <th colspan="3" data-bbox="400 748 1286 860">English: PiRA Tests Progress Review Autumn to Summer</th> </tr> <tr> <th data-bbox="400 860 632 927"></th> <th data-bbox="632 860 924 927">Non PP</th> <th data-bbox="924 860 1286 927">PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 927 632 1005"><b>Above National Average</b></td> <td data-bbox="632 927 924 1005">Increased by 5.6%</td> <td data-bbox="924 927 1286 1005">Increased by 4%</td> </tr> <tr> <td data-bbox="400 1005 632 1077"><b>At National Average</b></td> <td data-bbox="632 1005 924 1077">Increased by 2.1%</td> <td data-bbox="924 1005 1286 1077">Increased by 12.1%</td> </tr> <tr> <td data-bbox="400 1077 632 1155"><b>Below National Average</b></td> <td data-bbox="632 1077 924 1155">Decreased by 7.7%</td> <td data-bbox="924 1077 1286 1155">Decreased by 16.1%</td> </tr> <tr> <td data-bbox="400 1155 632 1301"><b>Summer Average score (100 is at expected)</b></td> <td data-bbox="632 1155 924 1301">100.8 (Increase of 7.2)</td> <td data-bbox="924 1155 1286 1301">95.9 (Increase of 8.2)</td> </tr> </tbody> </table> <p><b>Maths Analysis</b></p> <p>All pupils completed a nationalised PUMA test at the start and then end of the school year. PP are making sustained and more rapid progress than Non-PP in Maths, increasing the number of pupils achieving over the national average on this test by nearly 10%. There is still a gap in attainment between the two groups, but this is very small. It is clear the interventions are working for our pupil premium students in maths and therefore it is important that these continue.</p> <table border="1" data-bbox="400 1581 1203 2036"> <thead> <tr> <th colspan="3" data-bbox="400 1581 1203 1621">Maths: PUMA Tests Progress Review Autumn to Summer</th> </tr> <tr> <th data-bbox="400 1621 663 1688"></th> <th data-bbox="663 1621 933 1688">Non PP</th> <th data-bbox="933 1621 1203 1688">PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 1688 663 1756"><b>Above Average</b></td> <td data-bbox="663 1688 933 1756">+7.2%</td> <td data-bbox="933 1688 1203 1756">+9.2%</td> </tr> <tr> <td data-bbox="400 1756 663 1823"><b>Average</b></td> <td data-bbox="663 1756 933 1823">-2.1%</td> <td data-bbox="933 1756 1203 1823">+9.2%</td> </tr> <tr> <td data-bbox="400 1823 663 1901"><b>Below Average</b></td> <td data-bbox="663 1823 933 1901">-5.1%</td> <td data-bbox="933 1823 1203 1901">-18.4%</td> </tr> <tr> <td data-bbox="400 1901 663 2036"><b>Average Score</b></td> <td data-bbox="663 1901 933 2036">98.6 (+2.5)</td> <td data-bbox="933 1901 1203 2036">97.6 (+4.5)</td> </tr> </tbody> </table> <p><b>SLT and Recovery Premium</b></p>	English: PiRA Tests Progress Review Autumn to Summer				Non PP	PP	<b>Above National Average</b>	Increased by 5.6%	Increased by 4%	<b>At National Average</b>	Increased by 2.1%	Increased by 12.1%	<b>Below National Average</b>	Decreased by 7.7%	Decreased by 16.1%	<b>Summer Average score (100 is at expected)</b>	100.8 (Increase of 7.2)	95.9 (Increase of 8.2)	Maths: PUMA Tests Progress Review Autumn to Summer				Non PP	PP	<b>Above Average</b>	+7.2%	+9.2%	<b>Average</b>	-2.1%	+9.2%	<b>Below Average</b>	-5.1%	-18.4%	<b>Average Score</b>	98.6 (+2.5)	97.6 (+4.5)	1, 4, 5
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We made extensive use of The SLT Premium and The Recovery Premium. We had an NTP tutor in maths who supported 18 students intensely for six months, 11 of which were PP. We had online one-to-one maths tuition with a tuition partner for 15 sessions, for 29 students, 19 of which were PP. Also, we had a tutor for English who supported 18 students for 12 hours each, of which 11 out of 17 were PP. These interventions supported the leaps in PiRA and PUMA scores. Additionally students all, without exception, reported in student voice that they enjoyed these interventions.

### Reading Analysis

The Accelerated Reader programme is applied universally to all pupils and built into the school day with a rigorous reading programme. This is monitored against reading ages and data shows that PP pupils are heavily targeted with 90% of urgent intervention programmes being applied to these pupils. In addition to this, the library has been heavily invested in, with over £7000 spent on books last year alone so that students who do not have books at home could access the books they needed over the holidays.

### Behaviour & Engagement

#### Analysis

All teachers were asked to grade pupils on a scale of 1 – 5 on their behaviour and engagement in lessons across all subjects. (5 was considered the most positive score a pupil could get).

All pupils, both PP and non PP made equal progress. This is in line with the academic progress made and would indicate a correlation between pupils engaging in lessons and succeeding in lessons.

PP scored initially lower, and this difference did not change throughout the year. This evidence suggests that student confidence in engagement with learning increased.

#### Behaviour and Engagement Scores Autumn '21 - June '22

	Whole School	Pupil Premium
Behaviour	+0.1	+0.1
Engagement	+0.3	+0.3

### Poverty Proofing Survey

#### Analysis

Children North East conducted a thorough and in-depth survey analysing all areas of the school and how we cater for those children who may be classed as being in poverty. These pupils would also fall into the Pupil Premium bracket. In terms of quality of education, the poverty proofing survey highlighted that the areas associated with the Quality of Education as a strength in the school as well as the accessibility to the curriculum as per the summary below.

Please note other areas of this survey outside of "Quality of Education" has been considered in other aspects of this report.

1.	High Priority
2.	Medium Priority
3.	Low Priority

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<p><b>Behaviour and Attitudes:</b></p> <p>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.</p>	<p><b>Behaviour &amp; Engagement Analysis</b></p> <p>This has been analysed in the above section. PP and non-PP are making equal progress, however, there is a 0.1 gap between PP and their non-PP peers consistently seen throughout the year. This is an area for development/investigation in the academic year 2022-23.</p> <p><b>Attendance Analysis</b></p> <p>Attendance is a key area of improvement for the school with intervention strategies already in place for the 2022-23 academic year, such as increasing the employment hours of an attendance officer.</p> <p>Although attendance is below national targets, it does indicate that progress with PP pupils is being made at a more rapid rate than their non PP peers. 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.</p> <table border="1"> <thead> <tr> <th colspan="2">Behaviour: Total Days Pupils were excluded/suspended in 2021-22</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>8.5 days</td> </tr> <tr> <td>PP</td> <td>59.5 days</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">2021 /2022 Percentage Attendance for Pupils</th> </tr> <tr> <th></th> <th>Sept - Dec</th> <th>Sept - July</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>93.8%</td> <td>94.3%</td> <td>0.5</td> </tr> <tr> <td>PP</td> <td>87.4%</td> <td>90.7%</td> <td>3.3</td> </tr> </tbody> </table> <p>There will be a real focus on attendance in the 2022-23 school year with increased Attendance and Welfare officer hours from 0.2fte to 0.5fte.</p> <p><b>Parental / Guardian Questionnaire Analysis</b></p>	Behaviour: Total Days Pupils were excluded/suspended in 2021-22		Non PP	8.5 days	PP	59.5 days	2021 /2022 Percentage Attendance for Pupils					Sept - Dec	Sept - July	% Increase	Non-PP	93.8%	94.3%	0.5	PP	87.4%	90.7%	3.3	<p>2, 3, 4, 5</p>												
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	<p>A questionnaire was sent to all parents in May 2022 with extremely positive results. Key strengths being that parents and guardians believed that their children were happy, felt safe and that their behaviour was dealt with well whilst at school.</p> <table border="1" data-bbox="400 286 1281 716"> <thead> <tr> <th colspan="2">Parent Feedback Questions</th> <th>Strongly Agree/Agree</th> </tr> </thead> <tbody> <tr><td>1</td><td>My child is happy at this school.</td><td>94%</td></tr> <tr><td>2</td><td>My child feels safe at this school.</td><td>100%</td></tr> <tr><td>3</td><td>The school makes sure its pupils are well behaved.</td><td>97%</td></tr> <tr><td>4</td><td>The school makes me aware of what my child will learn during the year.</td><td>79%</td></tr> <tr><td>5</td><td>When I have raised concerns with the school they have been dealt with properly.</td><td>98%</td></tr> <tr><td>6</td><td>The school has high expectations for my child.</td><td>97%</td></tr> <tr><td>7</td><td>My child does well at this school.</td><td>97%</td></tr> <tr><td>8</td><td>The school lets me know how my child is doing.</td><td>69%</td></tr> <tr><td>9</td><td>There is a good range of subjects available to my child at this school.</td><td>90%</td></tr> <tr><td>10</td><td>The school supports my child's wider personal development.</td><td>90%</td></tr> <tr><td>11</td><td>My child has SEND and the school gives them the support they need to succeed.</td><td>100%</td></tr> <tr><td>12</td><td>The school deals with bullying quickly and effectively.</td><td>97%</td></tr> <tr><td>13</td><td>I would recommend this school to another parent.</td><td>97%</td></tr> </tbody> </table>	Parent Feedback Questions		Strongly Agree/Agree	1	My child is happy at this school.	94%	2	My child feels safe at this school.	100%	3	The school makes sure its pupils are well behaved.	97%	4	The school makes me aware of what my child will learn during the year.	79%	5	When I have raised concerns with the school they have been dealt with properly.	98%	6	The school has high expectations for my child.	97%	7	My child does well at this school.	97%	8	The school lets me know how my child is doing.	69%	9	There is a good range of subjects available to my child at this school.	90%	10	The school supports my child's wider personal development.	90%	11	My child has SEND and the school gives them the support they need to succeed.	100%	12	The school deals with bullying quickly and effectively.	97%	13	I would recommend this school to another parent.	97%	
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<p><b>Personal Development:</b> 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><b>Attendance Analysis</b> 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. Every child at Callerton Academy does two sessions of extra-curricular activities within the school week. All students access trips and visits as they are all in the school day. There is total equality of provision.</p> <p><b>Parental / Guardian Questionnaire Analysis</b> The parental questionnaire indicates that 90% of parents believe that ‘there is a good range of subjects available to my child at this school’ and that ‘the school supports my child’s wider personal development’.</p> <p><b>Poverty Proofing Survey Analysis</b> The Poverty Proofing survey indicates that ‘Additional Opportunities’ are an area of medium priority, but the school continues to add events and trips to the calendar. The survey also states that ‘Support to Parents and Families’ is of low priority, suggesting that school does its utmost to ensure these opportunities are accessible and affordable to all pupils.</p>	<p>1, 2, 3, 4, 5</p>																																										

<p><b>How our service pupil premium allocation was spent last academic year</b></p>
<p>N/A for academic year 2021-22</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>N/A for academic year 2021-22</p>