

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Caistor Yarborough Academy
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mark Midgley
Pupil premium lead	Jo Biglands
Governor / Trustee lead	Mark Rushby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,328
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,328

## Part A: Pupil premium strategy plan

### Statement of intent

- We want our disadvantaged students to develop the knowledge, skills and confidence to enable them to succeed in their next steps after Caistor Yarborough Academy. As an academy, we feel that all pupils should reach their true potential regardless of their background.
- We want our higher ability disadvantaged students to have the confidence and outcomes to aspire to have the chance to attend university.
- We expect our pupil premium students to have outcomes in line with or exceeding our non-pupil premium students.
- We want our disadvantaged students to have attendance figures in line with national averages.
- We will achieve this through quality first teaching for all which is proven to have the greatest effect on reducing the disadvantaged gap and will also benefit other pupils in the school. It is for this reason that some strategies are focused on whole school teaching and learning which is then supplemented by appropriate interventions and enhanced with enrichment opportunities.

### Challenges

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

Challenge number	Detail of challenge
1	PP students are progressing less well than other students in some subjects
2	Some PP students have weak literacy skills and this is a barrier to learning
3	Some PP students have complex social, emotional and mental health needs which are having a negative impact on progress.
4	Some PP students have lower aspirations
5	Attendance rates for students eligible for PP is broadly in line with the target for all children nationally but below the whole school attendance figure. This reduces their curriculum time and leads to less progress being made. PA is higher in PP than non-PP.

## 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
Levels of progress to be in-line with national average.	PP pupils to achieve a P8 score with an upper confidence of above 0. This will be reviewed termly with the final review at the end of each year.
Pupils to be able to access the national curriculum through appropriate levels of literacy.	All PP pupils to make expected progress in line with their ability in terms of reading age. This will reduce barriers for accessing the curriculum.
Pupils supported socially and emotionally to enable them to succeed	Pupil's personal development skills enable them to make the expected progress over the year and move on to a suitable post-16 destination.
Pupils to have above the national required level of attendance.	Pupils to have an attendance of 95% or higher and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be less than 2%. The proportion of PA PP pupils will also reduce.
To continue to develop careers provision so that all PP students are aspirational in their next steps.	All PP students accessing careers provision following Gatsby Benchmark.

## Activity in this academic year

This details how we intend to spend our pupil premium **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
Over-staffing in the core subjects to reduce class sizes	Smaller class sizes will enable more targeted support from the class teacher	1
All teaching staff will take part in the Embedding Formative Assessment CPD over a two-year programme to develop Quality First Teaching through high quality formative assessment	High quality teaching can make a difference to student progress and EEF research shows that it is important to focus on how to teach a particular subject	1
Targeted support in faculties by faculty LSAs	Groups of students to be provided with small group intervention and 1:1 support	1
Literacy across the curriculum lead by a literacy coordinator – Differentiated tutor time reading programme based on reading age and the Letter Wandle Letters and Sounds Code programme, disciplinary literacy and echo and choral reading across the curriculum	Improved literacy can have a positive impact on progress	2
Maths interventions delivered to students in KS4 in tutor time. Lead by numeracy coordinator	Regular Maths interventions will support the delivery of the Maths curriculum	1

Purchase of class sets of Amazon kindles and ipads to be used as a teaching and learning tools across all faculties	Use of technology engages some of the less enthusiastic students	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading plus reading scheme used for all pupils to track and improve literacy	Literacy interventions throughout KS3 and KS4 will improve reading levels. Reading can have a positive impact on progress	2
Stareway to spelling and Precision teaching interventions delivered to key students identified by the SENCO	Improved literacy can have a positive impact on progress. Bespoke interventions to work on phonics for those that have the lowest reading ages	2
Maths interventions for students who did not meet expected standards at KS2	Small group intervention work enhances progress	1
English interventions for students who did not meet expected standards at KS2	Small group intervention work enhances progress	1, 2
Compulsory intervention to take place after school for Y11 students with transport provided	Targeted intervention has had a positive impact historically in the academy and fills gaps in learning sometimes caused by lower attendance	1
Students provided with breakfast prior to the summer examinations	Evidence shows there is a link between eating breakfast and academic performance in tests	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision guides provided for all PP students for all subjects at KS4	Pupils will have the resources they need to aid with revision at home	1
PP pupils provided with a scientific calculator to use in school	Reduces barrier to learning in lessons and preparation for GCSE exam	1
Development of the LRC to emphasise the importance of reading for students and to provide a quiet space for students to go before school and at break and lunchtime with pastoral and academic support from staff	Reading can have a positive impact on progress and students can use the LRC for downtime when feeling anxious or overwhelmed	2,3
Fortis counselling service employed to support the emotional well-being of identified students	Students develop the resilience they require to succeed	3
Attendance officer closer monitors PP student attendance and implements interventions where necessary	Pupils cannot access the curriculum fully if their attendance is low	5
Attendance competitions at regular points in the year with prizes available	Pupils cannot access the curriculum fully if their attendance is low	5
Study skills day to support students in KS4 to develop	If students are prepared for the examinations and are provided with techniques to manage the stress, they are more likely to be successful	1, 3

revision techniques and manage stress		
Careers week and trips to post 16 providers. Provide regular opportunities for students to meet with a range of organisations providing information on post-16 pathways	Students are provided with the information and guidance they need to succeed at post-16	4
Careers interview for all PP students in year 11	Help and support provided for students who may not get advice at home	4
Subsidy of both academic and personal development visits	Enrichment activities enhance the delivery of the curriculum and develop resilience and personal skills	1, 3

**Total budgeted cost: £178,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### **Our desired outcomes in 2023/2024 were:**

- Levels of progress to be in-line with the national average
- Pupils to be able to access the national curriculum with appropriate levels of literacy
- Pupils supported socially and emotionally to enable them to succeed
- Pupils to have appropriate careers provision to ensure they are aspirational in their next steps
- Pupils to have above the national required level of attendance

#### **Impact measures and evaluation:**

Our internal data during 2023-2024 suggest that we are closing the gap in progress and attainment for students in receipt of pupil premium funding. This was also reflected in year 11. Our overall P8 score was 0.37. The P8 score for PP students was 0.12 and non-PP students was 0.41. This is in line with previous years as there is typically a gap of approximately -0.25 which is about a quarter of a grade. The P8 score for non-disadvantaged in our LA was 0.15 and nationally 0.16 so our PP score is very close to the non-PP national score. A key area of focus for us in 22/23 was Maths as PP students have historically under-performed in this area. In summer 2023 the P8 score for Maths PP students was 0.35 and the P8 for non-PP students was 0.13. In summer 2024 the P8 score for Maths PP students was 0.72 and the P8 for non-PP students was 0.64. The PP students therefore performed better than their non-PP peers and this has continued to be a strength. Our focus area moving forwards will be English as there was over half a grade difference in progress between PP (0.04) and non-PP (0.60).

Pupils have made significant progress in reading due to the different interventions. This was tracked by the AR programme initially and shared with all staff. We then moved to the Reading plus scheme as a whole school strategy for literacy which included targeted Reading plus lessons, Reading Plus homework and the development of choral



and echo reading and disciplinary vocabulary through tutor time and faculties under the guidance of the Literacy Lead. Different interventions will also continue next year to target key students, targeting the intervention to the level of abilities through a more structured use of tutor time.

A range of interventions took place including Fortis counselling and ELSA mentoring sessions to support students socially and emotionally. These developed independence and resilience which enabled the PP students to make good progress over the year.

Various interventions and support have been used over the year that have enabled students to develop their resilience, personal skills and aspirations. The quality and breadth of our career's education programme continues to improve year on year, offering students a range of experiences and opportunities. All year 11 students had a 1:1 careers interview and although official data is not yet published, our own internal data shows that all students had submitted an application to a post-16 provider by May of 2024.

The whole school attendance for 2023 - 2024 was 92.53%. PP was 91.06% and non-PP was 93.10%. These figures are above the national average of 90.80% for all pupils and 85.4% for PP pupils and have only around a 2% difference between PP and non-PP. Overall PA for 2023 – 2024 was 136 pupils, 23.94%. The 136 pupils were split into 57 PP and 79 non-PP therefore 41.9% of the PA pupils were PP which is consistent with the previous year 22/23 of 39%. 36% of our PP pupils were PA whereas 19.3% of our non-PP pupils were PA. Attendance will continue to be a focus for 2024-2025 to ensure this does not decline and to aim to increase the PP attendance to over 95% following the effect of the COVID pandemic and decrease the proportion of PP pupils who are PA.