

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	51% (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	Year 1 – July 2025 Year 2 – July 2026 Year 3 – July 2027
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
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	All pupils enter the school through the Gateway. New pupils are assessed in the Gateway and placed on the most appropriate learning pathway to maximise success and meet need. This is tracked through Castle Panel minutes. Data analysis at Key Assessment Points (KAP) shows pupils on track to meet individual targets both academic and developmental Keyworkers and leaders 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. Pupils experience local cultural visits, Enrichment afternoon, rewards trips and curriculum based trips and visits. Increased parental engagement in reviews, transition meetings and intervention planning. Two Parents Evenings and two Year 11 Progress Evenings each year.
3. Attendance for disadvantaged pupils improves from baseline and the proportion of pupils with persistent absence reduces	Attendance will improve for all pupils over time. Attendance will be above 70% for Pupil Premium pupils Attendance will improve for all pupils when compared to previous setting. This is tracked through varying reports. Disadvantaged pupil absence reduces to

	below 50%.
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. This is tracked by the SENCo on the Provision Map on the MIS system
5. To ensure that all pupils are supported in terms of wellbeing and behaviour	All staff work effectively, through the pastoral and curriculum systems 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:

£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

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.</p> <p>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

<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 2025 to 2026 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>Attendance tracker</p> <p>Pupil dysregulation improved over time</p> <p>Disadvantaged pupil's persistent absences in line with National Average</p> <p>Pupil voice – surveys, School Council and QA visits</p> <p>Attendance letters to parents / carers</p>	<p>83% PP pupils increased attendance from previous setting</p> <p>PP attendance is 66.09% (increase from 56.7% in 24/25), compared to the school EOY data 65.55%</p> <p>The number of behaviour incidents remains the same from the previous year (average per pupil 27.26, compared to 24/25 26.28 per pupil)</p> <p>The number of serious incidents remains the same from the previous year (average per pupil 0.72, compared to 24/25 1 per pupil)</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 throughout the year</p> <p>There were a wide range of cultural capital opportunities throughout the school year, ranging from careers-based activities, rewards trips and enrichment opportunities</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>Every pupil has attended at least 1 trip, visit or experience over the year</p>	<p>100% of PP pupils have been given opportunities to attend all trips</p> <p>4% NEET in summer 26 (1 pupils without a placement)</p> <p>The number of trips and visits increased from 15 in 23/24 to 45 in 24/25, to 63 in 25/26</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 through the Gateway</p> <p>Identification of Horizon or Aspire pathways</p> <p>Mock exams for all KS4 pupils</p> <p>Data analysis at Key Assessment Points</p>	<p>Whole school Attainment 5 is 19.24. National Average Attainment 5 is 11.7</p> <p>PP Attainment 5 – 13.92. National Average PP Attainment 5 10.7</p> <p>56% of PP pupils received an academic intervention</p>

	<p>SEMH scale score</p> <p>Holistic view of pupil achievement enabling Key Workers and subject teachers to target curriculum and pastoral interventions</p> <p>Intervention data shows progress from starting points towards achievement of academic and developmental targets</p>	<p>53% of PP pupils received a pastoral intervention</p>
<p>Improve social, emotional and mental wellbeing and behaviour</p>	<p>Interventions to address EHCP and IEP targets impact on wellbeing and attendance</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>Pupil voice – surveys, School Council and QA visits (internal and external)</p>	<p>46% PP pupils were in band 3 or 4 of the SEMH scale score, demonstrating a need for intervention at wave 2 or 3 of the OAP</p> <p>100% pupils feel safe at school, as measured through pupil voice (Y11 leavers survey and pupil wellbeing survey and external QA processes)</p>