



CAISTER ACADEMY
Creative Education Trust
 School of Literature
 and Performing Arts

Pupil Premium (PP) Strategy 2024-2025

Summary information					
Academic Year	2024-2025	Total PP funding	£277,353	Date of last PP review	September 2024
Total number of students	641	Number of PP students	183	Date for next PP review	June 2025

Contextual information (October Census)				Achievement (2024)		
Year Group	Number of students	Number of PP students	PP	Measure	PP students (CAI)	Other students (CAI)
7	127	54	42.5%	E&M (Grade 4+)	21	62
8	150	56	37.3%	E&M (Grade 5+)	12	44
9	139	55	39.6%	EBacc (Grade 5+)	16	53
10	124	52	41.9%	Attainment 8	38.1	55.0
11	125	53	42.4%	Progress 8	0.57	-0.12
Total	665	270				

Priorities	Success criteria	Potential Barriers	Planned Expenditure
<p>A Teaching and Learning</p> <ul style="list-style-type: none"> • PP students to receive quality first teaching • Classroom staff to be knowledgeable of the PP students through annotated seating plans and class lists • PP students who are also SEND have Inclusion Passports which teachers are familiar with • Ensure that PP students have additional resources which will support their learning • Targeted academic support for PP students • Focus on homework completion for PP students. 	<ul style="list-style-type: none"> • PP students progress to accelerate, closing the gap between the disadvantaged and their non disadvantaged peers. 	<ul style="list-style-type: none"> • Students in all year groups have entered the academy with attainment that is below national levels. • PP students nationally make significantly less progress than other students nationally. • Traditionally PP students have lower attendance than non PP students. 	<p>£77,394</p>
<p>B Behaviour and Safeguarding</p> <ul style="list-style-type: none"> • PP students are more likely to have an unsettled homelife, leading to safeguarding and behaviour concerns 	<ul style="list-style-type: none"> • There is early identification of safeguarding and behavioural concerns • Support and intervention can be offered by Behaviour, Pastoral and Safeguarding teams. • Students are supported effectively, minimising impact on learning and attendance 	<ul style="list-style-type: none"> • PP students nationally have lower attendance and higher persistent absence than other students nationally. 	<p>£89,769</p>
<p>C Enrichment</p> <ul style="list-style-type: none"> • PP students have access to trips and opportunities • PP students are well represented within Student Leadership • To improve the representation of PP students in the following areas: School trips and visits Student voice 	<ul style="list-style-type: none"> • PP students are encouraged to take up opportunities beyond the classroom, both through trips and electives • PP voice is heard through student leadership and student voice opportunities 	<ul style="list-style-type: none"> • On average, PP students have less access to opportunities outside the standard curriculum that require additional funds. 	<p>£63,086</p>

	Student leadership.			
D	<p>Engagement</p> <ul style="list-style-type: none"> Ensure that PP students PA levels are lowered Increased representation of PP students through rewards 	<ul style="list-style-type: none"> Persistent absence amongst PP students is reduced 	<ul style="list-style-type: none"> Just under half of our students travel to school by bus Culture post pandemic has seen a drop nationally in attendance 	£47,144
				£277,353

Planned Expenditure – Teaching and Learning			
Opportunity (SLT Link)	Actions	Impact	Planned spend
EIN	<p>All teaching and teaching support staff know who the PP students are via seating plans and tailor teaching specifically to be inclusive of ability and previous experiences. Staff will do this by:</p> <ul style="list-style-type: none"> Adaptively planning for needs in the lesson with pre-emptive strategies. Ensuring that homework is engaging, designed to support and extend and using proven online platforms. Providing intervention to address gaps in knowledge/misconceptions e.g. re-teach in class, strategic deployment of RAMs. Communicating with home about learning: celebrations and concerns. 	<ul style="list-style-type: none"> Ensure students can access home learning, coursework and educational trip opportunities to support academic courses and broaden cultural capital. PP students make progress in line with non-PP students <p><i>Higher achievement means that PP students have access to more post-16 opportunities.</i></p>	<p>Seneca premium budget.</p> <p>£6000</p>
EIN	<p>Adaptive teaching strategies are used to check for understanding and address misconceptions, especially for SEND PP students:</p> <ul style="list-style-type: none"> PP mini-whiteboard student responses are selected for priority review PP students identified first when circulating in apply phases. PP student books are marked first to review misconceptions (including live marking during circulation). <p>Pupil voice of PP is teaching and learning specific to review how effectively implementations are taking place.</p>	<ul style="list-style-type: none"> Narrow the attainment gap between PP and non PP students 	<p>£4000</p>
LSE	<p>Assessment and data is used to effectively track progress of PP students and ensure that Teaching, Teaching Support and Pastoral staff are aware of how to utilise the data to best effect.</p>	<ul style="list-style-type: none"> Teaching, Teaching Support and Pastoral staff participate in bespoke CPD to ensure PP students are recognised, their data is used holistically to provide a picture of inclusion and rapid improvement. Arbor Training 1.5 x Literacy support staff CPD takes place in Pulse, Heartbeat and Academic Briefing. 	<p>£28,886</p>

NBA	<p>Funding for the purpose of supporting pupils' educational recovery on activities that:</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, mathematics, Science, EBacc and Options subjects and bespoke interventions where necessary. • Continue to improve the progress of SEND PP students. 	<ul style="list-style-type: none"> • Increase in reading ages for PP students to be in line with non PP. • Sparx Reader to accelerate reading age progress. Students rewarded for progress. • Targeted reading interventions for PP over non PP when selected. • Students receive reading and writing, handwriting and speech and language interventions with a priority if PP. • Targeted PP reading enrichment including Library clubs and literacy and cultural capital based trips as part of departments curriculum offer. 	£10,957
SSH	<p>Year 10 and SY Outcomes for Senior Year PP budget</p>	<ul style="list-style-type: none"> • All PP students will be supplied with a revision folder to support with resourcing outside the curriculum • Residential trip to pay for PP students • Breakfast (breakfast roll) to support with earlier attendance to intervention £2 per child (approx.) <p>Careers</p> <ul style="list-style-type: none"> • All PP students have been given priority of attending their 1-1 interviews first, allowing them more time to consider their options and raise any NEET students. Free Lunch as incentive, • Careers evening came into school to support travel to open days • Local FE providers will be in school to speak to PP students to further their knowledge during lunch and PL time • NEET Provision is in place through external provider to 	£27,551

		<p>support all students include PP if they are at risk of NEET.</p> <ul style="list-style-type: none"> • FE Trip for those PP students who required additional support in Spr Term Coach hire • Equipment plus uniform & shoes • Hardship fund for 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. 	
TOTAL PLANNED EXPENDITURE – TEACHING			£77, 394

Planned Expenditure – Behaviour and Safeguarding			
Opportunity (SLT Link)	Actions	Impact	
Pastoral Support Team (EPR)	<p>Employment of pastoral staff to monitor the welfare, and progress of students.</p> <ul style="list-style-type: none"> • Early intervention • Liaison and support with family • On call rota 	<ul style="list-style-type: none"> • Early signs of behavioural issues are dealt with, leading to a reduction in IE's, Suspensions and Permanent Exclusions of PP students 	£54,769
Safeguarding (EPR)	<ul style="list-style-type: none"> • Training of all staff to ensure that any safeguarding concerns are reported in a timely fashion through CPOMs • Early assessment and intervention • Liaison with external agencies where necessary • Support of pupil and family where appropriate • Education of pupils regarding all safeguarding routes 	<ul style="list-style-type: none"> • Early detection of safeguarding issues detected, and support given, leading to a reduction in non-attendance and improvement in academic learning 	£22,200

Behaviour (EPR)	<ul style="list-style-type: none"> • Inclusion Framework. Implementation of phase 3 to support students who require additional support who are PP • Inclusion RAM • Ryan Doubelday therapeutic intervention • Early assessment and intervention through Inclusion Board: priority for therapeutic referrals and interventions. • Implement revised behaviour policy – lesson removal to classroom for one lesson to support students who are LPA and PP. • Raising Achievement Mentor: Inclusion to support with reintegration from suspension – in class support and targeted intervention. • Implement reading and mathematics support programme as part of Reflection offer. 	<ul style="list-style-type: none"> • Reduction in lesson removals, Internal Exclusion, suspensions and Permanent Exclusion. 	<p>£12800</p>
Total planned expenditure			£89,769

Planned Expenditure – Engagement			
Opportunity (SLT Link)	Actions	Impact	Planned spend
Student Leadership (RFO)	Cost free strategies: <ul style="list-style-type: none"> Encourage PP students to become members of the academy Student Leadership Team Develop meaningful student voice with PP students encouraged to participate. 	<ul style="list-style-type: none"> 60 students are part of the formal Student Leadership Team structure, with monthly Student Leadership and specialist group meetings to discuss ideas for school development. Disadvantaged and SEND students and young carers are proportionately or more than proportionately represented. 	£3000
Rewards (RFO)	Rewards schemes embedded 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"> Weekly Freddos Fabulous Friday prizes Caister coin lucky dip winners Rewards events, e.g. pizza party, reindeer, ... 	<ul style="list-style-type: none"> Celebration 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 and excellent homework rewards. High reward achieving students also participate in end of term events, such as ice cream vouchers, bouncy castles, and reindeer visits. 	£15000
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.	<ul style="list-style-type: none"> Attendance Improvement Officer in post. Attendance team prioritise PP for home visits, truancy calls, support plans and punctuality reports. 	£29144
Total planned expenditure			£47,144

Planned Expenditure – Enrichment			
Opportunity (SLT Link)	Actions	Impact	Planned spend
Music Curriculum (EPR)	PP students in upper school continue with music and instrument lessons.	<ul style="list-style-type: none"> Students will be successful in music at KS4 	£3,648
Music curriculum (EPR)	Students in Year 7 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. Data capture September 2024.	£4,514
Elective Programme (RFO)	To run a broad after school programme of electives providing students with opportunities beyond their standard curriculum.	<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, Multi-Sports and Debating. We also have a wide variety of Step Ups which are our KS4 intervention sessions which span across all subject areas. In addition, each department runs a Homework and Learning Support Group for students to drop in as required. Data capture Nov 2023.	£48,572
Trips and visits (RFO)	Funding for offsite trips and visits to increase students' aspirations through access to cultural activities and experiences.	<ul style="list-style-type: none"> 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. 	£10,000
Total planned expenditure			£66,734