

Castleford Academy
Narrowing the Gap Report
January 2017





Introduction

Castleford Academy is a school of approximately 1200 pupils. This means that the Academy is larger than the national average. The Academy also has 55% males and 45% females which means we are very male dominant. Castleford Academy also consistently has slightly over a third of the annual cohort being disadvantaged which is also a larger proportion of the national average.

Year Group	Cohort	No of Pupil Premium	Percentage of cohort
National	3184728	936310	29%
X11 (2015)	249	97	39%
X11 (2016)	237	72	30%
7	270	92	34%
8	263	82	31%
9	246	72	29%
10	232	71	31%
11	214	69	32%
Whole Academy	1225	386	32%

Y12	9
Y13	29
Whole Academy including Sixth Form	1263

Male PP	55%	Female PP	45%
PP with an SEN Status	(67) 17%		

This shows that Castleford Academy is a **larger than average** Academy with a **larger than average** amount of pupils eligible for the Pupil Premium and a **larger** proportion of male students.

Ensuring the progress of all vulnerable subgroups has been a prominent part of our strategic plan. We fundamentally believe that the progress of all pupils, including disadvantaged pupils and pupils within other subgroups, is a priority for us all. This vision includes not only the curriculum areas but all our support structures as well.



What ability levels our Y11 students arrive with at KS2:

KS2 Data	Low Attainment	Middle Attainment	High Attainment
National	16%	49%	35%
National PP	14%	53%	33%
2014 - 15 PP	51%	37%	12% (11)
2015 – 16 All	25%	51%	24%
2015 – 16 PP	35%	48%	17% (12)
2016 – 17 PP	33%	51%	16% (11)
2017 – 18 PP	30%	52%	18% (13)

As you can see, there is a disproportionately high number of disadvantaged pupils at Castleford Academy with Low Prior Attainment. Statistically, it is harder for pupils with low prior attainment to progress. Conversely we have a very low proportion of disadvantaged pupils with High Prior Attainment when compared to National Figures for Pupil Premium. At Castleford Academy, **all** our yeargroups arrive with a **Sig** – prior attainment score.



When students arrive at Castleford Academy, there is already a significantly larger gap than national (although this is closing with each cohort).

Year group	KS2 Data								
	English		Gap	Maths		Gap	Average of Eng and Maths		Gap
	L4+ Pupil Premium	L4+ Non Pupil Premium		L4+ Pupil Premium	L4+ Non Pupil Premium		L4+ Pupil Premium	L4+ Non Pupil Premium	
National	67%	83%	-16	67%	83%	-16	67%	83%	-16
8	88%	94%	-6	84%	91%	-7	89%	93%	-4
9	79%	87%	-8	78%	85%	-7	84%	91%	-7
10	60%	83%	-23	75%	79%	-4	77%	88%	-11
11	69%	80%	-11	65%	82%	-17	70%	83%	-13
x11 (2016)	57%	80%	-23	68%	84%	-16	64%	85%	-21
x11 (2015)	51%	81%	-30	60%	85%	-25	52%	80%	-28
All	71%	85%	-14	74%	84%	-10	77%	88%	-11

New KS2 SATS Data for Year 7 2016

Year group	Reading			Writing			Maths		
	100 + Pupil Premium	100 + Non Pupil Premium	Gap	100 + Pupil Premium	100 + Non Pupil Premium	Gap	100 + Pupil Premium	100 + Non Pupil Premium	Gap
National (provisional)	66%			72%			70%		
Authority (overall)	49%								
Year 7	52%	74%	-22	56%	69%	-13	49%	69%	-20
National Others									
Gap to Nat Others									

However, when pupils leave Castleford Academy there is a gap in the progression of pupils eligible for pupil premium compared to pupils who aren't. As the Academy has so many disadvantaged pupils, this means a large proportion of our interventions are aimed directly at those pupils eligible for pupil premium.



Year group	KS4 Results					
	English		Gap	Maths		Gap
	3LP Pupil Premium	3LP NonPupil Premium		3LP Pupil Premium	3LP NonPupil Premium	
National 2014	59%	76%	-17	49%	72%	-23
2012	77%	91%	-14	57%	74%	-17
2013	70%	83%	-13	49%	68%	-19
2014	61%	78%	-17	64%	81%	-17
X11 2015	66%	78%	-12	49%	82%	-33
X11 2016	88%	92%	-4	60%	83%	-23
2017 Predictions	86%	95%	-9	64%	86%	-18

Therefore, this demonstrates that Castleford Academy has a significantly large cohort of Disadvantaged students. These pupils come in on at Sig- levels for attainment and progress and the gap on arrival is larger than national. The disadvantaged students leave Castleford Academy on Levels of Progress in line and in excess of National Figures. In fact English outperform National Others and Mathematics are within 12 points. Therefore, Castleford Academy pupils arrive with a huge gap and the Academy is continually closing this gap year on year.

Progress 8

		PP	Non PP	Gap	Gap to Nat
National Average 2015	ALL	+0.12			
	P8 Entries				
	P8 Score				
	Attainment 8				
2015	P8 Entries	90	156	-66	
	P8 Score	-0.24	+0.18	-0.42	-0.36
	Attainment 8	3.85 (D)	5.07 (C)	-1.22	-1.39
2016	P8 Entries	69	160	-91	
	P8 Score	+0.39	+0.6	-0.39	+0.27
	Attainment 8	4.82 (C-)	5.57 (B-)	-0.75	-0.53



Breakdown of Levels of Progress in English and Maths in 2015 Results

English				
Band	PP	Non-PP	Gap	Gap to Nat 2015
Upper National Other 2015		79%		
Upper 2014	80%	97%	-17	
Upper 2015	46%	58%	-12	-33
Upper 2016	58%	95%	-37	-21
Upper Predicted 2017	90%	91%	-1	+11
Middle National Other 2015		74%		
Middle 2014	84%	83%	+1	
Middle 2015	76%	83%	-7	+2
Middle 2016	91%	90%	-1	+17
Middle Predicted 2017	83%	86%	-3	+9
Lower National Other 2015		41%		
Lower 2014	50%	82%	-32	
Lower 2015	51%	41%	+10	+10
Lower 2016	83%	91%	-8	+42
Lower Predicted 2017	78%	95%	-17	+37

Maths				
Band	PP	Non-PP	Gap	Gap to National
Upper National Other 2015		82%		
Upper 2014	90%	87%	-3	
Upper 2015	63%	82%	-19	-19
Upper 2016	92%	95%	-3	+10
Upper Prediction 2017	82%	95%	-13	0
Middle National Other 2015		74%		
Middle 2014	67%	84%	-17	
Middle 2015	71%	91%	-20	-3
Middle 2016	70%	88%	-18	-4
Middle Prediction 2017	76%	86%	-10	+2
Lower National Other 2015		21%		
Lower 2014	39%	61%	-22	
Lower 2015	17%	22%	-5	-4
Lower 2016	29%	53%	-24	+8
Lower Prediction 2017	42%	64%	-22	+19



Pages from Unvalidated RAISE Online Report November 2016

KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages)
For all and disadvantaged pupils (Dis)

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

	All	Dis
National	Figure for national all	Figure for national other

	1 or more grades above national
	0.5 to <1 grade above national
	0.5 to <1 grade below national
	1 or more grades below national

Progress 8							Attainment 8																
Overall																							
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis							
Score		0.5		0.4		229		61		236		63		53.30		47.26							
CI +/-		0.1		0.3		0.1		0.3		49.34		52.56		Difference		3.96 -5.30							
Rank		6		13		6		13		3.96		-5.30											
		Low		Middle		High				Low		Middle		High									
		All Dis		All Dis		All Dis				All Dis		All Dis		All Dis									
Cohort		56 22		117 29		56 10		56 22		117 29		56 10		56 22		117 29		56 10					
Score		0.67 0.47		0.52 0.40		0.40 0.19		37.61 35.05		54.20 51.26		67.43 63.20		School		28.39 31.16		48.86 50.63		64.17 65.00			
National		0.00 0.19		0.00 0.14		0.00 0.07		National		28.39 31.16		48.86 50.63		64.17 65.00		Difference		9.21 3.89		5.34 0.63		3.25 -1.80	
Difference		0.67 0.28		0.52 0.26		0.40 0.13		Diff (grades)		0.9 0.4		0.5 0.1		0.3 -0.2									
CI +/-		0.28 0.45		0.19 0.39		0.28 0.66																	
Rank		9		10		7																	

English element																							
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis							
Score		0.0		-0.1		229		61		236		63		10.30		9.40							
CI +/-		0.1		0.3		0.1		0.3		10.41		10.95		Difference		-0.12 -1.55							
Rank		0.1		0.3		0.1		0.3		-0.12		-1.55											
		Low		Middle		High				Low		Middle		High									
		All Dis		All Dis		All Dis				All Dis		All Dis		All Dis									
Cohort		56 22		117 29		56 10		56 22		117 29		56 10		56 22		117 29		56 10					
Score		0.32 0.18		-0.09 -0.11		-0.07 -0.43		8.11 7.73		10.27 9.93		12.68 11.60		School		6.83 7.33		10.42 10.69		12.97 13.10			
National		0.00 0.16		0.00 0.11		0.00 0.05		National		6.83 7.33		10.42 10.69		12.97 13.10		Difference		1.28 0.39		-0.14 -0.76		-0.29 -1.50	
Difference		0.32 0.02		-0.09 -0.22		-0.07 -0.48		Diff (grades)		0.6 0.2		-0.1 -0.4		-0.1 -0.7									
CI +/-		0.30 0.47		0.20 0.41		0.30 0.70																	
Rank																							

Mathematics element																							
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis							
Score		0.4		0.2		229		61		236		63		10.19		8.63							
CI +/-		0.2		0.3		0.2		0.3		9.71		10.39		Difference		0.47 -1.76							
Rank		0.2		0.3		0.2		0.3		0.47		-1.76											
		Low		Middle		High				Low		Middle		High									
		All Dis		All Dis		All Dis				All Dis		All Dis		All Dis									
Cohort		56 22		117 29		56 10		56 22		117 29		56 10		56 22		117 29		56 10					
Score		0.61 0.39		0.32 0.13		0.34 0.13		6.50 5.91		10.29 9.52		13.50 12.60		School		4.89 5.46		9.62 9.95		12.99 13.14			
National		0.00 0.19		0.00 0.12		0.00 0.06		National		4.89 5.46		9.62 9.95		12.99 13.14		Difference		1.61 0.45		0.67 -0.43		0.51 -0.54	
Difference		0.61 0.20		0.32 0.00		0.34 0.07		Diff (grades)		0.8 0.2		0.3 -0.2		0.3 -0.3									
CI +/-		0.32 0.52		0.22 0.45		0.32 0.77																	
Rank																							

Significance tests for overall progress scores of all pupils and disadvantaged pupils in the school compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils). Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils.



KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages)
For all and disadvantaged pupils (Dis)

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

National	All Figure for national all	Dis Figure for national other
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	1 or more grades above national
	0.5 to <1 grade above national
	0.5 to <1 grade below national
	1 or more grades below national

Progress 8							Attainment 8								
Ebacc element															
Cohort		All		Dis			Cohort		All		Dis				
Score		0.6		0.5			School		14.74		12.87				
CI +/-		0.2		0.3			National		13.61		14.78				
Rank		10		14			Difference		1.13		-1.90				
		Low		Middle		High									
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		56	22	117	29	56	10	56	22	117	29	56	10	56	10
Score		0.83	0.80	0.61	0.47	0.28	0.02	9.38	9.09	15.09	14.00	19.45	17.90	19.45	17.90
National		0.00	0.21	0.00	0.18	0.00	0.09	6.33	7.20	13.24	13.93	18.87	19.19	18.87	19.19
Difference		0.83	0.59	0.61	0.28	0.28	-0.07	3.04	1.89	1.84	0.07	0.58	-1.29	0.58	-1.29
CI +/-		0.36	0.58	0.25	0.50	0.36	0.86	1.0	0.6	0.6	0.0	0.2	-0.4	0.2	-0.4
Rank		12	13	15											

Open element															
Cohort		All		Dis			Cohort		All		Dis				
Score		0.9		0.7			School		18.08		16.36				
CI +/-		0.2		0.3			National		15.61		16.44				
Rank		3		6			Difference		2.47		-0.08				
		Low		Middle		High									
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		56	22	117	29	56	10	56	22	117	29	56	10	56	10
Score		0.78	0.39	0.97	0.86	0.89	0.83	13.63	12.32	18.55	17.81	21.80	21.10	21.80	21.10
National		0.00	0.18	0.00	0.13	0.00	0.06	10.34	11.16	15.58	16.06	19.35	19.57	19.35	19.57
Difference		0.78	0.20	0.97	0.74	0.89	0.77	3.28	1.16	2.97	1.75	2.46	1.53	2.46	1.53
CI +/-		0.32	0.52	0.22	0.45	0.32	0.77	1.1	0.4	1.0	0.6	0.8	0.5	0.8	0.5
Rank		14		3	4	1	1								

	4+ pupils above national		3 pupils below national
	3 pupils above national		4+ pupils below national

Attainment															
grade C or above							grade C or above								
English and mathematics							English Baccalaureate								
Cohort		All		Dis			Cohort		All		Dis				
School %		70		49			School %		12		6				
National %		62		69			National %		24		29				
Difference %		8		-20			Difference %		-12		-23				
		Low		Middle		High									
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		56	22	117	29	56	10	56	22	117	29	56	10	56	10
School %		27	18	78	59	100	100	0	0	9	7	30	20	30	20
National %		11	13	62	68	95	97	1	1	15	17	55	57	55	57
Difference %		16	5	16	-9	5	3	-1	-1	-6	-10	-24	-37	-24	-37
Diff (no of pupils)		9	1	18	-2	2	0	0	0	-7	-2	-13	-3	-13	-3

Significance tests for overall progress scores of all pupils and disadvantaged pupils in the school compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).



KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages)
For all and disadvantaged pupils (Dis)

Sig+ and top 10%		All	Dis
Sig+ not top 10%		Figure for national all	Figure for national other
Sig- not bottom 10%			
Sig- and bottom 10%			

Progress						
Science pillar						
			All	Dis		
Entries			213	56		
Score			0.5	0.3		
CI +/-			0.1	0.3		
Rank			11			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	42	17	115	29	56	10
Score	0.67	0.67	0.48	0.23	0.37	0.08
National	0.00	0.13	0.00	0.10	0.00	0.06
Difference	0.67	0.53	0.48	0.13	0.37	0.02
CI +/-	0.32	0.51	0.20	0.39	0.28	0.66
Rank						

Languages pillar						
			All	Dis		
Entries			65	11		
Score			0.4	0.9		
CI +/-			0.3	0.8		
Rank			7			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	10	2	34	7	21	2
Score	1.30	1.18	0.41	0.93	0.03	0.38
National	0.00	0.10	0.00	0.03	0.00	0.04
Difference	1.30	1.08	0.41	0.90	0.03	0.34
CI +/-	0.85	1.91	0.46	1.02	0.59	1.91
Rank						

Humanities pillar						
			All	Dis		
Entries			151	41		
Score			0.6	0.4		
CI +/-			0.2	0.4		
Rank			10			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Entries	35	13	75	21	41	7
Score	0.85	0.83	0.53	-0.02	0.51	0.84
National	0.00	0.20	0.00	0.15	0.00	0.08
Difference	0.85	0.64	0.53	-0.17	0.51	0.76
CI +/-	0.48	0.79	0.33	0.62	0.44	1.07
Rank						

Significance tests for overall progress scores of all pupils and disadvantaged pupils in the school compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils). Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils. CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.



**KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages)
For all and disadvantaged pupils (Dis)**

	All	Dis	
National	Figure for national all	Figure for national other	

	4+ pupils above national
	3 pupils above national
	3 pupils below national
	4+ pupils below national

Attainment													
grade C or above						grade A or above							
Science pillar													
		All		Dis				All		Dis			
Entries		219		58				219		58			
School %		74		60				17		7			
National %		64		69				16		19			
Difference %		11		-9				1		-12			
		Low		Middle		High		Low		Middle		High	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Entries		42	17	115	29	56	10	42	17	115	29	56	10
School %		31	29	77	66	100	100	0	0	5	3	54	30
National %		14	16	57	61	92	94	0	0	5	5	39	41
Difference %		17	13	21	5	8	6	0	0	1	-2	15	-11
Diff (no of pupils)		7	2	23	1	4	0	0	0	0	0	8	-1

Languages pillar													
		All		Dis				All		Dis			
Entries		68		11				68		11			
School %		81		91				25		36			
National %		70		72				25		26			
Difference %		11		18				0		10			
		Low		Middle		High		Low		Middle		High	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Entries		10	2	34	7	21	2	10	2	34	7	21	2
School %		50	50	76	100	100	100	30	50	12	29	33	50
National %		34	35	55	57	86	87	11	12	10	10	36	37
Difference %		16	15	21	43	14	13	19	38	2	18	-3	13
Diff (no of pupils)		1	0	7	3	2	0	1	0	0	1	0	0

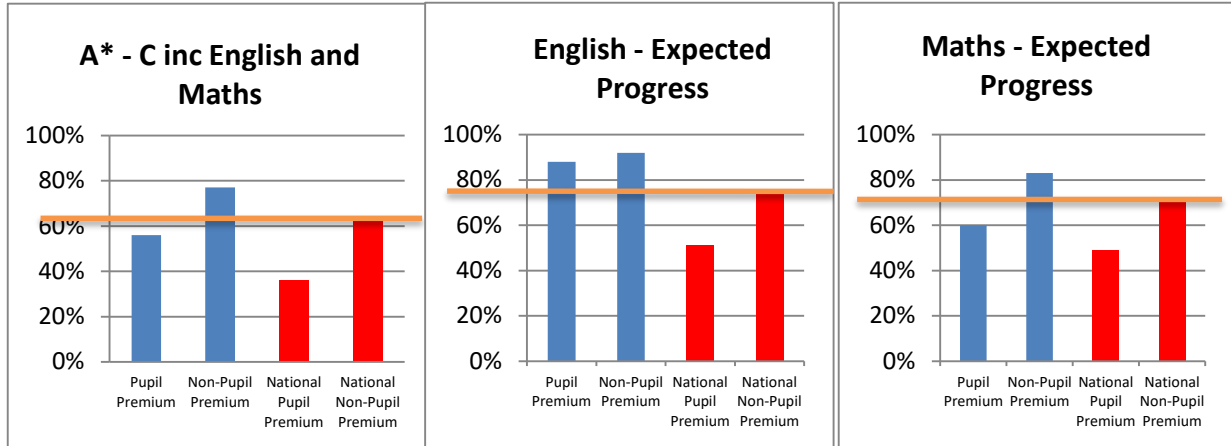
Humanities pillar													
		All		Dis				All		Dis			
Entries		154		43				154		43			
School %		66		47				22		12			
National %		64		69				23		27			
Difference %		3		-23				-1		-16			
		Low		Middle		High		Low		Middle		High	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Entries		35	13	75	21	41	7	35	13	75	21	41	7
School %		29	31	65	38	100	100	0	0	12	5	59	57
National %		15	19	56	61	91	92	1	1	11	12	49	52
Difference %		13	12	9	-23	9	8	-1	-1	1	-7	9	5
Diff (no of pupils)		4	1	7	-4	3	0	0	0	1	-1	3	0

Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).
 For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).
 Attainment shading is displayed for prior attainment groups only. It is applied where the difference from national is equivalent to 3 or more pupils.



Headline Figures

	Pupil Premium		Non Pupil Premium		National Others 2015	Gap to National (based on 2015 figures)	
	2015	2016	2015	2016		2015	2016
5 A* - C including English and Maths	47%	56%	75%	77%	63%	-16	-7
5 A* - C	52%	71%	86%	85%	72%	-20	-1
5 A* - G	89%	94%	99%	98%	96%	-7	-2
Average Capped Points Score	271	313	342	353	327	-56	-14
Pupils making expected progress in English	66%	88%	78%	92%	74%	-8	+14
Pupils making 4 levels of progress in English	17%	23%	23%	39%	34%	-17	-11
Pupils making expected progress in Maths	49%	60%	82%	83%	72%	-23	-12
Pupils making 4 levels of progress in Maths	20%	21%	31%	40%	30%	-10	-9
Progress 8	N/A	+0.39	N/A	+0.6	+0.12	N/A	+0.29
Attainment 8	N/A	48 (C-)	N/A	56 (B-)	52	N/A	-4
Value Added	994.87	1032.25	1030.06	1045.23	1008.7	-13.83	+23.55



Individual Subject Performance - expected progress	2015/16			Gap Change	
	Actual Results				
	PP	nPP	Gap		
Art	100.0%	100.0%	0.0%	-1.0%	Narrowing
CiDA	100.0%	100.0%	0.0%	-4.1%	Narrowing
Computer Science	36.4%	39.4%	3.0%	-18.3%	Narrowing
ICT	100.0%	90.9%	-9.1%	-2.9%	Narrowing
Drama	72.7%	92.9%	20.1%	-0.7%	Narrowing
Btec Engineering	100.0%	97.6%	-2.4%	-9.4%	Narrowing
Food	100.0%	100.0%	0.0%	-11.4%	Narrowing
Graphics	100.0%	87.5%	-12.5%	-24.8%	Narrowing
Textiles	100.0%	93.8%	-6.3%	-23.9%	Narrowing
English Language	88.0%	92.0%	4.0%	-4.8%	Narrowing
History	60.0%	67.8%	7.8%	-17.2%	Narrowing
Maths	60.0%	83.0%	23.0%	-9.4%	Narrowing
Media Studies	100.0%	97.0%	-3.0%	-2.4%	Narrowing
French	85.7%	63.0%	-22.8%	-44.5%	Narrowing
Polish	100.0%	100.0%	0.0%	0.0%	No Change
Spanish	75.0%	70.8%	-4.2%	-4.2%	Narrowing
BTEC Music	100.0%	95.5%	-4.6%	-71.3%	Narrowing
BTEC Sport	100.0%	100.0%	0.0%	-25.3%	Narrowing
Life & Society	22.7%	34.8%	12.1%	-4.5%	Narrowing
Religious Studies	87.5%	96.2%	8.7%	-23.3%	Narrowing
BTEC Science	100.0%	100.0%	0.0%	-11.5%	Narrowing
BTEC Science Principles	100.0%	100.0%	0.0%	-22.2%	Narrowing



Other Impact

- Significantly above National figures for the disadvantaged in English, Maths and the Basics.
- 100% of disadvantaged pupils taking the EBACC achieved the EBACC against 89% of Non-disadvantaged giving us an in school gap positive gap of +11.
- The number of disadvantaged pupils achieving 5 A*/A increased by 2%
- The number of disadvantaged pupils achieving 3 A*/A increased by 5%
- The number of disadvantaged boys achieving A*/A increased by 5%.
- Both disadvantaged boys and disadvantaged girls improved on the percentage of A/A* grades.
- The number of Fixed Term Exclusions in 2015/16 dropped by 11% for Pupil Premium (following a 14% drop the previous year) leaving us with an in school gap of 2%.
- The attendance gap narrowed from 5.1% in 2013 to 3.9% in 2014 and culminating in a gap of -0.9% in 2015/16.
- Persistent Absence Authorised has an in school gap of -0.4. This gap has narrowed on the previous year.
- Persistent Absence Unauthorised has an in school gap of -0.6. This gap has narrowed on the previous year.



Testimonials

In 2014, we received a letter from Rt Hon David Laws MP Minister for State for Schools congratulating us on our excellent progress towards disadvantaged pupils. The school measure for 2013 **placed us within the Top 100 of secondary schools nationally.**

In 2014, RAISE Online posted us as Sig + for the progress of Disadvantaged Students for both English and Mathematics.

In 2012, OFSTED said the following: “Between Years 7 and Year 11 students, including those supported by the pupil premium and those who are disabled or have special educational needs, make good progress in most subjects. Students who have a hearing impairment receive effective support which allows them to make the same progress as their peers”.

In 2014, OFSTED said the following: “The spending of the pupil premium funding has been effective in supporting personalised learning and mentoring programmes, targeted at the disadvantaged, so that their learning gains are becoming more rapid and is supporting the closing of gaps well overall.”



Funding

Number of pupils classed as Pupil Premium in academic year 2016/17: 383

Pupil Premium = £935 per pupil

This means that the academy receives approximately £376,105 per year to spend on our Disadvantaged Students.

It should be noted that the above figure is not completely exact. The Academy receives the funding quarterly in arrears AND it is calculated by Financial Year – so in the last Financial Year we had 399 pupils who were eligible for funding however this dropped to 383 in September when the cohort and numbers changed.

For the purposes of this report, we will use the above total for calculations.

A snapshot of what we spend our Pupil Premium funding on

Careers/Aspiration	Thomas Transition	NEET Intervention
Lexia literacy program	Accelerated Reading	Reading Age intervention
Maths intervention	English intervention	KS3 Mentors
Y10 Mentors	Y11 Mentors	Homework Club
Off Site Learning	Alternative Provision	Attendance intervention
After School Clubs	Boosters	Revision Report
LSA Mentoring	Staff CPD	Core Skills Group
EAL Mentoring	Assertive Mentoring	SIMS
Extra English Lessons	Extra Maths Lessons	Inclusion Working Group



Castleford Academy – Closing the Gap Summary

As you can see, Castleford Academy has been steadily closing the gap over the last 5 years. The results in 2014 showed a widening in the gap due to our Disadvantaged cohort doubling, a larger amount of Low Ability pupils eligible for the pupil premium (Low ability pupils have been shown to progress less than more able) and due to a drop in our English results (which reflected a national drop). In 2015 we have steadied the gap in English and the whole school measure. In maths, we have targeted a significant amount of intervention into Y10 and, as the predictions for 2016 show, the gap is predicted to close significantly over the next two years.

Results Year	Group	5A*C inc EM	Eng 3LP	Maths 3LP
2012	FSM	50%	77%	57%
	Non-FSM	70%	91%	74%
	National	64%	72%	73%
	In-school Gap	-20 -24	-14 +5	-17 -16
2013	Pupil Premium	51%	76%	56%
	Non-PP	65%	84%	69%
	National	67%	74%	76%
	In-school Gap	-20 -16	-14 +2	-17 -20
2014	Pupil Premium	41%	58%	53%
	Non-PP	62%	80%	79%
	National	55%	70%	65%
	In-school Gap	-21 -14	-22 -12	-26 -12
2015	Pupil Premium	47%	66%	49%
	Non-PP	75%	78%	82%
	National	63%	74%	72%
	In-school Gap	-28 -16	-12 -8	-33 -23
2016	Pupil Premium	56%	88%	60%
	Non-PP	77%	92%	83%
	National Others (2015)	63%	74%	72%
	Gap to Nat Others	-19 -7	-4 +14	-23 -12
2017 Predictions	Pupil Premium	60%	86%	68%
	Non-PP	74%	95%	86%
	National Others (2015)	63%	74%	72%
	Gap to Nat Others	-14 -3	-9 +12	-18 -4



Pupil Premium Policy 2016-17

All members of staff, governors and teaching assistants accept responsibility for Disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the Academy environment.

The Academy is committed to 'Narrowing the Gap' between disadvantaged pupils and the pupil premium will form a vital part of that process. Due to recent changes in DfE policy of measuring the "gap" we will aim to reduce the "Gap to National Others" in each area (although some focus on narrowing the "in-school gap" will also continue in other areas (for example Subject Levels of Progress excluding EBACC subjects).

The Trustees and governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the Academy environment

Reporting Pupil Premium

It is the responsibility of the Trustees to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. Castleford Academy will publish details of a report online annually from September 2012. This report aims to detail information on how Pupil Premium has been used within the Academy. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress.

Regular reports will be presented on the progress of pupils supported by Pupil Premium to the finance and personnel committee at Castleford Academy.

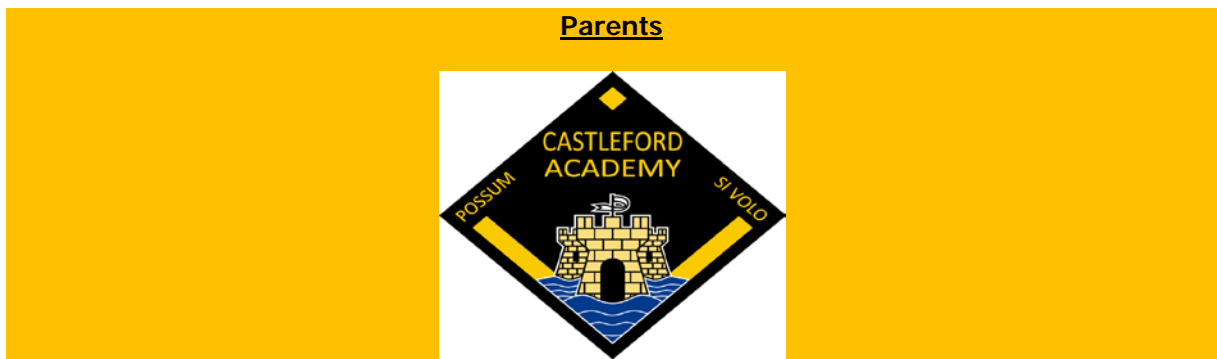
Reporting to Parents

Parents will be able to obtain information on the pupil premium via the academy's website. This will be updated annually.



Responsibility for Reporting

The responsibility for the report will be given to a member of the Senior Leadership Team who has responsibility for Pupil Premium. This report will be supported by key providers of inclusion services and Subject Leaders within the Academy. Staff who take the lead on inclusion provision will be asked to report on the intervention in place for key pupils and the impact that intervention has had.



The Trustees and Governors of Castleford Academy have agreed that funding from the pupil premium will be used for intervention on all pupils who are eligible for the Pupil Premium. They will have continuous access to this funding. The Academy identifies Disadvantaged pupils for whom the pupil premium will have most impact and allocates intervention accordingly.

Monitoring of Disadvantaged pupils and their achievement is completed regularly following each report cycle.

Disadvantaged denotes pupils who have been on FSM at any point in the past six years, including those who have been eligible at their primary school – it also relates to Looked After pupils and Service Children.

Closing the Gap Headline figures 2015/2016

88% of our pupils (up 22% on last year) who were eligible for pupil premium funding made 3 or more levels of progress in English (compared to 74% national others figure from 2015 data sources giving a positive gap to national of +14)

60% of our pupils (up 11% on last year) who were eligible for pupil premium funding made 3 or more levels of progress in Maths (compared to 72% national others figure from 2015 data sources giving a gap to nation of -12)

56% of pupils (up 9% on last year) who were eligible for pupil premium funding made 5A*-C including English and Maths (compared to 63% national others figure from 2015 data sources giving a gap to national of -7)

A progress score of +0.57 was recorded by our disadvantaged pupils in the 2016 results compared to a progress 8 score of +0.12 for all pupils nationally in 2015.



Quality Assurance documentation

Intervention type	Format of Report	Held By	Line Manager
Literacy Base	Reading Tracker	Catherine Richards, Shirley Howe	Jane Hayden
Fresh Start reading (below 7.5)	Reading Tracker	Lynn Paige	Jane Hayden
Step Up	Mentoring reports	Jo Gray	Sarah Longley
KS3 Mentoring	Mentoring reports and evaluations	Jo Gray	Sarah Longley
KS4 mentoring	Mentoring reports and evaluations	Jackie Siddall and Sandra Hobson	Jo Cross
Offsite	Timetables for Off Site learning	Katie Oldroyd	Elaine Wells
LSA mentoring	Individual pupil reports	Allocated LSAs	Jane Hayden
Social skills group		Sally Addy	Jane Hayden
EAL mentoring	Mentoring reports	Kate Gresswell	Jo Gray
NEET Interventions	NEET Tracker	Katie Oldroyd	Simon Prinsep
Lexia	Lexia Tracker	Ellis Betteridge	Alison Wainwright
Accelerated Reader	Accelerated Reader Report	Kay Stroud	Alison Wainwright
Maths Intervention	Maths intervention report	Suzanne Lyons, Jenny Howitt, Richard Clement	Paul Jennings
English Intervention	English intervention report	Ellis Betteridge, Gaynor Redfearn	Richard Collins
Assertive Mentoring	Mentoring reports and evaluations	Sandra Hobson, Jackie Siddall	Jo Cross
Staff CPD	Evaluations	Gemma Scothern	Sam Stevens
Core Skills	Individual Pupil Reports	Eloise Wiggan	Elaine Briggs
Boosters/Workshops	Individual Pupil Reports	Various	Jo Cross
Attendance Intervention	Attendance Report	Hannah Proda, Claire Rhodes	Sarah Longley



Case Study 1

Pupil One

Pupil Premium Status

Reading Age in Y8 = 6.5 years old

KS2 English = Level 2b

KS2 Maths = Level 1

Impact: 5LP in English, 5LP in Maths, 5 A*- C

Pupil One is now in his second year at college and is on track for a distinction in Health and Social Care BTEC Level 3. They are planning on going to University to study Nursing. We are very proud of Pupil One and they have agreed to come back in and talk to a selection of Pupil Premium pupils with similar starting points to see if some of that inspiration can be passed on.*

FFT % Chance of 5 A* - C	28%	No of A* - C	6
FFT % Chance of 5 A* - C inc Eng and Maths	1%	5 A* - C inc Eng and Maths	100%

KS2 English	2b	Y8 English	3b	Y9 English	3a	FFT Target	E	GCSE English	C	Levels of Progress	5
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KS2 Maths	1	Y8 Maths		Y9 Maths		FFT Target	F	GCSE Maths	C	Levels of Progress	6
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Pupil Premium Interventions

Red Group Mentoring
 Sandra Hobson – KS4 Mentor
 English Form and Maths Form Intervention (2 hours extra per week)
 English Boosters (1 hour extra per week)
 Maths Boosters (1 hour extra per week)
 Spelling Squad (1 hour over per week over two terms in Y9)
 English 1-2-1
 Maths 1-2-1
 Step Up visits – regular – informal support
 Reading intervention
 Accelerated reader/Book quizzes
 Extra-curricular/Enrichment?



Examples of Interventions that Pupil One received and their impact.

Y7 Intervention – Reading Recovery

STAR Reading test shows reading age of 7.11 – referred to Reading Recovery

Test Date	Reading Age
27/11/09	7.11
Nov '09	7.03
Nov '09	7.09
Dec '09	8.09
Jan '10	8.02
Jan '10	10.02
Mar '10	9.11
June '10	10.02

During this time, Pupil One's English Level went from a Level 2c to a Level 2a. Also, from a starting point of 2c, his French, History, Geography, PE and RE went from a Level 2 to a Level 3 and in Music he went up to a Level 4.

Y10 Intervention – Red Band Mentor – Sandra Hobson

Sandra met with Pupil One on regular calendared mentor meetings (half-termly) and then informally as and when needed to.

Y10 and Y11 – English Boosters

% Chance English	40	50	50	60
Assessments	D	D	C	B
Expected Grade English	D	D	D	C

Attendance Intervention

Year Group	Annual Attendance (cumulative)	Interventions
7	96.2%	None
8	84.6%	Assistant HOY Report, Home visit
9	75%	Direct meetings with HP, 2 x home visits
10	78.9%	Rewards program, Signing in/out card, AHOY Report, Mentoring by HP
11	87.2%	AHOY Report, assertive mentoring by HP, Positive reinforcement.



Summary of Pupil Premium, Interventions and Impact

Interventions

Literacy Base

Pupils receive intensive reading recovery if they record a reading age of less than 9.5 years. Reading recovery is applied until they reach a similar reading age as their peers.

Impact: 73 Pupils received Reading Recovery this year adding an average of 2.5 years over a year of recovery. Literacy Base is a well established resource that has been working with our most disadvantaged readers (Pupils with a reading age of under 9 years old who are also eligible for pupil premium) for many years. The impact of Literacy Base can also be shown in the rise of expected progress in English this year of 22% and the positive gap to national others of +14.

Step-Up Resource Base

A base used by our disadvantaged and vulnerable pupils for pastoral support, transition programmes, long term referrals, EBD interventions, curriculum support, KS3 Mentoring, 1 – to – 1 support, EAL support, group work, equipment support, uniform support or even a safe place to go – they even supply breakfast.

Impact: Difficult to measure but there have been 625 visits to Step-up by disadvantaged pupil for some or all of the support and 72 pupils eligible for the pupil premium have received mentoring at KS3. All Looked After Children (11) also receive our LAC Mentor for regular meetings.

Curriculum Support English

Disadvantaged pupils who are 2 sub-levels or more below their target level receive either 1to1 teaching from a qualified English teacher or group coaching from our Curriculum Support Assistant on a range of spelling, punctuation and grammar interventions. This is targeted at KS3.

At KS4 we have the English form which is a form of pupils at risk of underachieving who receive daily interventions in form time and 1 extra hour per week of English teaching from the Head of English.

Impact: 233 pupils eligible for the Pupil Premium have received intervention this year (the support has been running for several years) and this has led to a gap to National Others of +14% this year.

Curriculum Support Maths

Pupils are tested each half term to track their progress and understanding throughout KS3 and KS4. Once pupils have been identified for intervention support they are given additional support during maths lessons as well as extra intervention sessions on a 1-1 basis. Both of these interventions are delivered by a Maths Mentor who is directed by the class teacher. The Maths Mentors record which topics pupils are struggling with and deliver targeted sessions to address any gaps or misconceptions the pupils may have.



Impact: 164

Pupils have currently received support from a Maths Mentor. We are predicted to add 9% to the PP 3LP total in 2016 results due to the significant amount of intervention taking place with Y10 last year – this has continued into Y11 with Pupil Premium only classes and pupils eligible for the pupil premium receiving a regular form time intervention from the Head of Department. We are within 12% reach of the National Others figures and have closed the in-school gap by over 10%.

Monitoring, Tracking and Targets

A suite of computer programs bought in and used to analyse data, set targets and make predictions. SIMS is used to track progress at micro teacher level and monitor progress across the year in relation to targets. 4matrix is used to analyse data with Subject Leaders and Interventions to measure impact and further target crucial areas. A Data Management team is also highly effective in providing up to date data and this provides time for teachers and intervention groups to spend their time teaching and intervening.

Impact: ALL pupils eligible for the pupil premium receive a more aspirational target to ensure they make more progress than non-disadvantaged pupils. At KS3, Pupil Premium pupils are given an extra sub-level to achieve in their target. This academic year will also see the establishment of a “minimum expectations target” and an “aspirational target”. This is to stretch our disadvantaged pupils even further. The impact of our target setting can be found in both English and Maths being within -11 and -9 for 4 Levels of Progress achievement.

Literacy

There is a very successful full Literacy Strategy in place across the academy and has been for many years that has a huge amount of impact (as can be seen in our English results and the performance of disadvantaged pupils in English). The Literacy strategy includes a lot of intervention on disadvantaged pupils such as Reading Buddies, Formtime spellings, Shared Reading, Accelerated Reader and our Lexia program.

Impact: Y7 have improved by 5 months, Y8 by 4 months and Y9 reading ages have improved by 9 months on average for disadvantaged pupils accessing literacy intervention. 113 million words have been read on the accelerated reader program. Again the impact can be found in 88% of our pupils eligible for the Pupil Premium achieving expected progress in English showing a positive gap to National Others of +14.

Seating Planner

A simple intervention with a program bought in (and co-developed by our Data Manager – we have been using a prototype for years) that allows a teacher to create a seating plan and highlights the pupils eligible for the pupil premium and updates itself in conjunction with data changed on SIMS.

Impact: Teachers are able to differentiate much more effectively and it also frees up time for them to teach and intervene. The impact for this is that teachers can provide an extra level of support to their Pupil Premium pupils. The impact for this can be shown in our outstanding Subject performance in relation to expected progress. 22 of our subjects have narrowed or closed the gaps. Impact can also be shown in our Progress 8 score for disadvantaged pupils being +0.57.



Assertive (KS4) Mentoring

Pupils eligible for the Pupil Premium are allocated a full time mentor. Following each report cycle, pupils receive an intensive meeting where interventions are put into place (extra workshops, boosters, liaising with teachers, etc.,).

Impact: All pupils eligible for the Pupil Premium receive a full-time mentor (Sandra, Jacqui, Jason or Tracey) who follow an intensive assertive mentoring program. Again, the performance in individual subjects where a staggering amount have narrowed the gap demonstrate that this is having an impact. 22 of our subjects have narrowed or closed the gaps. Impact can also be shown in our Progress 8 score for disadvantaged pupils being +0.57.

Offsite Mentoring

Pupils where it is clear that a standard curriculum is not appropriate are offered a wide range of offsite courses (focus training, early college transfer, firefighters, hair and beauty, etc.,). Mentors support pupil progress and English and Maths intervention is continued through lesson 6s and 1-to-1 coaching to ensure no time is lost.

Impact: 55 disadvantaged pupils received an alternative curriculum this year across Y9, 10 and 11. These pupils passed their courses.

Boosters/Half Term Workshops

A range of boosters and half-term workshops held for pupil premium pupils where any underachievement is evident or where a teacher is concerned underachievement may occur.

Impact: The impact of these interventions can be found in our 5 A* - C figure and the number of pupils achieving 3LP and 4LP in English and Maths in the 2014, 2015 and 2016 results which shows continuing improvement and the narrowing/closing/exceeding of the gap in 2016. Please see Subject data for more evidence of impact.

Assistant Headteacher

An Assistant Headteacher appointed with overall responsibility for the narrowing the gap between the progress of Disadvantaged and Non-Disadvantaged Pupils.

Impact: The impact of this appointment can be shown by us closing the gap to National Others for the second year running on 5ACEM, 5AC, 5A*/A, 3LP English, 4LP English, 3LP Maths, 4LP Maths, Progress 8, Attainment 8 and our Value Added score of 1032.5 in the 2016 results.

Attendance

The attendance officer has worked closely with students, families and education welfare officers to reduce absence.

Impact: The gap between PP and non PP students reduced from 5.1% in 2013 to 3.9% in 2014 and has now reduced to an in-school gap of 0.9%.



Revision Materials

Our disadvantaged pupils received a revision pack including equipment, books, subject specific materials, etc.,

Impact: This impact can be shown across the board in the performance of the Academy results in 2016.

Core Skills

A group set up for the most vulnerable pupils on transition from primary to secondary. Pupils receive targeted lessons focused on Literacy and Numeracy amongst other topics to help transition them into secondary school and catch-up where they are behind.

Impact: 69% of core skills are disadvantaged pupils.

University Visits

Since Y9, University Trips have been allocated to those pupils eligible for the pupil premium and for those pupils who have no history of university in their family through a range of outside trusts (Future Scholars Trust, Thomas Transition group with Leeds University, University of York, Leeds Beckett University etc.,)

Impact: NEET Figures of 5.1% last year which is 3% below the National Average. Predicted NEET figure of 3.2% this year which would be 5% below national figure.

Homework Club/KS3 Intervention

Several homework clubs have been set up focusing upon pupils eligible for pupil premium who are not making expected progress. These include: compulsory booster classes for English and Maths, drop in Lexia and homework support club with literacy and numeracy mentors present. Step-up homework club is also in place for EAL pupils in particular (most of these are PP) and library boosters in place for those with low reading ages.

Impact: Disadvantaged pupil’s amount of words read has increased across the year and behaviour logs of homework have also decreased for Pupil Premium. More appropriate interventions have occurred for Disadvantaged pupils this year than ever before. Y7 and Y8 Low Attainers progress gap shows that Pupil Premium pupils have outperformed Non-Pupil Premium in English and Maths after extensive Pupil Premium intervention. Y7 and Y8 Middle Attainers progress gap has completely closed in Maths after extensive KS3 Pupil Premium intervention.

Attendance to KS3 Homework Club			
	Y7	Y8	Y9
% of Year Group	47%	49%	19%
% of homework attendees who are PP	35%	40%	53%
% of PP pupils who attend homework club	48%	60%	29%



Staff CPD

A range of CPD is delivered to staff around strategies for improving the progress of pupils eligible for the pupil premium through Friday morning briefings, whole school CPD, subject meetings, external providers and attendance of staff on courses and conferences.

Impact: Improvements in teaching and intervention and impact is reflected in the 3LP figures. It is also reflected in the 22 subjects narrowing or closing their gap and the closing of all gaps to National Others.

Y7 Writing Experience Workshop

Through a staff consultation on Pupil Premium, it was identified that many pupils eligible for the Pupil Premium struggled with imaginative writing as well as basic SPAG. It was also found that these types of pupils didn't have a lot of opportunities to have life enriching experiences. The English department took all of the pupils in Y7 to the theatre to see a play. They taught a series of pre-lessons and post-lessons to create a detailed and accurate piece of imaginative writing. This meant that pupils received life enrichment, opportunities to develop imaginative writing and also opportunities to work on extra SPAG skills.

Impact: 65 pupils attended both the theatre and the workshop and the average writing level rose by 1 whole sub-level within 5 or 6 lessons. Over half of the pupils improved their accuracy by a significant margin.

Maths Revision Hotel

Consultations with pupils and parents who were eligible for the Pupil Premium showed that pupils struggled to have a place to revise, to sleep well, to eat well and to know how to revise. It was decided that carefully selected Y11 pupils would spend 5 days at a hotel immediately preceding their first maths exam. They were taken to and from school, received free meals, had use of the gym and pool and received extra lessons after school at the hotel in conference facilities and extra workshops. Study sessions were also put on.

Impact: Of the pupils eligible for the Pupil Premium and measured using a mock exam before the Hotel Intervention, 57% moved up 1 whole grade and 42% moved up 2 whole grades. In the final results

Pupil Premium Phonecalls

Attendance was analysed for our pupils eligible for the pupil premium and it was found that Y10 attendance was the weakest. A pilot program was set up for pupils to receive intervention. The highest attendance was rewarded to ensure they sustained it. Pupils above 95% were offered a reward for perfect attendance for the next 4 weeks. Those under 95% received a "wake-up" call. A member of staff was allocated that pupil and a phonenumber made at around 8am each day (or as and when needed) to ensure the pupils was up and ready. They were also congratulated during the day for attending.

Impact: Average Pupil Premium attendance for Y10 moved up 0.3%. The pilot was tried out on a sample of 22 pupils and average attendance moved up 0.2% so far. Verbal feedback from Pupils and Parents reports are positive but it is early days.



Pupil Premium Parent Evenings

Parents reported through consultations that they did not know how to assist their child with revision. A Y11 Maths Parent Event was held for pupils eligible for the pupil premium and a parent or carer to attend. There was a 50% turn out and some pupils attended without their parents. Feedback was very successful so a Maths and English Parent Event was held in the morning for Y7 parents.

Impact: 42% of pupils attended improved by one whole grade, 21% improved by 2 grades and 21% improved by 3 grades by the end of the academic year. In the 2016 results, 72% of these pupils achieved a C grade or higher in their Maths GCSE.

Rise to Read

Pupils who are pupil premium and have a low reading age are asked to attend school from 8am until 8.30 to complete a Lexia computer program. This program improves reading and writing skills.

Impact: The impact of this measure can be found in the improvement of the pupils' reading ages across the year.



Intervention – Curriculum Support English

Staffing: Gaynor Redfearn LSA
Anna Penny LSA

Line Manager: Richard Collins HOD
Kellie Wilby (Intervention Leader from Sept)

Quality Assurance: Intervention Tracker Report



Cost: £23,428 pa

Referral Criteria: Based on half-term assessments, pupils who are two or more sub-levels below English target are taken for English interventions in writing skills, spelling, punctuation and grammar (all following teacher intervention). Following successful intervention, priority is then given to pupils who are one sub-level below target. Group sizes vary from 3-6 pupils.

Exit Criteria: Pupils are given regular intervention for a set period of weeks. They are tested before and after intervention to track progress.

Numbers of Pupils:

Yeargroup	Number of Pupils
7	35 PP
8	27 PP
9	16 PP
10	-
11	-
Total	78

Impact	Evidence
<p>Students who are below their target after half term assessments are put forward for intervention. These students are then grouped by ability and are given one hour per week of English intervention - either writing or reading intervention depending on what the students needs. However, we plan to change this in September by giving the students a combination of the two.</p> <p>Following intervention, we complete a record of what each student has covered - and then the student completes an assessment. The class teacher then levels this assessment and the level is also recorded on SIMS. In addition, students complete a tracker of what they have achieved each session - this is handed to the class teacher once the intervention is complete.</p> <p>The majority of students do show progress in achieving a higher level to what they are at the beginning. If a student achieves the same level as they did at the beginning, we try to give them further intervention in the next half term groupings.</p>	<p>All data regarding intervention sessions and pupil progress is recorded on SIMS. The mark-sheet is labelled INTERVENTIONS.</p> <p>We record what sessions have taken place, which topics have been covered, and all baseline/end of intervention tests.</p>

Case Studies
Pupil A – baseline test 4A: end of intervention test 5B
Pupil B – baseline test 3B: end of intervention test 4C
Pupil C – baseline test 4A: end of intervention 5B
Pupil D – baseline test 4B: end of intervention 5B

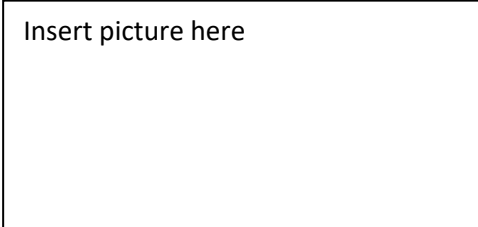


Intervention – Maths

Staffing: JH/ SL/ RC

Line Manager: PJ

Quality Assurance: Current grades and progress checked during each report cycle to identify where interventions have been successful/need to be improved.



Cost: £40,073 pa

Referral Criteria: Pupils who are eligible for PP funding and who’s current level (KS3) or current grade (KS4) is more than one full level/ grade below their target grade for the previous report cycle.

Exit Criteria: Once pupil’s current grade/ level is in line with their target grade/ level.

Description: Pupils are tested each half term to track their progress and understanding throughout KS3 and KS4. Once pupils have been identified for intervention support they are given additional support during maths lessons as well as extra intervention sessions on a 1-1 basis. Both of these interventions are delivered by a Maths Mentor who is directed by the class teacher. The Maths Mentors record which topics pupils are struggling with and deliver targeted sessions to address any gaps or misconceptions the pupils may have.

Numbers of Pupils:

Yeargroup	Number of Pupils
7	31
8	41
9	31
10	8
11	39
Total	150

Impact	Evidence
<p>Most of the pupils who are eligible for PP funding are low attainers from KS3. In order to help them achieve 3LP to KS4 these pupils are given extra support both in and out of lessons.</p> <p>Much of the time in 1-1 sessions is used to boost pupils’ confidence in order for them to have a more positive and resilient attitude towards the subject and enable them to take ownership of their progress in maths.</p>	<p>Pupils current grades are reassessed each half term as part of the assessment calendar. Maths Mentors keep a record of pupils, topics and assessments centrally track which pupils require further intervention.</p>

Case Studies
See appendix – Maths Case Study



Intervention – Literacy Base

Staffing: Catherine Richards LSA
Shirley Howe LSA

Line Manager: Jane Hayden SENCO

Quality Assurance: Reading Tracker Report

Cost: £37,190pa

Referral Criteria: Pupils who are eligible for the Pupil Premium with a Reading Age under 9.5 years old according to the STAR Reading Test.

Exit Criteria: Once the pupil has recovered their Reading Age to a level in line with their peers.

Description: All pupils are tested through Star reader. This gives us a baseline in which to offer support. Two literacy mentors work within small groups and 1-1 sessions to improve pupils who have a reading age of 7.5 – 9.5. This has shown good improvement in the reading ability of the pupils who access it. In addition, another mentor works with the pupils who have reading age of below 7.5. This tends to be in smaller group sessions or 1-1 sessions depending on the needs of the pupil.



Numbers of Pupils:

Yeargroup	Number of Pupils
7	40
8	13
9	11
10	7
11	2
Total	73

Impact	Evidence																								
<p>The majority of our disadvantaged pupils who are eligible for the Pupil Premium arrive into our KS3 with levels below the National Average (Level 3s in their SATS). They also have very low Reading Ages. They work in Literacy Base in small groups and on a one-to-one basis over the year to improve their reading age.</p> <p>All pupils who come into Literacy Base improve their Reading Age beyond normal development rates and in Y7 (where most of the intervention occurs) they are moved forward on average 3 and a half years in the space of one year. This helps improve overall levels of literacy in these pupils and ultimately levels in all subjects.</p>	<p>Evidence can be found in the Reading Tracker in M: shared/ reading interventions/ reading tracker.</p> <p>Evidence can also be found in individual pupil’s reports.</p> <p>A summary of evidence here:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>No. of pupils</th> <th>Average starting Reading Age</th> <th>Average finishing Reading Age</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>40</td> <td>7.5</td> <td>11</td> </tr> <tr> <td>8</td> <td>13</td> <td>7.8</td> <td>8.9</td> </tr> <tr> <td>9</td> <td>11</td> <td>7.51</td> <td>10.2</td> </tr> <tr> <td>10</td> <td>7</td> <td>8.34</td> <td>10.5</td> </tr> <tr> <td>11</td> <td>2</td> <td>9</td> <td>10.1</td> </tr> </tbody> </table>	Year group	No. of pupils	Average starting Reading Age	Average finishing Reading Age	7	40	7.5	11	8	13	7.8	8.9	9	11	7.51	10.2	10	7	8.34	10.5	11	2	9	10.1
Year group	No. of pupils	Average starting Reading Age	Average finishing Reading Age																						
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8	13	7.8	8.9																						
9	11	7.51	10.2																						
10	7	8.34	10.5																						
11	2	9	10.1																						

Case Studies
<p>Pupil E arrived with a KS2 English level of 2a and a Reading Age of 7.02. After 20 hours of Literacy Base intervention she had a reading age of 14 and was NCL 4b. She moved 6 years and 3 months in Reading Age and 5 sub levels in the space of one year.</p> <p>Pupil F arrived with a KS2 English level of 3c and a Reading Age of 7.03. After 20 hours of Literacy Base intervention she had a reading age of 14 and was NCL 4b. She moved 6 years and 3 months in Reading Age and 4 sub levels in the space of one year.</p>



Intervention – Step Up Resource Base

Staffing: 1 x LSA
2 x Learning Mentors

Line Manager: Resource Base Manager - Jo Gray

Quality Assurance: Each report cycle – pupil information

Cost: £65,564



Referral Criteria: Step Up works with our most vulnerable pupils on a daily basis and through long term referrals. It offers pastoral support for referred pupils, mid year transition programmes and as well as curriculum support focusing particularly on Maths and English. Key Stage four pupils can be referred to Step Up to spend additional time on the Maths and English curriculum.

Exit Criteria: Decided between mentors, LSA, HOY and Senior Staff on a case by case basis.

Description: Staffed by one LSA and two mentors, Step up is also the Key stage 3 mentoring base. A mentor is allocated to work with the most vulnerable pupils in years 7/8 and to support a personalised curriculum model. An additional mentor supports all pupils who are Ever 6 with regular progress checks and 1-1 meetings as early as Year 7. EAL support is also offered through Step Up with small group work sessions and 1-1 support taking place. In addition, small groups work sessions run when needed on everything from telling the time to handwriting improvement and times table support. Daily support is given to the most vulnerable pupils with everything from providing equipment and uniform, offering a safe place to go or even providing breakfast.

Numbers of Pupils:

Yeargroup	Number of Disadvantaged Pupils	
	Step Up Visits	Mentoring
7	112	34
8	111	20
9	111	23
10	83	7
11	136	9
Total	553	93

Impact	Evidence
Step-up offers a safe environment for all pupils to receive the help and support needed on a daily basis. A large amount of disadvantaged pupils eligible for the Pupil Premium visit this resource for a variety of reasons (both pastoral and academic) allowing them to feel supported and included and able to overcome barriers to learning.	<p>The support and care given to our disadvantaged pupils eligible for the pupil premium from Step Up resources has had a positive effect on attendance figures and behavior/exclusions for all pupils.</p> <p>This has also benefitted disadvantaged pupil's well being and happiness allowing them to access learning.</p> <p>Evidence for all this can be found in the increase in disadvantaged pupils English 3LP, overall 5A*CEM, Attendance, NEET figures and reduction of behavior logs and exclusions. Further evidence can also be found in individual pupil's reports and achievements.</p>

Case Studies
<p>Pupil G – Y7 – Y9 - After the death of her parents she was unable to attend lessons and was given both academic and emotional support which resulted in improved attendance to lessons. Now in Y9, Pupil G only needs access remote support where necessary and is on track in ALL of her subjects and attendance is at 97%.</p> <p>Pupil H – EAL – Y7 – Y9 – In Y7 Pupil G was a non-English speaker who was accessing limited lessons initially. He now has very good English, lots of friends, socially happy, making excellent progress and even ran for Student Council.</p>



Appendix – Maths Intervention Case Studies

Pupil Premium Case Studies

Pupil A – Female – Deaf or Hearing Impaired

A is a pupil based in the Hearing Unit. She was identified in November 2014 as someone who might benefit from 1-1 or group maths booster lessons with me, as her maths grade had slipped down a sub level from her intake level.

KS2	KS3 Target	Number
2B	3C	10% - 2C

On 24/11/2014 I started to work with A and another pupil from the Unit for one hour per week. At first I found it difficult, as the needs, understanding and comprehension of pupils with hearing difficulties are very different from the fully auditory pupils I was used to working with. I liaised with, and was supported by the staff from the unit as to the best methods to use to enable me to meet the needs of these pupils. I attended literacy lessons in the unit, so that I could recognise how to adjust my support so that they could access the work. I found out that they needed more visual resources and simple, clear, straight forward instructions. I also identified that A also lacked confidence and belief in her potential and abilities.

At first, the other student I worked with appeared to be the more confident of the two, however, as the weeks progressed and A began to understand and achieve more, her confidence grew. She became more focussed, and settled in her work and less distracted. As a result, she has become very enthusiastic to learn, try new skills and achieve. I spoke to A’s maths teacher to let her know how hard she was working with me. She too had notice a big difference in A’s confidence, attitude and achievement.

Data	End of Year Exam	Current Level Y7
45% - 4C	75% - 5C	5C

A was thrilled to get her well-deserved results as she had exceeded her KS3 target level by 2 levels!

Pupil B - Male

After speaking with B’s parents, his HOY put him on ‘Red Card’ to attend ‘Homework Club’ due to him persistently failing to doing his homework. With the support of his parent’s it was decided that B attended P6 after school every night for an hour. His first attendance was on Monday 18th May. At first B was very resentful at having to attend, which was very apparent by his awkward attitude. He also chose to sit in between other students who were disruptive, immature and silly. Because of this poor and unacceptable behaviour, none of them achieved much work and were very distracting to others. The rest of that group were asked to split up and work in the correct manner in the Homework Group, (where they would get support from me or Miss Quipp), or go to the Learning Centre to work, as it wasn’t fair to the other students who wanted to work. They very sensibly chose to work separately.

When B hadn’t got any set homework, he did extra maths (my maths and Lexia) literacy, but he got a little fed up with this (as they had less homework after the exam period). I asked him what other subjects he could do some extra work in and he said he would like to do some art work. He sat quietly, concentrated and produced a really good sketch of a trainer. I helped him to develop it further by showing him some shading methods and he enhanced it further. He ended up going home a little late and explained to his mum that he had been too



engrossed in his work! The next night, I suggested that rather than keep scraps of paper and spoil his work, that he ask HA if she had any spare art books which he could use to keep his work neat and safe. He seemed very pleased with the result.

After praising his work and change of attitude to his HOY, she suggested that I ring his mum as she was very supportive. Mum was very pleased. She told me that at parents evening she had spoken to his MFL teacher who had suggested that some extra support may help B with his French, but mum wasn't sure what had come of that. I contacted his teacher and arranged for B to go to her after school on Wednesday for extra, rather than in Homework Club, as I thought it would be less embarrassing for him. At first B was very determined he wasn't going to attend, but I reminded him that he was leaving early that day and it would get people off his back. He agreed to go. At home time he came to me to let me know it wasn't that bad, and had actually helped him, so much so that Miss was coming down next week to work with him again.

Another piece of homework he had that week, was to make some Shakespearian props as part of an English project. I suggested that it might be a good idea if we could link him with Mr Simpson in DT, who would help him make his chosen dagger. He went down and worked alongside Mr Simpson and has happily produced a really individual wooden dagger. He then went down to maths to get a cube net template to contain his 'poison', which he decorated in a period pattern.

B is not only conforming and completing any homework set, through encouragement and support; he also seems to be enjoying expanding the depth and quality of his work/learning to willingly and enthusiastically produce quality pieces of work. He has even demonstrated forward planning by discussing with me what homework he has outstanding and when he plans to fit it in. He has also encouraged one of his friends to start coming too and arranged with mum to give him a lift home afterwards.

Jenny Howitt – Maths Support

Pupil C

C is a Year 11 pupil who lives with his grandparents in Castleford. He now has a very settled home life but when he was younger he had a volatile relationship with his Mother/Stepfather causing him to leave and consequently, live with his grandparents. Throughout lower school and Year 10 C had countless behavioural issues and even fixed term exclusions mostly due to disruptions in class and being disrespectful/defiant to teachers. His end of year 10 grade was an F

I was asked to start working with shortly after starting here in September 2014 after he was identified to be underachieving. I have concentrated on building a good working relationship with him, taking interest in his hobbies such as football and gaming. I have also been in contact with his Grandparents, giving them updates and positive feedback which C has responded well to.

Throughout the year I have analysed his mocks carefully and liaised with his class teacher to try and concentrate on filling in the gaps in his knowledge of maths during tailored 1-1 sessions. I feel like I have acted as a positive role model to C and working closely with him, he has massively improved his Behaviour around school.



Year 11 has been better for C. There have been no fixed term exclusions and he has really worked hard both in Class and 1-1 with me. In his last mock before his GCSE C achieved D. I am hoping he goes 1 better in his GCSE Exam!

Rich Clement

Y11 Maths Intervention Mentor

Pupil D

D is in a year 9 class taught by Danny Peaker which I support. He can have a hard time with low self-esteem and perceived bullying by peers. I have worked closely with him in class over the past year, and although he has requested a seat at the back of the class to stay out of the way of the other kids, he works hard and is dedicated to his work.

He usually completes tasks set before other pupils and asks for extension work. As one of the hardest working pupils in the class he won a place on a reward trip to the 'Hut' in Airedale. I was a member of staff on the trip, which pleased him as he didn't want to mix with the rest of the pupils on the trip, preferring to play pool with me.

He tells me about his family, and has really come out of his shell. I have begun to talk to selective members of his group.

He was invited on the epraise reward trip but confided in me that his father could not afford to let him go. I have tried to get the person in charge of epraise to re-think the payment terms and now he says he is going on the trip. (I don't know if this is co-incidental).

Pupil E – Y8

E in Year 8 was very unsure in her maths studies, her father asked school if there was anything we could do to help. Mrs Renton suggested intervention which Laura did with me (along with some of her classmates). All of the group enjoyed their extra maths tuition and Laura's confidence was also boosted. In the data exam which E did towards the end of the period of time in which she had intervention she achieved a level 6C - two sub-levels better than her previous exam.

Suzanne Lyons – Maths Curriculum Support