

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 | 57 |
| Proportion (%) of pupil premium eligible pupils | 39% (29 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 – 2027 (year 2) |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | January 2026 & July 2026 |
| 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 | £ 22,050 |
| 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 | £ 22,050 |

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 28 pupils (49%) 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 |
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| 1 | Disengagement from traditional learning due to fractured education as a result of inability to attend school owing to significant mental health difficulties |

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| 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 | All pupils enter the school through the Gateway New pupils are assessed in the Gateway and placed in the most appropriate learning group to maximise success and meet 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 pupils over time Attendance will improve for all pupils 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. |

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| <p>5. To ensure that all pupils are supported in terms of wellbeing and behaviour</p> | <p>All staff work effectively to support pupil mental and physical health to enable all pupils to be receptive and ready to reengage in learning</p> |
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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 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£7,000 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. | <p>1:1 targeted at specific needs and knowledge gaps identified from baseline assessments</p> <p>At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | 1,3,4 |
| A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis. | <p>To ensure all pupils have positive engagement in their learning and are positive about themselves as a learner.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> | 1,3,5 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£5,000 Cultural Capital opportunities

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Extra curricular Arts participation | <p>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.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | 2, 3, 5 |
| Targeted exposure to careers' knowledge and possible further education opportunities | <p>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:</p> <ul style="list-style-type: none"> - 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> | 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 |

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| <p>To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.</p> | <p>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-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | <p>3,5</p> |
| <p>To ensure parents/carers feel fully included in their child's current and further education.</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> - 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>2,3,5</p> |

Total budgeted cost: £22,000

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 2024 to 2025 academic year.

| Aim | Evidence of impact | Actual IMPACT |
|---|--|--|
| All stakeholders will understand the impact of poor and persistent attendance for all areas of pupil development both academic and social/emotional | <p>Pupil attendance increased from their individual starting points at their previous setting</p> <p>Pupil dysregulation improved over time</p> <p>Disadvantaged pupil's persistent absence s in line with National Average</p> | <p>83% PP pupils increased attendance from previous setting</p> <p>PP attendance is 56.7%, compared to the school EOY data 60.01%</p> <p>23% reduction in behaviour incidents from the previous year</p> <p>62% reduction in serious incidents from the previous year</p> <p>PP pupils Persistent Absence is 23.12% compared to the school PA figure of 89.28%</p> |
| Improve cultural capital opportunities inside and outside of the classroom | <p>All pupils have had the opportunity to attend extra-curricular visits and trips</p> <p>There were a wide range of cultural capital opportunities throughout the school year, ranging from careers based activities to rewards trips</p> <p>A School and Department Improvement Plan priority is to further develop opportunities for pupils to experience trips and visits relating to the curriculum</p> | <p>100% of PP pupils have been given opportunities to attend all trips</p> <p>12% NEET in summer 25 (2 pupils without a placement)</p> <p>The number of trips and visits increased from 15 in 23/24 to 45 in 24/25</p> |
| Pupil curriculum gaps will significantly diminish as a result of intensive targeted learning interventions in collaboration with parents / carers support | <p>Assessment of new pupils and accurate placement into groups</p> <p>Identification of Horizon or Aspire pathways</p> <p>Data analysis at Key Assessment Points</p> <p>Holistic view of pupil achievement enabling Key Workers and subject teachers to target curriculum and pastoral interventions</p> | <p>Whole school Attainment 5 is 14. National Average Attainment 5 is 11.6</p> <p>PP Attainment 5 – 13.8.</p> <p>National Average PP Attainment 5 10.1</p> <p>56% of PP pupils received an academic intervention</p> <p>53% of PP pupils received a pastoral intervention</p> |

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| | Intervention data shows progress from starting points towards achievement of academic and developmental targets | |
| Improve social, emotional and mental wellbeing and behaviour | <p>Interventions to address EHCP and IEP targets impact on wellbeing, attendance and Fagus data</p> <p>Introduction of SEMH scale score for all pupils</p> <p>All staff work effectively to support pupil's mental and physical health to enable all to be receptive and ready to re-engage in learning</p> <p>Ordinarily available provision is offered to all pupils, with some pupils benefitting from targeted and specialist support</p> | <p>75% improvement in Fagus data in PP pupils</p> <p>46% PP pupils were in band 3 or 4 of the SEMH scale score</p> <p>100% pupils feel safe at school</p> |

Additional information:

- Recovery premium not applicable in this statement
- No service children at present