

# Pupil premium strategy statement – Callerton Academy

## 2024-25

This statement details our school’s use of pupil 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	480
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/23 - 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katie Innes, Principal
Pupil premium lead	Joseph Gilford, Vice Principal
Pupil premium champions:	James Middlebrook, TALL PE Jonathan Szunko, TALL Performing Arts
Governor / Trustee lead	Helen Miland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,900
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£207,900
<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 focus 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 10, 32 in Year 9 and 23 in Year 7 and 8. 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, social and oracy skills, often leading to disengagement with school and poor attendance.
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## 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>• QA of disadvantage shows the types of need and actions to implement to ensure accessibility to the curriculum.</li> <li>• Students will be well prepared for KS4 examinations in all subjects, but particularly English and Maths.</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> <li>• Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.</li> </ul>

## 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: £90,000

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"> <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
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"> <li>• Information sharing in School and Trust Context</li> <li>• Support from external agencies for CPD for curriculum planning and Quality First Teaching</li> <li>• Specific CPD in Mathematics through the Maths Hub and LSA Numicon training.</li> </ul> <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><a href="#">Effective Professional Development (EEF)</a></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><a href="#">Research into UK Living Standards</a></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: £95,000

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 Accelerated Reader, IDL Literacy and Read Write Inc (Fresh Start).</p> <p>It also includes purchasing additional resources, training and targeted academic intervention.</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 <a href="#">EEF report on Reading Programmes</a> found that these can have a significant impact on improving students literacy skills. Accelerated Reader found a significant effect size of +0.24 (pg.31).</p> <p>To support numeracy development, MyMaths is purchased for students to have a structured weekly task either at home or in lessons. <a href="#">Research (EEF)</a> suggests that these have the ability to improve perception of the subject.</p>	1, 2, 4, 5
Deployment of TA, HLTA and some teaching staff to support key students as part of in-class intervention strategy	<p>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.</p> <p><a href="#">Small Group Tuition (EEF)</a></p>	1, 2, 4, 5
Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.	<p>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.</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 4, 5
Targeted support for KS4 examination preparation	<p>Research shows that disadvantaged pupils often underachieve at KS4 and need structured and specific examination preparation. This may take the form of small group intervention via 7Up, subject drop down days or additional lessons/sessions within the school day.</p>	1, 2, 4

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student/Parent Support</p> <p>Pastoral support in place for students to monitor wellbeing and identify pastoral barriers.</p> <p>Support through Attendance Welfare Officer</p>	<p>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.</p> <p><a href="#">Government Research</a></p>	1, 2, 3, 4, 5
Free School Meals for eligible students	<p>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</p>	1, 2, 3, 4, 5

	engage in afternoon lessons. During school holidays, FSM students are provided with vouchers to support families to provide food. <a href="#">Evaluation of FSM Report</a>	
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.  This includes the 7Up programme, Yellow Week, New Writing North, transport (i.e. Metro passes) and subsidising music lessons.	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 EEF highlights the importance of extracurricular opportunities in raising cultural capital in students.  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.  <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4, 5
Sporting provision and opportunities, including through links with professional sporting clubs.	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.	4, 5
Careers provision	KS3 and KS4 students are able to receive high level careers provisions, including through a well designed careers curriculum and use of Unifrog. This will help to raise aspirations and provide direction for future study.	2, 3, 4, 5

**Total budgeted cost: £ 250,000**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

Intended Outcome	Review of Success Criteria School Year 2023 - 2024	Challenge Number(s) Addressed
<p><b>Quality of Education:</b> 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 and Maths</b> The school continued to use a range of strategies to support student achievement in 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. In Year 7, this is the same pattern, however the progress made compared to target grade is similar for both PP and non-PP students.</p> <p>In Maths, in Year 8 PP students had an average grade of 'Achieving', whereas non-PP students had an average grade of 'Exceeding'. There is little difference in their residual score implying similar levels of progress. 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. It will continue to be a school focus to look to close these gaps between PP and non-PP students through a range of strategies and interventions.</p> <p><b>SLT and Recovery Premium</b> The recovery premium was used to fund an ambitious intervention programme after school with Year 9 in English, Maths and Science. In total 82% of this cohort received a 10-week intervention programme; a significant proportion of these students were Pupil Premium. This supported students in transitioning to KS4 study by addressing core knowledge gaps, as well as supporting students to have a strong depth of scientific knowledge in preparation for studying separate sciences.</p> <p><b>Reading Analysis</b> 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 8 months progress with disadvantaged students making on average 7 months progress. The average reading age at the start of the year was 10y8m and by the end of the year was 11y4m. In Y8 students on average made 9 months progress with the average reading age by the end of the year being 12y6m; this was similar for disadvantaged students.</p> <p>In Y9 some students continued on Accelerated Reader where necessary; a high proportion of these students being PP. Money was used to resource the library with challenging reads to support transition into Y10. Evidence suggests that students engaged well with this reading programme in Y9, however key students will continue with Accelerated Reader into Y10 to further support literacy.</p>	1, 4, 5

	<p><b>Behaviour &amp; Engagement Analysis</b> Data showed that all students are well engaged in lessons. For example, in Year 7 there was no difference between the average grade for engagement for PP and non-PP students. There was some difference between behaviour, however this was minimal and both non-PP and PP were positive. In Year 8, the results showed a high level of engagement in lessons and behaviour, however there was a difference between PP and non-PP students. Although this difference was minimal, it was noticeable that there was some difference between levels of engagement in lessons. It should also be highlighted that a couple of key students impacted this data. In Year 9 there was little 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. This needs to continue to be an area of focus as we work with our most disadvantaged students to ensure they remain engaged and well behaved in school.</p> <p><b>Feedback and work sampling</b> 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. In the school's Ofsted inspection in January 2024 the report noted the quality of student work and that there was little difference between PP and non-PP students.</p> <p><b>Access to the curriculum</b> 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. Ofsted praised the quality of the school's curriculum, describing it as 'highly ambitious', including noting the quality of careers provision.</p>													
<p><b>Behaviour and Attitudes:</b> 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> 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 all year groups.</p> <p><b>Attendance Analysis</b> Attendance continued to be a key focus for the school and was the area of development suggested by Ofsted in January 2024. We continued to use a range of strategies to both award positive behaviour, but more significantly to work with those students with low attendance. Strategies included: increasing the employment hours of the school's attendance officer, legal monitoring, Early Help, work with the local authority and SENDIAS. However, the school recognises that despite a plethora of strategies, attendance continues to be too low in both PP and non-PP students. There is a clear and increasing gap between PP and non-PP students; this will be the school's biggest priority this year. That said, pupil premium attendance data was skewed due to the number of exclusions days during the year; this will also be a key focus this year. Interventions were put in place for these children by internally and from external agencies.</p> <table border="1" data-bbox="343 1848 1225 2072"> <thead> <tr> <th colspan="4">2023 - 2024 Percentage Attendance for Pupils</th> </tr> <tr> <th></th> <th>School</th> <th>North East average</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>92.7%</td> <td>92.6%</td> <td>92.8%</td> </tr> </tbody> </table>	2023 - 2024 Percentage Attendance for Pupils					School	North East average	National average	Non-PP	92.7%	92.6%	92.8%	2, 3, 4, 5
2023 - 2024 Percentage Attendance for Pupils														
	School	North East average	National average											
Non-PP	92.7%	92.6%	92.8%											

	PP	83.5%	84.2%	85.4%	
<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>There will be a continued focus on attendance in the 2024-25 school year with greater involvement of the Local Authority to support the school in supporting the hardest to reach children.</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.</p> <p>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. were given a named contact in the school who was able to give confidential advice and assistance.</p> <p>Every child in Year 7 and 8 at Callerton Academy does two sessions of extra-curricular activities within the school week. Our Year 9 students have one session of extra-curricular provision and a dedicated careers periods each week. Year 10 pupils also have a dedicated weekly careers period and an additional literacy support session.</p> <p>All students have access to trips and visits as they are mostly during the school day. There is total equality of provision. We have extended our extracurricular offer by running two residential trips in October 2024. To ensure equality of access all pupils were given opportunity to request financial support, and subsidies of up to 75% were given to families to help support them access the trip. 52.5% of pupils on the residential trips were PP. The school has completed student voice to understand any further barriers to students attending these trips. These trips will run again this year.</p> <p><b>Experiencing the Arts</b> 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 in extracurricular clubs, 61% of these were PP.</p> <p>Peripatetic instrumental lessons were set up this year. All Year 7s were offered a free taster session and a named contact was given to all pupils who wished to pay for these lessons, to offer financial support. 25% of pupils who paid for instrumental lessons were PP. 11% of PP pupils took advantage of the offered financial support.</p> <p><b>Experiencing Sport</b> Alongside our sporting 7UP offer, the academic year 23/24 saw the introduction of competitive football fixtures within the school. We entered leagues for boys' teams from years 8 and 9 and then a girl's league for a team from years 8 and 9 combined. Of the 40 students selected to represent the school (across the season) 67.5% of these were PP.</p> <p>As the school moves into 2024-25, it will continue to explore opportunities for all to experience the arts and sports and aim to encourage more PP to participate and offer support to those who see finance as a barrier to their participation.</p> <p><b>Other enriching experiences</b> All students experienced a wide range of extracurricular opportunities. Some of these highlights included:</p> <ul style="list-style-type: none"> <li>• All students attending three National Trust properties</li> </ul>				1, 2, 3, 4, 5

	<ul style="list-style-type: none"><li>• All Y7 students visiting Holy Island for a Humanities day; this included working with a local artist and a local writer providing enriching experiences</li><li>• All students visited the theatre to watch a live performance</li><li>• All Y8 students experienced STEM and careers opportunities</li><li>• All Y9 heard from a wide range of visiting speakers to talk about their careers, for example hearing from a senior product designer for Paramount, a local lawyer, an entrepreneur, and a facilities manager to name but a few.</li><li>• Y7 students visiting local museums, including the Discovery Museum and Centre for Life</li></ul>	
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