



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Pupil Premium Strategy Statement (Secondary)

School Overview

| | |
|---------------------------------------------|----------------------------|
| School name | Castle Newnham |
| Pupils in school | 753 (secondary) |
| Proportion of disadvantaged pupils | 19% (142 pupils) |
| LAC | 1% (7 pupils) |
| Pupil premium allocation this academic year | 139,650.00 |
| Academic year or years covered by statement | 2024-2025 |
| Publish date | January 2025 |
| Review date (whole strategy) | October 2025 |
| Statement authorised by | Sara Levesley |
| Pupil premium lead | Head of School - Secondary |
| Governor lead | All |

Pupil Premium Outcomes 2024

| Measure | PP 2024 | Non-PP 2024 | GAP 2024 | GAP 2023 |
|---------------------------------|---------|-------------|----------|----------|
| Progress 8 | -0.61 | 0.22 | 0.83 | 0.95 |
| Attainment 8 | 27.52 | 45.36 | 17.84 | 22.62 |
| % Grade 5+ in English and maths | 20.0 | 37.6 | 17.6 | 35.2 |
| % Grade 4+ in English and maths | 33.3 | 68.2 | 34.9 | 50.5 |
| % Ebacc entry | 53.3 | 92.9 | 39.6 | 33.3 |

Based on 30 PP pupils and 85 Non-PP pupils

Strategy aims for Pupil Premium

| Area | Target | Target Review (Dec 24) | New Target (24-25) |
|-------------------|--------------------------------------|-----------------------------------------------------------------------|--------------------------------------|
| Progress 8 | Close gap of 0.95 in 2023 outcomes | Closed slightly to 0.83 | Continue to close gap - aim for 0.6 |
| Attainment 8 | Achieve FSM6 FFT 50 estimate of 34.8 | Achieved 27.5 (7.5 off which is a narrowing of GAP by 4.78) | Achieve FSM6 FFT 50 estimate of 39.9 |
| % Grade 5+ in E+M | Achieve FSM6 FFT 50 estimate of 23% | Achieved 20% (3% off which is a significant decrease in GAP by 17.6) | Achieve FSM6 FFT 50 estimate of 27% |
| % Grade 4+ in E+M | Achieve FSM6 FFT 50 estimate of 43% | Achieved 33% (10% off which is a significant decrease in GAP by 15.6) | Achieve FSM6 FFT 50 estimate of 48% |
| Ebacc entry | Achieve 76% for pupil premium pupils | Achieved 53.3% (22.7% off which is a decrease in GAP of 6.3%) | Achieve 76% for pupil premium pupils |

Challenges

Castle Newnham School has identified the following key challenges that need to be addressed to enable disadvantaged pupils to maximise their potential.

| Challenge | Detail of challenge |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Below average progress by the end of Key Stage 4 |
| 2 | Lower proportion of PP pupils attaining Grade 5+ in both GCSE English and Maths |
| 3 | Lower proportion of PP pupils attaining Grade 5+ in any subject |
| 4 | Higher proportion of Year 9 PP pupils than in any other year group |
| 5 | Poor attendance levels for some PP pupils |
| 6 | Lower participation rates of PP pupils in enrichment activities |
| 7 | Access to resources to support learning and engagement, transport to school, including IT resources, uniform, kit, trips and visits and social inclusion |

Intended outcomes

Below are the outcomes Castle Newnham School is aiming to achieve **by the end of the current strategy plan** and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve attainment and progress of Pupil Premium pupils by the end of KS4 | <ul style="list-style-type: none"> Continue to improve A8 & P8 scores in comparison to 2019 & 2023 benchmarks Ensure that PP pupils are included in the CORE intervention program and are a key focus during CORE reading interventions |
| To increase the number of pupils achieving GCSE Grade 5 in both Maths & English | <ul style="list-style-type: none"> Pupil engagement and confidence increases as a result of work done Improved partnership between pupils, home, teachers and curriculum teams % of pupils making expected progress in both Maths and English increases from 10% (2023). |
| To improve the attainment and progress of Year 8 PP pupils in 2024-25 | <ul style="list-style-type: none"> Pupil engagement and confidence increases as a result of work done A8 & P8 scores improve on 2019 & 2023 benchmark |
| To improve the outcomes in Ebacc grade 4+ and 5+ for PP pupils | <ul style="list-style-type: none"> Increase % of pupils achieving 4+ improves from 10% to national average and above over next 18 months Increase % of pupils achieving 5+ improves from 6% to national average and above over next 18 months |
| To improve attendance levels of PP pupils | <ul style="list-style-type: none"> Attendance tracked and regularly reviewed Improved attendance for PP cohorts |
| To improve the participation of PP pupils in enrichment activities | <ul style="list-style-type: none"> Improved retention of PP pupils in receipt of free peripatetic music lessons Increased % of PP pupils involved in at least one enrichment activity |

| Intended outcome | Success criteria |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> Increased % of PP pupils involved in Bronze/Silver DofE |
| To ensure that all PP pupils have access to all appropriate resources where this is a barrier to achievement or wellbeing | <ul style="list-style-type: none"> Additional support provided to PP in need of additional or specialist welfare support to remove barriers to learning |

Review: Last Year's Aims and Outcomes

| Aim | Target | Review |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | This was not achieved and is a continuing objective however good progress was made towards it. |
| Attainment 8 | Achieve FFT 50 estimates (based on KS2 data) for attainment for all pupils | This was achieved in English and maths for all pupils but PP pupil attainment was below estimate. The target is a continuing objective for 2024-2025 |
| % Grade 5+ in English and maths | Achieve national average English and maths 5+ scores | This was not achieved. See explanatory notes above Improving 4+ and 5+ English and Maths remains a key objective 2024-25 |
| Other | Improve attendance of Pupil Premium to school average 2023-4 national = 90.8 CN FSM6 = 86.7 CN noFSM6 = 93.4 | The gap between the school's attendance figures and national narrowed. We will continue to increase FSM6 attendance against national FSM6 attendance (CN was 1.3% above in 2023-4. We will aim for 2.0% in 2024-25) |
| Ebacc entry | 48% EBACC entry of PP Better than the national average EBacc entry for all pupils (43%). | This target was achieved and we were approximately 40% better than the national average for ALL pupils. |

Revised Whole School Strategies for Pupil Premium 2023-2024

| Measure | Activity |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strong monitoring of engagement and outcomes for PP pupils with strategic leadership to ensure full inclusion and focus. | Build on enhanced school leadership capacity to further develop provision for PP pupils. Ensure all leadership roles are sharply focus on closing gaps and for SEMH needs of pupil premium pupils and improving their attendance where necessary. |
| Quality First Teaching | Continue to share research into the difference highly effective teachers make to students' progress shows this is the most valuable tool in narrowing the gap |
| Support for early career teachers | Continue to share research with ECT teachers to support the development of new skills |

| | |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyse historic data to identify strengths and weaknesses in DS outcomes and plan to address identified weaknesses | Continue robust tracking and monitoring of individual student progress and forensic use of assessment data for progress tracking, target setting and support for students slipping behind with targeted interventions to narrow the gap. |
| Start dedicated Pupil Premium Subject Champions Groups to share best practice and generate ideas about improving PP outcomes | Evidence shows that distributed leadership models have more chance of successfully implementing system wide improvements or change. This model will enable staff to share thinking, research and reading in relation to supporting the outcomes of PP pupils |
| Improve levels of participation in wider school activity | <p>Continue building on the participation in sporting and cultural events increases self-confidence and self-esteem which leads to improved outcomes. Offer pupils wider opportunities across school to become interested and involved in. Track this and couple it with intended outcome outlined above of increased % of PP students involved in at least one enrichment activity.</p> <p>Autumn Term Club Participation</p> <ul style="list-style-type: none"> ● Rowing club 21% - 3 of 14 pupils ● Year 7,8 and 9 Basketball 25% 11 of 44 pupils ● Dance Company 15% - 6 of 40 pupils ● Ghost the musical 13% - 8 of 58 pupils ● Chess Club 18% - 4 of 18 pupils ● Football club 8% - 3 of 38 pupils ● Photography club -17% - 3 of 18 pupils ● Choir 9% - 1 of 11 pupils ● KS3 Art Club 29% - 6 of 21 pupils ● Manga Club 13% - 2 of 15 pupils ● Table top games 7% - 1 of 14 pupils ● Rugby Club 21% - 7 of 34 pupils ● Netball 9,10 and 11 9% - 3 of 32 pupils ● Netball 7 & 8 10% 4 of 42 pupils ● Girls Football 11% 1 out of 9 ● Girls basketball 15% - 3 of 20 pupils ● Table tennis 60% - 3 of 5 pupils ● Y7 & 8 Badminton 17% 4 of 24 pupils ● 11 out of 68 (17%) Year 9 Bronze DofE 2024-25 ● 3 out of 35 (9%) Year 10 SilverDofE 2024-25 |
| Increase levels of participation in DofE | Participation in the DofE scheme is known to increase self-confidence and self-esteem and, coupled with academic support, this can lead to improved outcomes. Use deprivation funding offered by DofE to target and improve Pupil Premium participation. Analysis shows that participation of PP pupils in DofE is increasing year on year: <i>11 out of 68 (17%) Year 9 Bronze DofE 2024-25; 3 out of 35 pupils participating in Silver DofE in 2024-2025</i> |
| Improve progress and retention of PP pupils studying instrumental music | Learning to play a musical instrument develops resilience and performing increases self-confidence and self-esteem which leads to improved outcomes when partnered with a robust monitoring process. Track and monitor progress of those |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | pupils studying an instrument as part of pupil premium subsidy. Involve parents in progress meetings and information evenings to support learning. Create mentoring program to support pupil premium pupils. |
| Improve literacy levels of all pupils, including pupil premium | <p>Pupils need a minimum of 50,000 words to access their GCSE examinations. Poor reading hinders confidence and progress and as a result pupils are not able to comprehend texts and struggle with higher-level skills such as inference. In addition, reading for pleasure can enhance reading comprehension, leading to pupils developing more strategies enabling them to understand what they have read. Skills enhanced include: inferring meaning, summarising, developing questioning strategies and self-regulating (e.g.: maintaining interest)</p> <ul style="list-style-type: none"> ● Support English 2ic and librarian to champion and increase library usage ● Introduce Lexia program to support pupil progress @ £41.00 per pupil ● Reframe PP literacy intervention after each half term to analyse outcomes and impact and support more pupils ● Restart reading during CORE registration time and provide training and support for staff in relation to reluctant readers. ● Use T&L funding to purchase literacy texts fro Key Stage ● Use Pupil Premium funding to provide all Year 11 PP pupils with English Literature reading books. |
| Continue to improve family contact with disadvantaged families, including through the provision of food parcels administered by the school in collaboration with a local charity. | Target work of Pupil Family Welfare team to support pupils and their families with attendance issues, pupils' mental health, housing and other issues that affect their learning |
| Improve engagement in school life and broaden experience limited by home disadvantage. | Embed outdoor learning opportunities and careers experiences for disadvantaged pupils, including work experience on the school site and progression to apprenticeships within the school workforce. |
| Transport to school | Access to travel may remove barriers to learning and increase self-confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches. |

Targeted academic support for current academic year

| Measure | Activity |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work 1:1 with individuals to support a range of needs: | <p>Review CORE interventions rota each half term; measure impact and target new pupils as needed.</p> <p><u>Autumn Term: CORE Intervention as proportion of whole</u></p> <ul style="list-style-type: none"> ● Year 7 - 40% (10/25) ● Year 8 - 25.5% (11/43) |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Year 9 - 30% (8/26) • Year 10 - 46% (7/15) • Year 11 - 32% (10/31) <p>NB: In Year 11 consider support with the purchase of revision guides and home copy of textbooks</p> |
| Close gaps in reading and reading comprehension between PP pupils and their peers. | Continue Year 7 literacy support in 2024-2025. Increase teaching capacity for small group intervention targeting key skills in English and Maths. Introduce transition intervention for pupil premium pupils in Year 10 |
| <p>Improve outcomes for PP pupils in English and maths including at GCSE</p> <p>Improve engagement and success across the curriculum to overcome academic, social and mental health barriers to accessing learning. Access to GCSE examinations.</p> | <p>See analysis of improvement in Maths and English above. Continue to focus on 4+ and 5+ pupils by providing high quality teaching and learning, access to a range of curriculum interventions across Year 7-11 during CORE intervention time and a homework support space Monday - Thursday.</p> <p><u>Autumn Term: CORE Intervention as proportion of whole</u></p> <ul style="list-style-type: none"> • Year 7 - 40% (10/25) • Year 8 - 25.5% (11/43) • Year 9 - 30% (8/26) • Year 10 - 46% (7/15) • Year 11 - 32% (10/31) <p>Smaller groups have been added to the timetable model in both maths and English in KS3 and KS4 to support adaptive teaching.</p> <p>This year we have 40 students who are allocated Access Arrangements. Of these, 9 are Pupil Premium (22.5%)</p> |
| Strong attendance (closing gap between PP pupils and all pupils,, currently 5.1% below) and viable routes through a mainstream school for pupils whose disadvantaged background compounds cognitive challenges. | Continue 'Ark' provision to provide bespoke curriculum for pupils, supplemented by main-school subject teaching to include support for some of our most disadvantaged pupils in KS3 who receive Pupil Premium but who do not have EHCPs (13 pupils in all, 5 of whom without EHCP funding) |
| Support for SEMH | Continue to support SEMH needs through Wave 4 RISE program which supports pupils who are unable to routinely access the mainstream curriculum. |
| Improve engagement in and buy-in to homework and independent study | Continue to provide Homework Club for Key Stage 3 Monday-Thursday. Track and monitor the attendance of pupil premium pupils to after school and/or targeted revision support. |
| Projected Spending | <p>£139,650.00</p> <p>Some of which is detailed below:</p> <ul style="list-style-type: none"> • contribution to intervention teacher for English (£27,500), • contribution towards Careers TLR (£1500) • contribution to pastoral staffing in SEMH (£12,600), • contribution towards pastoral staffing (£40,000) • contribution towards Pastoral Support in SEMH provision, supporting with academic outcomes and attendance (£12,000) |

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ● contribution toward staffing in Pupil and Family Support (£12,500) ● contribution towards Maths and numeracy catchup (30,000) ● Contingency |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ensuring enough time and support is given to allow for heads of department to embed strategies and monitor impact | <ul style="list-style-type: none"> ● Use of line management meetings to discuss with key staff. ● Learning walks used across the school ● Key assessment points used to monitor impact ● Implement robust QLA after Y11 mock exams ● Improving extended writing and track outcomes in practice opportunities |
| Targeted support | Ensuring provision is suitably monitored and pupils assessed in a way that allows progress to be demonstrated | <ul style="list-style-type: none"> ● Use of line management meetings to discuss with key staff. Develop further leadership skills and capacity ● Learning walks used regularly across the school ● Key assessment points used to monitor impact and working part of Assistant Principal and Primary and Secondary SENDCos |
| Wider strategies | Engaging the families facing most challenges, particularly those still dealing with significant SEMH concerns | <ul style="list-style-type: none"> ● Inclusion staff are in regular contact. ● Attendance of families at parents consultations monitored and followed up ● Responses to Quick Questions are monitored and followed up |