

# Pupil premium strategy statement – Castle Donington College

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	691
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	V Beeby (Principal)
Pupil premium lead	S Fidler (Assistant Principal)
Governor / Trustee lead	T Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£134,375

# 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 an outside agency.
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	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
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
Disadvantaged students enjoy and engage with a wide range of enrichment activities on offer	High uptake of enrichment activities for disadvantaged students

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD throughout this academic year for all staff focusing on inclusion: particularly adaptive teaching and trauma-informed restorative approaches	<b>EEF</b> Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	2, 4, 5
Developing teacher expertise further, helping to develop	<b>EEF</b> Good teaching is the most important lever schools have to improve outcomes	1, 2

<p>practice and accelerate pupil progress. This will involve ongoing training and support and release time</p>	<p>for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p><b>Sutton Trust's 2011 Report</b> The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	
<p>KS3 Reading intervention through introduction of Reading Strategy and use of Accelerated Reader.</p>	<p><b>EEF</b></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.</p> <p>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.</p>	<p>All</p>
<p>Additional teacher timetabled for maths, so that year groups are taught in 6 rather than 5 teaching sets,</p>	<p><b>EEF</b></p> <p>Reducing class size has a positive impact of +2 months. The smaller class sizes allows higher quality interactions with students and more regular feedback. It is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>All</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44, 375

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.	<p><b>EEF</b></p> <p>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.</p>	1,2,3
Provide a blend of mentoring and tutoring for pupils whose education has been most impacted by lost learning. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p><b>EEF</b></p> <p>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 and in small groups.</p>	1,2,4,5
Recruitment of additional support staff to work with pupils in lessons, provide small group interventions and also work with individual pupils to offer support.	<p><b>EEF</b></p> <p>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.</p>	All
Careers events, interviews and support	<p><b>The Careers and Enterprise Company</b></p> <p>Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential.</p> <p>There is good evidence, which demonstrates the impact of personal guidance. It is associated with a range of short and long-term impacts on an individual's:</p> <ul style="list-style-type: none"> <li>• personal effectiveness e.g. self-awareness and self-esteem</li> </ul>	3,5,5

	<ul style="list-style-type: none"> <li>• career readiness e.g. career planning and decision making</li> <li>• educational outcomes e.g. improved attendance and attainment</li> </ul> <p><b>CDI Briefing Paper Understanding the role of the Careers Adviser within ‘Personal Guidance:</b></p> <p>Career guidance helps individuals to manage their careers and maximise their potential. Findings demonstrate that it can reduce the likelihood of individuals dropping out, and increase their likelihood of engaging with learning</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

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>Appointment of Pastoral Leader and Interventions Leader.</p> <p>Collaboration with our local offer for inclusion support, and staff release time.</p>	<p><b>Youth Endowment Fund</b></p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties</p> <p><b>EIF</b></p> <p>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:</p>	2,4,5
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice. Dedicated Attendance Officer and additional non contact time for year heads to build capacity to develop and implement procedures. to improve attendance.</p>	<p>The <b>DfE guidance</b> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><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

Working with harder to reach families		
Development of ARNA (Anxiety Related Non Attendance) strategy, including a dedicated space for pupils with severe attendance to reintegrate back into school, and the appointment of an ELSA trained pupil support assistant to work with these pupils.	The <b>DfE guidance</b> 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>	1,2,4
Supporting individual pupil needs to improve academic attainment, for example supporting funding of music lessons and external visitors with the aim of broadening aspirations.	<b>EEF</b> 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.	2,4,5
Implementation of a new outcomes tracking strategy, which makes use of assessment data to identify those disadvantaged learners most at risk of underachievement, ensuring intervention is effectively targeted	<b>EEF:</b> Recommended approach to targeted academic support through effective use of data and assessment.	5
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: £ 134,375**

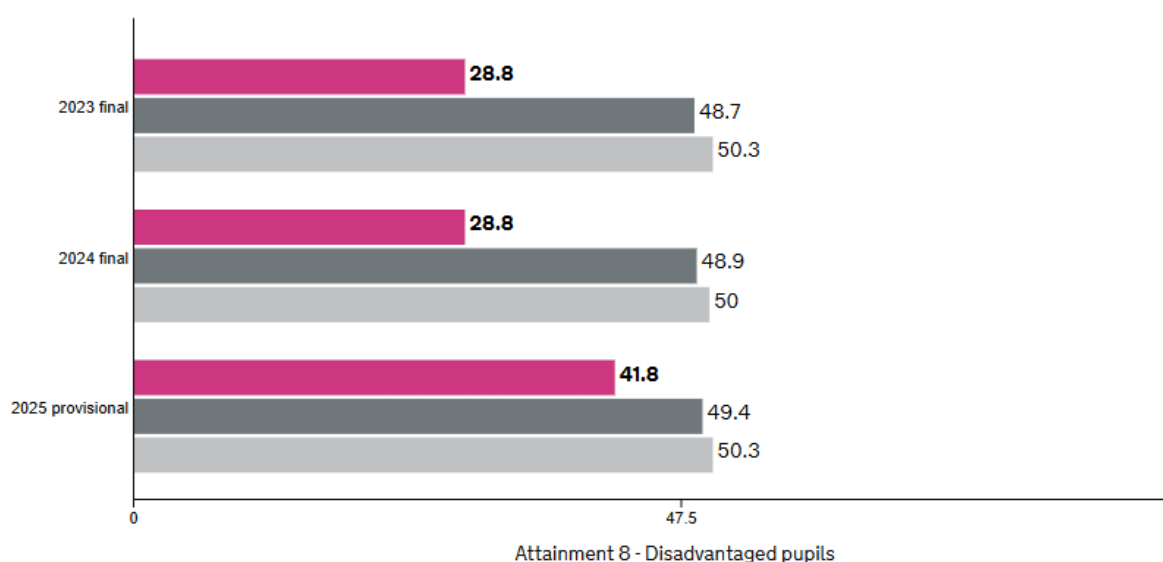
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Results from summer 2024 indicated that reducing the attainment gap between disadvantaged and non-disadvantaged students is still an area of focus. However, the attainment of disadvantaged pupils has increased significantly from 2024.

	2024	2025
A8 Disadvantaged	28.8	41.8
Grade 4 and above E and M Disadvantaged	22.20%	61.90%
Grade 5 E and M Disadvantaged	5.60%	42.80%

■ School disadvantaged pupils ■ Local authority state-funded schools other (non-disadvantaged) pupils  
■ England state-funded schools other (non-disadvantaged) pupils



Attendance for disadvantaged pupils in 2024-25 was 87.5%, slightly higher than in 2023-24 (87.07%) and above the national average for disadvantaged pupils (86.4%).

The proportion of disadvantaged pupils moving into education, employment or training (most recent published data is from 2023) is 74% (this represented 15 out of 21 pupils). Careers Education continues to be a priority for the college, with a dedicated member of the extended Leadership Team appointed to lead careers from September 2024. All disadvantaged pupils took part in a week-long work experience in year 10. Disadvantaged pupils are prioritised for independent careers advice.

We remain committed to improving outcomes and reducing the absence rate for our disadvantaged pupils through our attendance strategy, and through a continued focus on high quality teaching and learning, assessment, intervention and pastoral support.

## Service pupil premium funding (optional)

Four pupils were eligible for this funding in 2024-25

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Quality first teaching; ensuring these pupils always had the best access to the curriculum, extra-curricular opportunities, and resources.
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>Two of these pupils were in Year 11. One pupil was in full-time alternative provision. Both demonstrated strong engagement and commitment to their learning. The pupil in alternative provision maintained consistent participation in tailored support, while the other maximised all available interventions to improve outcomes. Both have gone on to suitable post 16 destinations.</p> <p>All four pupils maintained high attendance throughout the academic year, which positively contributed to their educational progress and well-being.</p> <p>The combination of high-quality teaching and targeted pastoral support ensured these pupils were well-supported academically and socially.</p> <p>Overall, the Pupil Premium funding for service children has enabled the school to provide a stable and inclusive learning environment, supporting both academic progress and personal development.</p>