

Pupil Premium Strategy Review October 2022

Following the 2022 Autumn term review the main barriers to students achieving is attendance and their ability to read. These will be the focus for the 2022/23 academic year.

Intended outcome	Success criteria 2022	Outcomes 2022	Actions in 2022
Achieve strong academic outcomes. Disadvantaged pupils achieve outcomes in line with non-disadvantaged.	<ul style="list-style-type: none"> progress 8 score increases to -0.25 in 2022 50% achieving 4+ in English & Maths 35% achieving 5+ in English & Maths end of Key Stage 3 Results for English, Maths and Science GAP reduced to less than 10% in 2022 	GCSE Results <ul style="list-style-type: none"> Disadvantaged Progress -0.62, improvement on 2019 (-0.96) FSM Progress -0.82, improvement on 2019 (-1.55) Disadvantaged Attendance greater than 80%: P8 -0.05 FSM Attendance greater than 80%: P8 +0.0.8 HAPs (5) -1.26 & SEN (8) -0.61 39% achieving 4+ in English & Maths 24% achieving 5+ in English & Maths End of Key Stage Results <ul style="list-style-type: none"> English 65% at Expected or Above (GAP -17%) Maths 66% at Expected or Above (GAP -18%) Science 55% at Expected or Above (GAP -25%) 	<ul style="list-style-type: none"> Curriculum Development (Improved QofE) Improved Assessment at KS3, identifying GAPs Whole school Pedagogy Focus Y11 Improvement Strategy Curriculum Action Plan Targeted Intervention (Before/After School – FSM) English/Maths HLTAs Extra teaching set in Year 11 (English/Maths) RWI Reading Intervention – KS3 Reading Strategy and intervention in KS3 Online tuition (Recovery Funding) Careers Advisor – interviews Targeting PP) Careers Advisor – attending College open evenings Revision session for parents/students (targeted PP)
Reading ability for disadvantaged pupils are in line with all others and average reading age for disadvantaged	<ul style="list-style-type: none"> all disadvantaged pupils with reading ages above 8 on entry <ul style="list-style-type: none"> 10 by the end of year 7 12 by the end of year 8 	Reading Comprehension <ul style="list-style-type: none"> 48 students (16 PP, 15 FSM) in year 8 began year 7 with Reading Age between 8 and 9.11 years 24 students (9 PP, 9 FSM) caught up in line with accelerated target. 	<ul style="list-style-type: none"> Y7 and 8 RA assessments completed Y7 – 26% of students in need of reading comprehension interventions are PP Y8 – 29% of students in need of reading comprehension interventions are PP

<p>students is in line with chronological age by the end of KS3</p>	<ul style="list-style-type: none"> ○ Chronological age by the end of year 9 • all disadvantaged pupils with reading ages below 8 on entry <ul style="list-style-type: none"> ○ Competency in phonic recognition and age 9 in comprehension by the end of year 7 ○ Age 11 in comprehension by the end of year 8 ○ Age 13 in comprehension by the end of year 9 	<ul style="list-style-type: none"> • 28 students (10 PP, 9 FSM) in year 7 started with RA between 8 and 9.11 years • 21 students (7 PP, 6 FSM) caught up in line with accelerated target. <p>Phonic Knowledge</p> <ul style="list-style-type: none"> • All students in year 8 following RWI program demonstrated secure phonic knowledge by the end of 2021/22 academic year (RWI testing) • 9 students in year 7 (5 PP, 4 FSM,) followed the RWI programme. Of these 4 students demonstrated secure phonics knowledge by the end of the 2021/22 academic year (1 PP, 1 FSM) 	<ul style="list-style-type: none"> • Y8 phonics screening assessment completed – 55% of student in urgent need of phonics intervention are PP • RWI Fast Track phonics interventions started November 2021 • Guided Reading interventions started out of class November 2021 • Training for Eng/MFL/Hums staff in use of reading comprehension strategies in place Sep 2021 <p>For 2022/23</p> <ul style="list-style-type: none"> • Reading comprehension training for all staff (September 2022) • Coaching in reading comprehension strategies and strategies for use available to all faculties • Improve quality of reading comprehension data by introducing NGRT • Introduce graduated system to move students from phonic intervention to guided reading systematically
<p>Disadvantaged pupils are able to employ an extended vocabulary in speaking and writing in line with all other peers</p>	<p>Sustained high levels of vocabulary from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • lesson obs/learning walk data shows students using tier 2 and 3 vocabulary fluently in oracy across the curriculum. • work scrutiny shows students using tier 2 and 3 vocabulary fluently in writing across the curriculum. • lesson obs/learning walk data shows explicit disciplinary literacy being taught across the curriculum. Each faculty has a strategy in place to support the delivery of 	<p>PD/learning walk and drop in data shows:</p> <ul style="list-style-type: none"> • Explicit vocabulary instruction a focus for 7 members of staff through PD. All on track to pass PD showing improved practice in this area • Vocabulary mapped across curriculum evidenced through curriculum deep dives (internal and external). SW now QA ing curriculum to ensure identified vocabulary is ambitious enough • Improved GCSE English results suggest improved vocabulary use 	<ul style="list-style-type: none"> • Curriculum mapping of tier 2 and 3 vocabulary completed September 2021 • Learning walk focus on disciplinary literacy in place • Additional CPL offered November 2021 on disciplinary literacy and vocabulary strategy (following CPL in 2020/21) • Further CPL being offered throughout the year • Student voice with disadvantaged pupils to focus on understanding of inherent value of vocabulary knowledge <p>For 2022/23</p> <ul style="list-style-type: none"> • Introduce vocabulary and spelling screening for all year 7 students (VMC/CO)

	<p>disciplinary literacy in each curriculum area</p> <ul style="list-style-type: none"> • student voice shows disadvantaged pupils recognise the inherent value of disciplinary literacy 		
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and FSM pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Disadvantaged Pupils attendance is 88% in 2022 • FSM pupils attendance is 87% in 2022 • PA of FSM pupils is in line with or lower than all others and below the national average for FSM. 	<ul style="list-style-type: none"> • Disadvantaged Pupils attendance is 84.5% in 2022 • 75 PP students below 90% • FSM pupils attendance is 82.4% in 2022 • 60 FSM students below 90% • PA increased due to Covid having to be marked as I code against illness. 	<ul style="list-style-type: none"> • Pastoral Manager - FSM attendance focus • Parent meetings with \kC • Fortnightly improvement, congratulation letter • Developed attendance tracker to see weekly trends including improvements and declines of all students. • Head of Year LMgt agenda item fortnightly to track and employ timely interventions and contact with parents. • Twice weekly meeting between EH and KC to discuss disadvantaged students
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, pupil and parent surveys and teacher observations. • reduce the number of crisis point referrals for SEMH • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. 	<ul style="list-style-type: none"> • PSHCE remapped to support key areas of the year where incidents tend to increase. • Use of early intervention to prevent SEMH issues reaching crisis point before there is support. More partnership working securing 5 FIS workers for key FSM students. • Please see participation data below 	<ul style="list-style-type: none"> • PSHCE wellbeing focus embedded within the curriculum • Social media signposting for students and parents of self-care and external support. • Pastoral Assistants being trained by trust SEMH lead to provide small group interventions. • Weekly school nurse in place with drops ins, 1:1 targeted support and small group anxiety support.

<p>To achieve and sustain timely and effective support for pupils with SEMH</p>	<ul style="list-style-type: none"> • Reduction of the number of internal/external suspensions for disadvantaged students and below the national average. • effective whole school/trust approach to supporting pupils with SEMH (Social, Emotional, Mental Health) • reduce crisis point referrals for SEMH support 	<ul style="list-style-type: none"> • Overall Suspensions have decreased by 33% from 20/21 to 21/22. • Disadvantaged students 4% reduction • FSM 3.3% reduction • SEND 11% reduction • Lowest % for suspensions in Taunton Deane Secondary schools. • Increase in repeat suspensions due to not have facilities to internally isolate at Castle or in school. • Crisis point referral decreased due to the implementation of a robust Graduated Response and early identification of need. 	<ul style="list-style-type: none"> • Pastoral Programme includes topics on self-care and mental health to support PSHCE and Wider Curriculum. • Pastoral Assistants being trained by trust SEMH lead to provide small group interventions. • Weekly school nurse in place with drops ins, 1:1 targeted support and small group anxiety support. • Trust SEMH lead working with VMC, SLW and wider pastoral team. • Allotment, Mechanics, Surf Therapy and Art project in place for SEMH students. • Ceri the counsellor training in Play Therapy so we can support students in need of counselling/play therapy. Trust support in place • VRU – Home Office project to begin Dec 2021 with intervention support for 15 students with high FTEs • Sarah Sherring Trust SEMH lead supporting CFS fortnightly. SEMH strategy
<p>To achieve and sustain improved levels of participation by all pupils, in particular our disadvantaged and FSM pupils</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged and FSM pupils. • a significant increase in pupils representing the school in enrichment activities, particularly among disadvantaged and FSM pupils. • a significant increase in participation in leadership roles, particularly among disadvantaged and FSM pupils • a significant increase in parents attending parents evenings, particularly among 	<ul style="list-style-type: none"> • Increased extracurricular offer (see extracurricular timetable) • Increased opportunities for leadership (prefects, sports leaders, transition leaders) • 22.6% PP Prefects in 2022/3. Broadly in line with cohort proportion. • 16.1% FSM prefects in 2022/3. Broadly in line with cohort proportion • Increased house competitions both whole school and faculty led (see competitions timeline) • Meet the tutor evening attendance up to 62% in year 7. FSM attendance 56%. Gap has narrowed significantly from 21-22. • Year 7 FSM/PP targeted for appointments by SLT • Year 11 parents evening booked appointments was 72% whole cohort, 	<ul style="list-style-type: none"> • Increased clarity around the roles of prefects, with direction on duties and development of roles with members of SLT • Continue to target appointments for parents evenings with FSM / PP / SEN students • Target of 50% of all student groups to participate in at least one enrichment session in autumn term • Launch of the new house system and boards to display points and participation etc. • Calendar of house competitions created • INSET in September. Specific enrichment session and in the disadvantaged session • House assemblies each half term • Introduction and training of Absolute Education for Staff to track participation • Enrichment Timetable of Activities for each term to promote opportunities

	disadvantaged and FSM parents.	<p>77% for PP students and 79% FSM students. Attendance was lower than this; 66% whole cohort, 49% PP and 46% FSM</p> <ul style="list-style-type: none"> • Participation in summer term 2022 <ul style="list-style-type: none"> • in whole cohort was 35% (1 session or more) • PP was 28.2% • SEN was 25.7% • FSM 24.5% 	<ul style="list-style-type: none"> • Increased leadership opportunities for students across all year groups: Prefects, Tutor Roles, Transition Leaders. • Contact parents who made appointments for parents evening but did not attend to identify barriers and ways to mitigate against this
To achieve and sustain increased numbers of disadvantaged and FSM pupils studying a language at GCSE	<p>Sustained increased numbers pupils studying at least one language by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in pupils choosing at least one language, particularly among disadvantaged and FSM pupils. • 15% GAP 	<ul style="list-style-type: none"> • 13% Entering the EBacc in 2022 • 12% Entering the EBacc in 2023 • 17% Entering the EBacc in 2024 <p>GAP</p> <ul style="list-style-type: none"> • 8% Disadv vs 15% Non Disadv Gap is -7.0% in 2023 • 12.5% Disadv vs 19% Non Disadv Gap is -6.5% in 2024 	<ul style="list-style-type: none"> • MFL Improvement Plan – specific actions • SIP Support for NP • Curriculum Development (Improved QofE) • Improved quality of teaching/pedagogy • One subject in KS3 (French or Spanish) • French/Spanish Twilight sessions in KS4 • Targeted Enrichment (Master Classes) • Increased MFL extracurricular offer • Targeted recruitment with improved Y9 options process • Year 9 Parents Evening conversations • Continued Primary School support/sessions