



National College for
Teaching & Leadership

CASTLEBROOK
HIGH SCHOOL

INSPIRE CHALLENGE EXCEL



Pupil premium strategy statement: Castlebrook High School

1. Summary information					
School	Castlebrook High School				
Academic Year	2018/19	Total PP budget	£208,265	Date of most recent PP Review	June 2018
Total number of pupils	750	Number of pupils eligible for PP	231	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5 and above in English & Maths (2018 only)	10.8	50%
% achieving 4 and above in English & Maths (2018 only)	32.4	71%
Progress 8 score average (from 2018)	-1.10	0.13
Attainment 8 score average (from 2018)	32.11	49.96

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	There is a widening gap when comparing the progress of PP to non-PP learners in Year 10 & 11, especially the high ability.
B.	Progress of English PP learners was significantly below Maths (English P8 was -1.45 for the GCSE results summer 2018)
C.	Lack of guidance and support from parents on college courses available and careers aspirations.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of PP learners. Varied Parental engagement. Some PP learners with low aspirations and self esteem, Socio/Economic barriers – accessibility to transport, equipment and extra-curricular clubs, trips and visits.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP gap remains negligible in Year 7, 8 & 9, whilst the gap in Year 10 & 11 is narrowed. The summer 2019 GCSE progress 8 for PP will be in-line with national.	PP learners will meet their end of year/GCSE targets. Analysis of the PP learners will take place after each data capture, highlighting whether they are on track, according to their flightpath. The 2019 summer GCSE results will give a progress 8 in-line with national.
B.	The Year 11 English PP progress 8 figure will be in-line with the national figure.	The 2019 summer GCSE results will give an English PP progress 8 component in-line with national.
C.	All PP learners will have the necessary support and guidance when deciding upon their post 16 options. Post 16 destinations will be collected.	College application support, with mock interviews. Guidance and training on how to apply for Apprenticeships on-line. All PP have a one to one careers interview in Year 10 or 11. At least 94% of Year 11 PP learners to be in Education, Employment or training.
D.	PP absence and PP persistent absence will reduce. Parents will be more actively engaged in all aspects of their child's education – e.g. attendance, progress, future. PP funding will help support the child to reduce economic barriers to learning.	For 2017/18 PP Learner's attendance was 91.2% compared to 95% government target (school target 98%). PP attendance to be in-line with national. PP persistent absence reduces to the national average. Attendance of PP parents/carers is in line with non PP at Parents Evenings, GCSE support Evenings, etc. Maximise the engagement of PP learners with extra-curricular activities, music lessons & trips.

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching to good across the school	Programme of CPD throughout the year for all staff, and extra support for NQT's. Time for weekly Teaching and Learning briefings. Support from SET Directors of Standards in Maths, English & Science.	GCSE Outcomes show that some subject areas are underperforming. Also the PP progress 8 for summer 2018 was -1.10, which was significantly below the 2017 figure of -0.33.	Progress monitored after each of the four data captures and GCSE outcomes 2019. Robust QA cycle in place as part of the Fixed Line Management Agenda (FLMA) Termly SET reviews in Maths, English & Science, and the Data & Assessment review.	A Fair (T & L lead) T Orrell (Outcomes lead)	Fortnightly updates to the principal as part of the Senior Fixed Line Management Agenda (SLFLMA) £65 000
Improved Staff knowledge of their learners and interventions after data captures	All staff have a progress folder, which includes 'Base data', identifying the strengths and weaknesses of target cohorts, e.g. PP, most able, EAL, etc. Time after each data capture, intervention focus identified for PP learners below target.	Widening PP gap at KS4, and the outcomes from summer 2018 show a progress 8 figure of -0.74 for the learners with high prior attainment.	Robust QA cycle in place, including observation, work scrutiny, progress folder check, intervention after data capture, learner voice, etc.	A Fair T Orrell Middle Leaders	Termly review of staff performance £30 465

Restructure the SEN department	Appointment of an Assistant SENCO along with specific roles for SEN staff to lead on, e.g. SEMH, Cognition & Learning.	Revised SEN staffing structure and intervention strategies.	Progress monitored after each of the four data captures and GCSE outcomes 2019. Robust QA cycle in place as part of the Fixed Line Management Agenda (FLMA)	K Atkinson (SENCO)	Robust QA cycle in place as part of the Fixed Line Management Agenda (FLMA) £10 000
Improve the Outcomes for all Year 11 learners	Revised timetable in place once the GCSE exams begin, ensuring staff access prior to their exam.	Very positive feedback from the previous Year group who followed this strategy.	Learner feedback and GCSE outcomes 2019.	A Fair	Summer 2019, after the results and learner feedback has been collected. £8 000
Total budgeted cost					£113 465
ii. Targeted support					
Desired outcome	Chosen action approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the Year 11 English PP progress 8 figure to be in-line with the national figure.	SLE to provide literacy support for the Year 11 PP learners.	The Year 11 English PP progress 8 figure for 2018 was -1.45.	Progress monitored after each of the four data captures and GCSE outcomes 2019. Robust QA cycle in place as part of the Fixed Line Management Agenda.	A Wilson (Head of English) T Orrell	After each data capture. £15 000
Improve the Year 11 Maths and English Progress 8 figures.	Targeted Maths & English Intervention Extra support during form time for Year 11 PP learners underperforming in Maths & English	Initial data capture is highlighting a number of PP learners underperforming against their FFT 20.	Progress monitored after each of the four data captures and GCSE outcomes 2019.	A Wilson N Swan (Head of Maths)	After each data capture, and through the FLMA. £4 000

Improve the Year 11 Progress 8 PP figure.	Mentoring Programme for Year 11 PP learners. Identified cohort mentored by 5 staff	Initial data capture is highlighting a number of PP learners underperforming.	Mentors meet weekly with their cohort, checking on progress, including the attendance of in/after school support. Also liaise with Parents. Progress monitored after each of the four data captures and GCSE outcomes 2019.	T Orrell	Fortnightly meetings to discuss progress £5 000
Improve the Year 11 Progress 8 PP figure.	Targeted Year 11 Maths, English & Science Revision Classes. PP learners identified for intervention. Designated evenings for subjects in place, to avoid clashes.	Early intervention to address the progress 8 PP figure of -1.10. Ensure that they are on track to achieve their target.	Tuesday – English Wednesday – Maths Thursday – Sciences Registers kept to track attendance. Contact Parents/Carers if needed. Progress monitored after each of the four data captures and GCSE outcomes 2019.	A Wilson N Swan S Nield (Head of Science)	After each data capture, and through the FLMA. £10 000
Close the literacy and numeracy gap in Year 7.	Year 7 Literacy & Numeracy Strategy. Literacy intervention provided by SEN. Numeracy intervention by M Carroll.	Cohort identified for PP learners working well below national the average for KS2 points score for English and Maths.	Timetable for intervention, during form and lesson time, using the International Dyslexia Learning programme. Tracking progress against time.	A Fair K Atkinson M Carroll (2 nd in Maths)	After each data capture. £8 000
Improve the attendance of PP learners, especially Year 10.	High level of communication with Parents/Carers. Bespoke intervention for individual learners, e.g. bus passes, taxi's , rewards for improvement, etc	PP attendance for 2017-18 was 91.2%, and this year to date Year 10 PP attendance is 89.5%. Other years are; Year 7 – 96.3% Year 8 – 93.2% Year 9 – 92.9 % Year 11 – 92.4 %	Weekly meeting monitoring all attendance with a specific focus on PP attendance. Educational Welfare Officer and Heads of House address learners with attendance issues. Weekly agenda item at SLT.	B Leyland (SLT Link – Pastoral)	Fortnightly updates to the principal as part of the SLFLMA. £20 000

Ensure that all PP learners have the necessary support and guidance when deciding upon their post 16 options.	Careers Interviews for all Year 11 PP learners, with follow up.	Ensure they are supported with their post-16 choice of pathway.	One to One 30 minute interviews with the Careers Advisor, scheduled prior to their college interviews.	T Orrell	Fortnightly updates to the principal as part of the SLFLMA. £4 000
Improve the Year 11 Progress 8 PP figures for the learners with high prior attainments in Maths and English.	R Hanmer and W Bowker to support the learners with high prior attainments in Maths and English.	Initial data capture is highlighting a number of PP learners with high prior attainment underperforming in Maths & English.	Staff will implement a support plan for the identified cohorts to bring their progress in line with the non PP.	R Hanmer W Bowker	Monthly meetings and after each data capture. £4 000
Improve the engagement of PP Parents so they are actively engaged in all aspects of their child's education – e.g. attendance, progress, future.	High level of Pastoral communication with PP learners Parents/Carers. Also 2 x Year 11 Parents Evenings, Year 11 Flying Start evening, use of twitter and email to inform Parents/Carers	PP attendance is an issue, as days lost, equates to learning lost. Impacts on their progress. (Year 10 PP attendance 89.5%)	Attendance figures for PP learners tracked weekly. Also attendance at Parent's evening is tracked. Phone calls from the Pastoral team, giving the Parents/Carers prior warning of events approaching.	T Orrell	Attendance is a weekly item at SLT. Attendance analysed after events, e.g. Parent's Evening, Flying Start Evenings, etc £4 000
Total budgeted cost					£74 000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the Year 11 Progress 8 PP figure.	Electronic reading pens for examination support for SEN PP learners. Also laptops are available for learners with little/no	The electronic reading pens, read the text to the learners, including the English Language papers. Use of a Laptop ensures Show my Homework	SENCO will train the learners on how to use them and will liaise with the Exam Officer. Laptop usage monitored by Mr Keogh.	K Atkinson	After February 2019 Mock exams

	access to IT outside school.	and other educational resources are accessible at home.			£1 000
Enhanced Career Strategy	College presentations. Apprenticeships workshops, including information, advice and guidance (IAG) on how to search and apply for them. Preparation via PSHCCE for mock interview day for all Year 11. Year 8 will follow an IAG programme prior to their options, e.g. World of Work Day, Options and Careers Fair Combined, etc	Provide the learners with information, advice and guidance on the vast array of post-16 routes available. Year 8 will receive an intense programme of IAG prior to making their options choices.	Schedule of events are calendared to optimise their chances of receiving offers from their preferred providers. Two designated staff – Mr Zubair and Miss Ross, specifically assigned to support learners with their college applications. (PP learners are a priority)	T Orrell	Fortnightly updates to the principal as part of the SLFLMA. £5 000
Widen the enrichment opportunities for PP learners.	Funding available for PP learners for peripatetic music lessons, school trips, e.g. Patterdale, university trips, etc.	Financial constraints of some PP learners Parents/Carers excludes them from participating.	Requests for financial assistance come to Mr Orrell. A log of the learners supported will be kept.	T Orrell	Monthly review with the School Business Manager, and part of the SLFLMA £6 000
Ensure PP learners have the required uniform, equipment and that the Year 11 have the recommended revision guides.	All PP learners will be given a scientific calculator. Year 11 PP learners will be provided with a full set of Revision Guides, in preparation for their GCSE's.	Financial constraints of some PP learners Parents/Carers prevents them from being in full school uniform. Also some PP learners lack resources to access the lessons and the curriculum.	As PP lead, Mr Orrell liaises closely with the Pastoral team regarding PP hardship, with a focus on being solution driven. Calculators and revision guides are organised and distributed by Mr Orrell.	T Orrell	Monthly review with the School Business Manager, and part of the SLFLMA £8 800
Total budgeted cost					£20 800

1. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment through focused support	Dedicated senior member of staff as Pupil Premium lead in school Key staff to work with pp learners within own department areas, as well as mentoring key learners in the cycle between KPI assessments.	Minimal impact as the PP Attainment 8 score dropped from 41.31 in 2017 to 32.11 in 2018. However, there was 14 new GCSE specifications being examined for the first time, moving to the new grade system (9-1).	Staff need to work with learners who have been targeted for specific reasons using their data. Regular meetings need to be held monitoring progress. The new Assessment, Reporting and Intervention Cycle highlights the key focus groups, including PP. A new SLT for PP is in place from September 2018. Also Year 11 English & Maths 'marriage' meetings focusing on the Basics measure.	£80 000
Improved attainment through focused support in English and Maths	2nd in departments both English and Maths to focus on KS3 PP learners to ensure gap does not begin to widen up to KS4.	Positive impact as data shows the gap is minimal in KS3 Maths & English.	This seems be easier to embed in KS3 than KS4. The 'momentum' gained from KS3 needs to be continued into KS4, as historically the gap begins to widen. Reduced the PP gap remains a whole school priority.	£12 000

Improved attainment through focused support – PP action team	Staff in key subject areas where PP learners are prevalent; PE, Art/Photography, History & Geography – additional responsibility of these staff to provide intervention and support in and out of lesson.	With the exception of Art & Photography there was minimal impact as the Open bucket Attainment and EBacc bucket Attainment 8 figures dropped considerably. However, these were new GCSE specifications being examined for the first time, moving to the new grade system (9-1).	Questions raised over the level of intervention given by some staff to the PP learners, as the overall impact was minimal. Department warn boards will identify learners who are underachieving.	£14 000
Ensure all teaching is securely good across whole school, as a minimum.	Use PP progress as a standard target for Appraisal across all staff. SLT and middle leadership team to closely monitor teaching through the school	Significant leadership time invested to drive up the quality of Teaching and Learning. The 2018 results are variable, with Photography, Food Preparation & Nutrition, Child Development, ICT, Sociology and Art performing above national.	The revised Teaching and Learning Quality Assurance Cycle for 2018-19 will ensure consistency of middle and senior leaders teacher holistic judgements, so that directly impacts on progress.	£7 500
To ensure all PP learners are fully prepared for all GCSE or equivalent exams.	To ensure that PP learners have access to high quality revision materials. Letters to be sent to PP learner's parent/carer to identify mock exam and exam timetable alongside support for any equipment required.	PP learners were supplied with the relevant revision materials. Also parents/carers were contacted prior to Parents evenings, with follow up calls for those who were unable to attend.	PP learners had the necessary revision materials for their GCSE's. To ensure we maximise their use of these materials, we now need to show them strategies on how to use them effectively.	£10 000
Refine the feedback that is provided to students as a result of teacher assessment (AfL)	Implementation and fine-tuning of the Assessment for Learning policy to ensure that it meets the desired outcome.	The quality of feedback across the curriculum was variable, hence the varied outcomes for summer 2018.	Feedback will be addressed as part of the revised Teaching and Learning Quality Assurance Cycle for 2018-19, which includes CPD. Weekly Teaching and Learning briefings to be schedule, for example, to showcase best practice regarding feedback, differentiation, etc.	£2 000

Increased outcomes for disadvantaged pupils	Intervention plans to be focused with PP as a priority.	Minimal impact as the progress 8 PP figure dropped from -0.33 in 2017 to -1.10 in 2018.	There needs to be an increased level of accountability, as some staff will now have the progress of PP learners attached to their appraisal targets.	£4 500
Total Budgeted Cost				£122 500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Intervention support in English and Maths for Y11 learners – to improve outcomes	Faculty heads in both English and Maths	There was a significant impact, as the internal data for the form time intervention shows the targeted learners improvement. However, the majority of their results were still below their FFT20 target.	Earlier identification of the learners who are underperforming is needed, along with contact with Parent/Carers to inform them of the intervention in place. Also after school lessons in core subjects, with targeted cohorts for improvement.	£7 500
Pupil Premium mentoring to improve outcomes for learners	To ensure the effectiveness of performance management processes	There were some subject areas where there was impact, however overall there was minimal impact as the progress 8 PP figure dropped from -0.33 in 2017 to -1.10 in 2018.	PP progress is a whole school priority. Staff need to work with learners who have been targeted for specific reasons using their data. Regular meetings need to be held monitoring progress.	£25 000
Strong transition links between Year 6 and Year 7 to support improved attainment on entry	Bridging curriculums and barriers to ensure challenge for all	KS3 data shows there is a minimal PP gap. Links with local Primaries are strong. Through CPD staff are increasing their knowledge of the standard of work produced at Primary School.	Stretch and challenge, especially the most able, remains as one of the key whole school priorities. Our PP higher ability learners underperform considerably.	£ 8500

To ensure all students are able to participate in opportunities available to them.	Funding for extracurricular activities where required	Major impact for the PP learners who needed financial assistance to participate on trips, music lessons, Duke of Edinburgh, NCS, etc. As a result of the funding support, the learners gained opportunities that they otherwise may not have experienced.	Continued careful management of the fund is needed to maximise impact.	£12 500												
Increased and developed engagement with parents of all PP learners	AHT to meet with targeted PP learners (either through underperformance in previous KPI assessment or general monitoring)	There was a significant increase in contact with PP Parent/Carers. The internal data shows the targeted learners improvement. However, the majority of their results were still below their FFT20 target.	More learner mentors to reduce the cohort size per mentor, and maximise impact.	£7 500												
Total Budgeted Cost				£61 000												
iii. Other approaches																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Increased attendance rates. Reduced persistent absence	Attendance clerk utilised to monitor learners and follow up quickly on absences.	Improved Attendance and Persistent Absence from 2016-17 to 2017-18. See table below. <table border="1" data-bbox="779 1114 1357 1391"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance</td> <td>91.6</td> <td>94.3</td> </tr> <tr> <td>PP Attendance</td> <td>88.2</td> <td>90.8</td> </tr> <tr> <td>Persistent Absence</td> <td>18.1</td> <td>16.3</td> </tr> </tbody> </table>		2016-17	2017-18	Whole School Attendance	91.6	94.3	PP Attendance	88.2	90.8	Persistent Absence	18.1	16.3	Continue with existing strategies, however be solution driven to resolve difficult issues around attendance.	£7 000
	2016-17	2017-18														
Whole School Attendance	91.6	94.3														
PP Attendance	88.2	90.8														
Persistent Absence	18.1	16.3														

To improve attendance rates and to ensure parents are support and challenged re: attendance	Buy-in to local authority Education Welfare Service – officer. Each house group to robustly analyse attendance on a weekly basis. With PP as an absolute priority.	Improved Attendance and Persistent Absence from 2016-17 to 2017-18. See table above. Weekly attendance meeting in place and support by the Education Welfare Service – officer.	Continue with existing strategies, however be solution driven to resolve difficult issues around attendance.	£12 000
Aspirations and progress of PP learners.	Increase learners’ aspirations through college and university visits. Enrichment and engagement events to motivate learners, with foci on PP.	High percentage of learners in Education, Employment, or Training (EET) in 2017 was 97.7%, with 96% of PP learners in EET. Diverse programme of enrichment activities throughout the year, College presentations and a visit to College.	Continue to develop the Careers Strategy to include a Year 11 Mock Interview day, Apprenticeship workshops, Careers guidance for Year 8 prior to Options, etc.	£4 000 for transport £4 500 AHT time
Ensure PP learners are accessing and utilising the show my homework facility	Ensure all PP learners are accessing SMHW as part of the school T&L policy	Usage of Show my Homework is above national average , as shown below. 72% of teachers using SMH (national ave 68%) 77% of learners using SMH (national ave 58%) 16% of parents using SMH (national 14%)	Usage Show my Homework will continue to increase with introduction of the new homework policy.	£2500
			Total budgeted cost	£30,000