Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castle School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	39% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emmet Bunting
Pupil premium lead	Ellen Wilkinson
Governor / Trustee lead	Sandra Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,351
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 23,351

Part A: Pupil premium strategy plan

Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being unable to attend either their mainstream provision owing to their health needs or their extreme vulnerability as a result of heightened anxiety linked to social communication and poor mental health. These difficulties have been further impacted by the current cost of living crisis.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less good compared to their peers in terms of:

- Social opportunities
- Academic resilience
- Extra-curricular opportunities

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

As there are 25 pupils (61%) not in receipt of pupil premium funding; this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels. Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in the modern world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disengagement from traditional learning due to fractured education as a result of inability to attend school owing to significant mental health difficulties

2	Material Barriers, Cultural Capital and Family Engagement Material barriers to curriculum access and lack of exposure to wider activities that would develop pupils' cultural capital outside of school. Lack of family engagement in and out of school
3	Attendance – Absence and Persistent Absence Impact of low attendance on progress and attainment
4	Curriculum gaps owing to previous attendance issues and prolonged disengagement.
5	Wellbeing and Behaviour Pupil wellbeing; mental health and physical health. Social and emotional wellbeing. Impact of behaviour on progress and attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To support those pupils who arrive with prolonged periods of missed education, working to minimise gaps in curriculum knowledge. New pupils are swiftly assessed and appropriate bespoke interventions determined ensuring a smooth integration in to the school community	New pupils are assessed and placed in the most appropriate learning group to enable learning that meets need Data analysis shows pupils are on track to meet individual targets both academic and developmental Keyworkers and leaders will have an accurate overview of the pupils to allow for correct interventions to be in place
2. Raise awareness in all staff to ensure that there are no material barriers to access and that all pupils have equal access to the curriculum	External visits and trips are well represented by all learners There are a wide range of cultural capital opportunities throughout the school year Staff aim to foster positive external agency and family engagement to further develop links to help all families
3. All stakeholders will understand that impact of poor / persistent attendance for all areas of pupil development both academic and social/emotional	Attendance will improve for all when compared to previous setting. Disadvantage pupil absence reduction in line with National average
4. Pupil curriculum gaps will significantly diminish as a result of intensive targeted learning interventions in collaboration with parent support	Intervention data will show progress from starting point towards attaining academic and developmental targets.
5. To ensure that all pupils are supported in terms of wellbeing and behaviour	All staff work effectively to support pupil mental and physical health to enable all pupils to be receptive and ready to reengage in learning

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£ 5,000 backfill for key core teaching staff to ensure consistent delivery of quality first teaching

£ 5,000 for CPD to upskill all staff with wider knowledge around emerging needs of the increasing cohort

Activity	Evidence that supports this approach	Challenge number(s) addressed
New pupils will benefit from timely and accurate initial assessment from core teaching staff	Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,3,4,5
All staff will have improved knowledge about emerging pupil need as cohort increases	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or communities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3,4,5

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

Budgeted cost:

£8,000 staff to deliver impactful and targeted SEMH interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.	1:1 targeted at specific needs and knowledge gaps identified from baseline assessments At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,3,4
A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.	To ensure all pupils have positive engagement in their learning and are positive about themselves as a learner. Mentoring | EEF (educationendowmentfoundation.org.uk)	1,3,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£6,000 Cultural Capital opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular Arts participation	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation	EEF (educationendowmentfoundation.org.uk)	2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted exposure to careers' knowledge and possible further education opportunities	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:
	
	  - interventions that focus on parents and families;
	  - interventions that focus on teaching practice; and
	  - out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.
	
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions
		2,3, 5

Contingency fund for acute issues.	Based on our experiences, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.	All pupils are able to access trips and school visits. All children will have daily access to additional food if required All pupil have equal access to enrichment opportunities. The initial experience of PP pupils will be enhanced through the provision of short term transport support when needed https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activityhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3,5
To ensure parents/carers feel fully included in their child's current and further education.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,5

Total budgeted cost: £24,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Evidence of impact	Actual IMPACT
Improve engagement in reading	English assessment data shows pupils making expected or more than expected progress	90% of PP pupils improved their reading age from starting point
Re-engage in learning following disengagement in previous setting	Pupil attendance will increase from their individual starting points Pupil dysregulation will improve over time	95% PP pupils increased attendance from previous setting 65% reduction in behaviour incidents
Improve cultural capital opportunities	All pupils will have the opportunity to attend extra-curricular visits and trips	100% PP pupils given opportunities to attend theatre trips
Address curriculum gaps owing to previous absences	Curriculum interventions will enable all pupils to access Age Related curriculum pathways	90% PP pupils engaged with additional academic interventions
Improve social, emotional and mental wellbeing	Interventions to address EHCP and IEP targets will impact on wellbeing, attendance and Fagus date	95% PP pupils met EHCP / IEP targets 75% improvement in Fagus data 95% PP pupil increased attendance compared to previous setting 100% pupils feel safe at school