

# Pupil premium strategy statement – Castle Donington College

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Castle Donington College
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022 2022 to 2023 2023 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Lisa Walton (Deputy CEO)
Pupil premium lead	Nathan Barratt (Vice Principal)
Governor / Trustee lead	Rebecca Wykes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,290
Recovery premium funding allocation this academic year	£6,831
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£104,121</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Donington College we have high of expectations of all pupils, irrespective of their background. We strive to enable every child to achieve or surpass their academic and social potential. We know that disadvantaged pupils do not lack talent or ability and so we do not set limits on their ambition. We aspire for our disadvantaged pupils to attend behave and achieve in line with their peers. This strategy is therefore based upon addressing the factors and barriers we can control; those that may prevent disadvantaged pupils from achieving as well as they could.

We know that what we do in the classroom makes the biggest difference to pupil outcomes. We believe pupils learn best when they feel safe and happy; building positive relationships and providing excellent pastoral care will help to ensure pupils have the right environment and support they need to be successful.

High-quality teaching every day underpins everything we do. We focus on areas where pupils require the most support and where impact will be greatest, to benefit both disadvantaged and the non-disadvantaged pupils at the College. We aim to identify and respond to the emerging needs of our all pupils through diagnostic and regular assessment.

To ensure we are effective we will:

- improve the outcomes for disadvantaged pupils through quality first teaching;
- ensure ambitious targets for all pupils, raise aspiration;
- ensure all pupils are challenged and receive feedback that accelerates their progress;
- act early to intervene when an additional need is identified;
- maintain a 'safety net' of high-quality pastoral care, ensuring pupils are supported;
- make effective use of timely and rigorous diagnostic assessment information to support lesson planning that meets the needs of all pupils, including those who have gaps in their knowledge due to the impact of the pandemic;
- provide additional support to those who struggle to access the curriculum because of poor reading comprehension and fluency;
- bring together key staff to ensure underperforming pupils are identified, monitored and are receiving the appropriate support;

- ensure the pastoral team work proactively to remove obstacles around behaviour, attendance and welfare for all but particularly disadvantaged pupils so they can reach or exceed their potential;
- Improve communication with all parents, especially those of disadvantage pupils to ensure positive support;
- find effective strategies for those whose absence is a barrier to their progress.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupils eligible for the Pupil Premium, as a group, is lower than that of the whole school.
2	Many of our pupils eligible for the Pupil Premium also fit into another vulnerable group, such as having a special educational need or having involvement from social care.
3	Many of our pupils eligible for the Pupil Premium do not have rich and varied experiences outside of school, so their knowledge of the world, cultural capital and vocabulary acquisition is limited.
4	Parents of pupils eligible for the Pupil Premium tend to be less engaged with school life, for example, they may not attend parents' evenings.
5	Some pupils eligible for the Pupil Premium do not have high enough aspirations and can have a fixed mindset, both of which can lead to underachievement.
6	Our pupils eligible for the Pupil Premium have less access to devices and technology suitable for supporting their learning at home. They may also lack a quiet working space and/or have less parental support to complete their homework. These things may prevent them developing effective learning habits.
7	A number of pupils eligible for the Pupil Premium do not have breakfast before leaving home.
8	The reduction in services outside of school results in increased need for internal provision and support.

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Disadvantaged pupils will perform in line with national average KS4 performance
Students enjoy coming to school, evidenced by lower-than-average absence and persistent absence rates.	Attendance of our disadvantaged students to be in line with the national attendance figure. PA rates for disadvantaged students to be in line with the national attendance figure
Pupils reading ability allows them to access the whole curriculum	Pupils can read fluently, have good comprehension and enjoy reading for pleasure.
Disadvantaged students enjoy and engage with the wide range of enrichment activities on offer	High uptake of enrichment activities for disadvantaged students
The majority of students stay in education and employment after leaving Castle Donington College at the end of Year 11	Destination data for pupils eligible for the Pupil Premium is in line with national averages

## 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

Budgeted cost: £18,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of KS3 assessment. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a>	1,3

<p>Developing teacher expertise further, helping to develop practice and accelerate pupil progress. This will involve ongoing training and support and release time.</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF guide to the Pupil Premium. June 2019)  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements.  <a href="https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-theeefs-first-six-years">https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-theeefs-first-six-years</a></p>	<p>1,3,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. Fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>1,5</p>
<p>KS3 Reading intervention through introduction of Reading Strategy and use of Accelerated Reader. Improving reading age, reading fluency and comprehension that will enable pupils to access all areas of the curriculum with more confidence and competence. Recommendations in the EEF Improving Literacy in</p>	<p>to learn a range of skills to understand the context of the text they must learn. It will help them to develop skills such as developing questioning, identifying key points and summarising content. This strategy can improve pupil progress by 6 months. As a consequence of improved ability, we aim for this to also improve pupils' confidence to read aloud to their peers.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies</a></p>	<p>All</p>

Secondary Schools guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>	
Recruitment of additional support staff to work with pupils in lessons, provide small group interventions and also work with individual pupils to offer support.	The use of teaching assistants in learning can prove a +4 months progress if deployed effectively, therefore it is important that staff are deployed effectively for in class learning as well as small group interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	All

## Targeted academic support

Budgeted cost: £34,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme as a reading intervention for pupils, (particularly those identified as disadvantaged pupils) who need additional help to read fluently, comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	1,2,3
Provide a blend of mentoring and tutoring in Maths for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high prior attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low prior attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,2,4,5

## Wider strategies

Budgeted cost: £51,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of behavioural intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Recruitment of additional Pastoral Leader and Counsellor, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/">https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	2,4,5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Appointment of Welfare officer to build capacity to develop and implement procedures. to improve attendance.</p> <p>Working with harder to reach families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1,2,4
<p>Supporting individual pupil needs to improve academic attainment, for example funding of music lessons, cultural visits, curriculum visits, external speakers with the aim of broadening aspirations.</p>	<p>There is currently limited evidence for the impact of Aspiration Interventions, however it has been cited by EEF as an intervention worthy of reference with further research being completed to evidence this.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2,4,5
<p>Ensuring that all pupils, whatever their disadvantage, have accessibility for a full and varied curriculum.</p>	<p>Rather than just an academic focus, we identify further barriers such as 'access to the equipment they need to learn as well as implementation for tracking systems to ensure that pupils are performing in line with their peers. This</p>	1,2,4,5

The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds.	includes supporting the funding towards the schools centralised recording systems. technology and educational materials' Without these, PP pupils would not be able to engage in their learning fully. <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £104,121**



## 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 2022 to 2023 academic year.

Academic outcomes for year 11 disadvantaged pupils in 2023:

- Progress 8: -0.81 (gap between PP and non-PP pupils smaller than the national gap)
- 4+ English & Maths: 19%
- 5+ English & Maths: 6%
- Attainment 8: 28.8

Attendance for disadvantaged pupils in 2022-23: 83%

Proportion of disadvantaged pupils moving into education, employment or training in 2023: 100% (50% to A level programmes, 50% to vocational programmes)