

Pupil Premium (PP) Strategy 2022-2023

| Summary information | | | | | |
|--------------------------|-----------|-----------------------|----------|-------------------------|----------------|
| Academic Year | 2022-2023 | Total PP funding | £266,410 | Date of last PP review | September 2022 |
| Total number of students | 704 | Number of PP students | 261 | Date for next PP review | June 2023 |

| Contextual information (October Census) | | | | Prior Achievement (2022) | | | |
|---|--------------------|-----------------------|-------|--------------------------|-------------------|----------------------|---------------------------|
| Year Group | Number of students | Number of PP students | PP | Measure | PP students (CAI) | Other students (CAI) | Other students (national) |
| 7 | 145 | 55 | 37.9% | E&M (Grade 4+) | 40% | 63% | 76% |
| 8 | 124 | 51 | 41.1% | E&M (Grade 5+) | 14% | 42% | 57% |
| 9 | 137 | 53 | 38.7% | EBacc (Grade 5+) | 3% | 7% | 24% |
| 10 | 146 | 46 | 31.5% | Attainment 8 | 38.3 | 49.0 | 52.6 |
| 11 | 152 | 56 | 36.8% | Progress 8 | -0.53 | +0.10 | 0.15 |
| Total | 704 | 280 | 37.1% | | | | |

| Summer 2023 Results | |
|-----------------------|----------------|
| Progress Whole Cohort | Progress of PP |
| -0.12 | -0.46 |

| Priorities | | Success criteria | Potential Barriers | Planned Expenditure |
|------------|--|--|---|---------------------|
| A | <p>Teaching:</p> <ul style="list-style-type: none"> All PP students to receive 'quality first' teaching. All teaching and teaching support staff to know who the PP students in their classes are and put in place appropriate teaching & learning support for those at risk of underachieving. | <p>PP students to make progress in line with or above other students nationally.</p> | <p>Students in all year groups have entered the academy with attainment that is below national levels.</p> <p>PP students nationally make significantly less progress than other students nationally.</p> | £77,394 |
| B | <p>Targeted academic support:</p> <ul style="list-style-type: none"> Bespoke reading interventions in all year groups for all PP students with a reading age below their chronological reading age. Tracking of PP students' progress in English and mathematics and bespoke interventions where necessary. Continue to improve the progress of SEND PP students. | <p>Reading ages of PP students increases in line with other students.</p> <p>PP students receiving English or mathematics interventions progress at a faster rate than their peers.</p> <p>SEND PP students make progress in line with non-SEND PP students.</p> | <p>PP and SEND students nationally make significantly less progress than other and non-SEND students nationally.</p> | £10,957 |
| C | <p>Engagement:</p> <p>To continue to improve the attendance and reduce persistent absence of PP students.</p> | <p>The gap between PP and other students' attendance and persistent absence is lower in 2022-23 than 2021-22.</p> | <p>PP students nationally have lower attendance and higher persistent absence than other students nationally.</p> | £119,710 |
| D | <p>Enrichment:</p> <ul style="list-style-type: none"> To improve the representation of PP students in the following areas: <ul style="list-style-type: none"> School trips and visits Student voice Student leadership. | <p>40% of students participating in enrichment opportunities will be PP.</p> | <p>On average, PP students have less access to opportunities outside the standard curriculum that require additional funds.</p> | £63,086 |
| | | | | £271,147 |

| Planned Expenditure – Teaching | | | |
|--------------------------------|--|--|---------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| Teaching & Learning (EIN) | <ul style="list-style-type: none"> • PP students have access to devices and Wi-Fi to close the digital divide and ensure equality during periods of remote provision. • Support departments with requests for texts, revision materials, workbooks, and interactive homework licenses (for example Seneca). • Mini whiteboards are available in all classrooms as a tool to support assessment for learning. <p>Cost free strategies:</p> <ul style="list-style-type: none"> • Homework Elective/Learning Support Elective available in every subject area to provide individualised learning support where needed • Checks for Understanding are embedded across lesson structure to identify misconceptions and address them before independent work begins e.g. mini whiteboards. • ‘Focus Four’ in lesson structure is used to ensure that misconceptions are addressed during the apply phases of lessons. • High quality feedback linked to ‘next steps and closing the loop’ identified through a ‘target marking’ approach. Diagnostic reteach will follow this to address misconceptions. • Embedded use of retrieval practice to help students remember more and apply in new contexts: seen in the ‘engage phase of learning’ and through online homework platforms e.g. Seneca Learning. Ongoing development will be supported through the appointment if a ‘Retrieval Coordinator’. • Mark-first approach for PP with low reading ages and SEND – this can be used to identify misconceptions and provide apt intervention to overcome barriers. | <ul style="list-style-type: none"> • Digital divide closed for PP students ensuring they can access all learning platforms (e.g. Seneca/Teams) at home. • Funding linked to: Seneca (on average 500,000 Seneca points awarded each week; Caister is 2nd in Trust for Seneca usage and 3rd regionally – demonstrating strong engagement with the platform). • A full set of mini whiteboards are in all classrooms. Strategic CPD and roll out of mini-whiteboard training for all teaching staff is used to check for understanding in classrooms and allow for targeted/personalised responsive teaching in lesson. High impact strategy to address misconceptions as they arise. <p>Cost free strategies:</p> <ul style="list-style-type: none"> • Learning support offered as an elective in all subject areas – students attend for support with homework, missed learning or content. • Responsive teaching embedded across lessons ensures that PP students are supported to learn, address misconceptions and given extensions as appropriate. This has been evidenced in learning walks and is an ongoing strategy to embed in the 2023/24 academic year. • PP workbook scrutiny showed no discrepancy in line with work produced by peers. Strength cited in the regular review of misconceptions visually presented in purple pen. | £23,000 |

| Planned Expenditure – Teaching | | | |
|-------------------------------------|---|---|---------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| | | <ul style="list-style-type: none"> PP students are supported in their retention of knowledge by the whole school approach to retrieval through 'engage' – demonstrated in workbooks. <p>Decrease funding</p> | |
| Key Stage 4 Interventions (JRE) | <ul style="list-style-type: none"> All Senior Year students have been assigned an academic mentor to support and raise aspiration, attainment, and progress. Directors do not have a form, so they can run form time interventions in their subject area. Raising Achievement Mentors in English, mathematics and science complete targeted interventions in form time and some lessons. Coordinate outside provision to accelerate progression. | <ul style="list-style-type: none"> Students have been resilient throughout the examination window with 99% attendance to examinations. See outcomes grid above. <p>Continue funding</p> | £41,168 |
| Careers, Support, Advice & Guidance | <p>Employment of a part time Academy Careers Leader</p> <ul style="list-style-type: none"> Work with the University of East Anglia (UEA) to broaden students' understanding of careers, though; <ul style="list-style-type: none"> UEA widening participation team UEA Futures Champion general resources. Develop students' curiosity in their future careers by inviting guests into school. Coordinate careers related activities across the curriculum. Meet the eight Gatsby benchmarks. Ensure compliance with statutory legislation. Run work experience. Work alongside outside agencies to target potential NEET students. Coordinate Career fair to support families with travel to open evenings | <ul style="list-style-type: none"> Senior Year impact to be judged based on destinations and NEET statistics in November. All students in senior year received 1 to 1 careers meetings. Year 10 students referred for careers meetings to support with motivation. Careers representation at Options Evening was reflected through: <ul style="list-style-type: none"> Armed Forces NHS Local industry (Engineering) Local post 16 providers 91% of Y10 students signed up for WEX <p>Continue funding</p> | £8,936 |

| Planned Expenditure – Teaching | | | |
|----------------------------------|---|---|----------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| | Employment of a careers advisory service to <ul style="list-style-type: none"> Accelerate the process of all pupil premium Senior Year students receiving a careers guidance interview in their first six weeks of Senior Year. | | |
| Student Leadership (LKI) | Cost free strategies: <ul style="list-style-type: none"> Encourage PP students to become members of the academy forum groups. Develop meaningful student voice with PP students encouraged to participate. | <ul style="list-style-type: none"> All students have the opportunity to be involved in Student Forum through several different platforms, either through their form group or the specialist groups of Community, Character, Ambition, Anti-Bullying. Half termly meetings enable student voice to be captured and student input into how the school operates, raise issues and to create further opportunities. There are 45 members of the core Student Forum, of which 51% are PP. | £0 |
| Catering Support (RFO) | <ul style="list-style-type: none"> Provision of food ingredients to facilitate practical activities and enable full participation. Chef whites purchased for KS4 to raise aspirations. Examination display equipment provided to support outcomes. | <ul style="list-style-type: none"> Weekly food orders are processed so that PP students can access all practical lessons in line with their peers. All equipment provided for the examination process. <p>Continue funding</p> | £4,290 |
| Total planned expenditure | | | £77,394 |

| Planned Expenditure – Targeted academic support | | | |
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| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| Form Time Guided Reading (RFO) | Purchase a variety of books to engage students across each year group, allowing KS3 students to access form time guided reading. | Average reading age gain per year group: <ul style="list-style-type: none"> • Year 7 +15.40 • Year 8 +12.10 • Year 9 +15.20 • Year 10 +20.80 | £2,000 |
| Handwriting Interventions (RFO) | Purchase handwriting pens, books and resources to facilitate handwriting intervention for PP students who require support. | <ul style="list-style-type: none"> • 1ST wave of handwriting intervention up and running with literacy RAM. | £1,000 |
| Reading Interventions (RFO) | Provide exercise books and textbooks for literacy interventions. These interventions prioritise PP students with a low reading age as per the Reading Age Wave document. | Average reading age gain for PP students: <ul style="list-style-type: none"> • Year 7 +8.25 • Year 8 +19.13 • Year 9 +13.31 • Year 10 +12.46 • Year 11 +21.12 | £5,000 |
| EAL Literacy Support (RFO) | EAL PP students with low literacy to be supported through 1:1 intervention sessions with Librarian. | Average reading age gain in year groups where applicable: <ul style="list-style-type: none"> • Year 8 +33.75 • Year 10 +13.66 | £1,457 |
| Whole School Literacy (EIN) | Appointment of a Literacy Co-ordinator to ensure successful literacy strategies are being implemented across the academy. | <ul style="list-style-type: none"> • Whole school Literacy Policy updated, and disciplinary literacy polices created to standardize the support for students with literacy needs/to developing whole school literacy. • CPD for staff linked to tier 2/tier 3 language and how to | £1,500 |

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| | | <p>support students in their understanding of this.</p> <ul style="list-style-type: none"> • <i>Reading for Meaning</i> strategy relaunched and the <i>Display, Define, Decode</i> approach to specialist language launched and used in all classrooms (verified by quality assurance learning walks and compliance checks). • Updated approach to Guided Reading and Word of the Week in form time – 100% of KS3 students engaging in reading through form time. Quality Assured through form time (issues addressed and supported) – ongoing staff training need for 2023-24. <p>Continue funding for all literacy interventions and support</p> | |
| Total planned expenditure | | | £10,957 |

| Planned Expenditure – Engagement | | | |
|---|--|---|---------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| Breakfast Club (LKI) | A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes: <ul style="list-style-type: none"> Supervision every morning. Breakfast. | <ul style="list-style-type: none"> Supervision by a member of the Pastoral Team and a member of SLT means that concern with individuals can be identified early. 30 to 50 students are accessing the breakfast each morning. <p>Increase funding</p> | £7,045 |
| Hardship Support: Uniform and equipment (RFO / LKI) | Enhancing curriculum provision which allows PP students to access: <ul style="list-style-type: none"> Equipment (pens, pencils, rulers, calculators etc). Shoes. Uniform. Bus passes. | <ul style="list-style-type: none"> Equipment, uniform, and bus passes are provided for students who require it. Requested through HOY and assessed on an individual basis. <p>Increase funding</p> | £5,000 |
| Rewards (LKI) | Rewards schemes to encourage students to have high attendance, attitude to learning and engagement in line with Caister’s core values: <ul style="list-style-type: none"> Certificates and badges. Rewards events, e.g. pizza party, reindeer, ... | <ul style="list-style-type: none"> Rewards assemblies take place for each year group every half term, where students are rewarded for points earned during that period in line with the key Caister Academy attributes of Ambition, Character, Opportunity and Community. In addition, subject awards are given in recognition of strong work ethic and high achievement. Other reward opportunities include Freddo Fridays for attendance, form attendance breakfast, pizza lunch rewards, excellent homework rewards, such as iPad and air pods each half term. High reward achieving students also participate in end of term events, such as ice cream vouchers, bouncy castles, and reindeer visits. <p>Continue funding</p> | £10,000 |

| Planned Expenditure – Engagement | | | |
|----------------------------------|---|---|-----------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| Attendance Team (RFO) | Employment of the Attendance Improvement Officer who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students. <i>Attendance Administrator financed through Catch Up funding.</i> | <ul style="list-style-type: none"> Attendance Improvement Officer in post. Continue funding | £12,944 |
| Pastoral Support Team (HSE) | Employment of pastoral staff to monitor the welfare, and progress of students. | Continue funding | £84,721 |
| Total planned expenditure | | | £119,710 |

| Planned Expenditure – Enrichment | | | |
|----------------------------------|--|--|---------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| Music curriculum (LKI) | Students in Year 7 to learn an instrument. | <ul style="list-style-type: none"> Prior to commencement in Year 7, all year 6 students are asked to indicate their preference of musical instrument, woodwind, strings, or brass. Each child is then timetabled for an instrument lesson weekly. Those wishing to continue, will do so into year 8. Continue funding | £4,514 |
| Elective Programme (LKI) | To run a broad after school programme of electives providing students with opportunities beyond their standard curriculum: <ul style="list-style-type: none"> School staffing costs | <ul style="list-style-type: none"> Electives are carried out each afternoon at 3.10pm. They are varied, particularly in KS3 and cover areas such as Art, Basketball, Chess, Culture, Debating, | £48,572 |

| Planned Expenditure – Enrichment | | | |
|----------------------------------|---|--|----------------|
| Opportunity (SLT Link) | Actions | Impact | Planned spend |
| | <ul style="list-style-type: none"> External provider costs for performing arts and physical education | <p>Photography, Tabletop Games and First Aid, as well as subject based electives. In year 11, most electives are subject based.</p> <ul style="list-style-type: none"> In addition, each department runs a Homework and Learning Support Group for students to drop in as required. Data capture July 2023. <p>Continue funding</p> | |
| Trips and visits (LKI) | Funding for offsite trips and visits to increase students' aspirations through access to cultural activities and experiences. | <ul style="list-style-type: none"> A vast number of trips have taken place this year, including 3 residential trips, with another to run in July. PP students are offered financial support with trips to remove barriers to their attendance. To date the attendance of PP on trips is 43% of students' attendance. <p>Continue funding</p> | £10,000 |
| Total planned expenditure | | | £63,086 |