

The Castle School Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023/24 academic year) 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	The Castle School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jon Hewitt
Pupil premium lead	Caroline Whitlock
Governor / Trustee lead	Wendy Batchelor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,699
Recovery premium funding allocation this academic year	£ 61,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,653
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	£ 129,057

Part A: Pupil premium strategy plan

Statement of intent

The Castle School exists to provide a caring, nurturing and outstanding educational community for all of our learners. Our key purpose is to educate, motivate, inspire and celebrate all children with additional needs and to provide a quality educational experience which encourages equality for all; to develop individual self-worth, esteem and potential in all learners and uphold their rights. We are committed to ensuring access and engagement for all irrespective of socio-economic disadvantage.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”
(Covid-19 Support Guide for Schools – June 2020)

The Education Endowment Foundation (2022) highlights that the pandemic is likely to have reversed a decade of progress made in school in terms of closing attainment gaps. At The Castle School our core purpose is to ensure that all learners are provided with the environments, support and experiences to meet their potential irrespective of additional barriers, we recognize the importance of identifying all levels of need and looking holistically to meet those needs. Pupil Premium and Covid Recovery Premium is used strategically in a tiered approach in order to meeting these needs.

The Castle School's Development Plan identifies the following themes as priority for recovery in this academic year:

English and Reading

- To develop and grow the English curriculum to support the learners across all pathways.
- To develop and embed a phonics programme (DFE approved) across the whole school.
- To develop reading across all pathways.

Castle @ Theale

- To support transition to new building in order that staff continue to meet the needs of all learners within their environment.
- To continue to develop and embed the therapeutic approach
- Development of curriculum at Castle @ Theale

Pupil Progress

- To enable clear analysis and monitoring of data to develop actions to ensure pupils are making at least good progress

- To identify clear groups, patterns and trends in order to develop clear plan for support.

Floor Time/Play Based Learning

- To develop play based learning throughout the school.
- To introduce Floortime to key classes. Floor time is relationship-based learning through play. The intervention aims to improve the six key milestones.

Curriculum

- To ensure that the Castle Curriculum has good breadth and balance
- To review and develop Maths Curriculum across school

We are acutely aware of the increased challenges in relation to growing uncertain financial pressures are having on our families and therefore our learners.

The key principles of the strategy plan are to; ensure that access to learning is not hindered by socio-economic disadvantage, to provide the environment and skills within to meet the needs of all learners irrespective of social, communication or learning need, to ensure that families have the highest level of support to enable them to resiliently support learning of their children.

- Support the quality of teaching, through staff professional development
- Support families to support their children
- Ensure feedback to learning and next step is fully impactful through effective communication
- To identify areas of focus for individual pupils based upon assessed progress with EHCP targets.
- To reduce attainment gaps caused by social and emotional barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction barriers including EAL pupils
2	Staff development hindered due to COVID-19 restrictions and return to full training. Development of skills and knowledge of evidence based approaches and interventions gap
3	Poor sense of self and identity within and without the school community
4	Anxieties around friendships, futures, socialising, and school.

5	Development and sustainability of learning behaviours that lead to reduction in concentration and engagement
6	Increased parental stresses, particularly around financial pressures and financial uncertainties.
7	Engagement with outside services not returned to pre-COVID levels.
8	Opportunities to learn outside the classroom - our pupils are less likely to have opportunities to access outdoor learning, particularly highlighted during the pandemic. One of the greatest barriers to success, as per assessment and EHCP annual review data, is pupils being unable to generalise skills in wider contexts.
9	Lack of access to quality reading materials and low motivation to read.

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
<p>To enable parents of pupils eligible for PPG to have greater access to school and training to enable them to support their children in their learning, personal and social development, leading to improved outcomes.</p> <p>To ensure full engagement with other support services in order to meet the needs of these pupils.</p> <p>To work within a wider support network for families to receive targeted early help.</p> <p>To work alongside teaching teams to support pupils within school to achieve personalised engagement programmes, leading to greater self-awareness, self-confidence and resilience and positive learning outcomes.</p> <p>To support the development and implementation of Therapeutic Plans as part of the Therapeutic Thinking Approach.</p>	<p>Upon review of Pastoral support and engagement, all families whose child/children are eligible for PPG have had contact with Pastoral Team members.</p> <p>Pastoral Team members are attending review meetings as appropriate</p> <p>Therapeutic Plans for pupils engage with all settings including school, home and the wider community</p> <p>Student progress will show that all pupils are making expected progress or more towards their EHCP outcomes and progress in their core curriculum frameworks. (Pupil Progress meetings will monitor this).</p>
To enable pupils eligible for PPG to have support to empower them in their learning	Student progress will show that all pupils are making expected progress or more

<p>and to improve their resilience, improving their learning outcomes.</p>	<p>towards their EHCP outcomes and progress in their core curriculum frameworks. (Pupil Progress meetings will monitor this).</p> <p>To offer targeted ELSA support</p> <p>To offer daily ELSA based social engagement groups 'Boost' for targeted pupils.</p>
<p>Development of teaching and learning practice</p>	<p>Evidence of practice enhancement through annual appraisal, learning walks, pupil progress reviews and work looks.</p>
<p>Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and mental health needs through accessing activities in the community.</p> <p>Pupils are supported with physical development opportunities and become safe members of the community, through taking measured risks and learning from experiences.</p> <p>Pupils are supported to communicate with unfamiliar members of the community in order to complete tasks or ask for help.</p>	<p>Behaviour for learning will be seen across The Castle School in preparation for, and during, educational visits.</p> <p>Increase in number of offsite educational visits and opportunities to generalise skills in different contexts.</p> <p>Evidence of curricular opportunities to build towards pupils being able to transition off school site.</p> <p>Evidence of EHCP targets being met as a result of educational visits.</p>

Activity in this academic year

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

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

Budgeted cost: £5320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Animal Therapy – Smelly Wellies animal therapy centre. Targeted weekly intervention to promote self-esteem, wellbeing, communication and self-concept and positive attendance.	EEF – Intervention guidance Therapeutic Thinking Approach Emotional Health Academy Educational Psychology Service	1,3,4, 5,7,8

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

Budgeted cost: £66017

NB: Figures expected to change – relating to salary increases to be confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ the Pastoral Manager and Family Liaison Officer to support and implement programmes for families of pupils eligible for PPG Support includes; <ul style="list-style-type: none"> Parental Engagement, support with accessing community 	EEF – Intervention guidance Therapeutic Thinking Approach	3,4,6,7

<p>resources, liaising with other agencies, parenting advice and development of Therapeutic Plans across settings, support of familial resilience, supporting communication with school teams.</p> <ul style="list-style-type: none"> • Termly parent groups co-facilitated with Respite provision • Providing connection and working collaboratively with Therapeutic Thinking Teams to plan, deliver and review person centred approach to promote prosocial behaviour, implement Therapeutic Plans and bespoke timetables. 	<p>Trauma and Attachment Informed Practice – The Mulberry Bush</p>	
<p>Train two further ELSAs to provide targeted ELSA intervention to specific pupils across the school.</p> <p>1:1 targeted ELSA support</p> <p>BOOST Group - ELSA based social skills group – daily programme for targeted pupils. Pupils are referred having been identified as in need of additional nurture and social development intervention by the class teams, the Pastoral Team assess and target the needs, planning a bespoke programme of daily support, using ELSA based approaches and nurture through Breakfast. This group is planned and delivered by Pastoral Manager and ELSA trained staff.</p> <p>£2000 Pupil Premium Support Fund Accessible through the Pastoral Team to access support for school related costs such as uniform, shoes, equipment and materials.</p>	<p>EEF – Intervention guidance</p> <p>Therapeutic Thinking Approach</p> <p>Trauma and Attachment Informed Practice – The Mulberry Bush</p> <p>EEF – Tiered approach supporting families</p>	<p>1,3,4,5</p> <p>3,6,7</p> <p>4,5,6</p>

Budgeted Cost – £47720

<p>Outdoor spaces will be developed, and opportunities for adventurous outdoor activities provided for pupils</p> <p>We will utilise local providers such as:</p> <ul style="list-style-type: none"> • Swings and smiles • Yulebury • Development of outside places • Adventure dolphin • Thames Valley adventure playground – Safe • Earth Trust 	<p>Council for Learning Outside the Classroom</p> <p>Evidence and Research - Council for Learning Outside the Classroom (lotc.org.uk)</p>	<p>1,3,4,5,7,8</p>
---	--	--------------------

Budgeted Cost – £10000

<p>Development of library</p> <p>We want to redevelop the library to create a space to inspire and engage our pupils to develop a love for reading.</p> <p>The environment will be developed to make books easier to access. There will be snug areas that allow students to read in comfort.</p> <p>Technology will be incorporated in to the redevelopment to allow students unable to read to still develop a love of books and stories.</p>	<p>National Literacy Trust UK Literacy Charity</p> <p>Reading to children is so powerful, so simple and yet so misunderstood National Literacy Trust</p> <p>How does reading benefit children? BookTrust</p> <p>Reading facts Reading Agency</p>	<p>5,9</p>
---	--	------------

Total budgeted cost: £ 129,057

Part B: Review of outcomes in the previous academic year

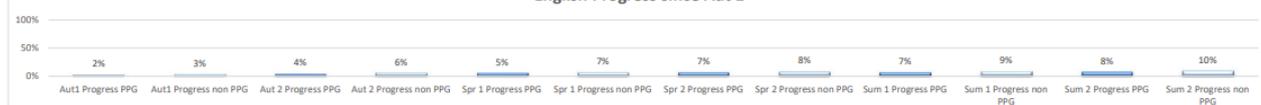
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

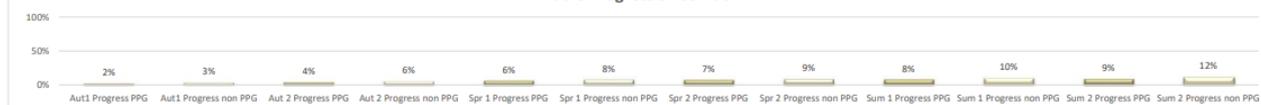
The data below shows progress of all PPG students against non-PPG students in the school. All data shows that PPG eligible students are making excellent progress in all areas of Maths, English, Communication and Language and Health and Wellbeing. In all areas PPG students are making greater progress across the year compared to the non-PPG cohort.

PPG	Whole school		PPG		Non PPG	
	Baseline PPG	Baseline non PPG	Aut 1 PPG	Aut 1 non PPG	Aut 2 PPG	Aut 2 non PPG
					64	89
English	50%	43%	52%	46%	2%	3%
Reading	51%	44%	54%	48%	3%	3%
Writing	49%	41%	51%	44%	2%	3%
Maths	51%	43%	53%	46%	2%	3%
Numbers	51%	42%	54%	46%	2%	4%
Shape, Space and Measure	51%	43%	53%	46%	2%	3%
Communication and Language	63%	53%	66%	58%	3%	5%
Speaking (including talking for play)	61%	52%	65%	56%	4%	5%
Understanding Listening and Attention	64%	55%	67%	60%	3%	5%
Health and Well-being	57%	49%	60%	53%	3%	4%
Making Relationships and Responding to O	57%	48%	61%	52%	4%	4%
Independence	59%	51%	63%	56%	4%	5%
Managing Feelings and Behaviour	49%	42%	52%	46%	3%	4%
Health and Self care	53%	47%	55%	50%	2%	3%
Physical Skills	63%	54%	65%	58%	2%	4%

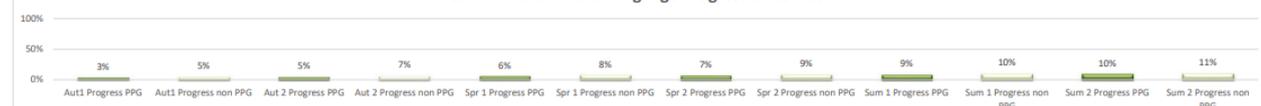
English Progress since Aut 1



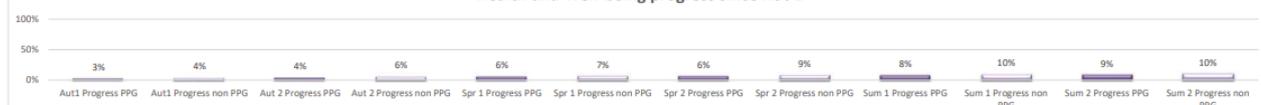
Maths Progress since Aut 1



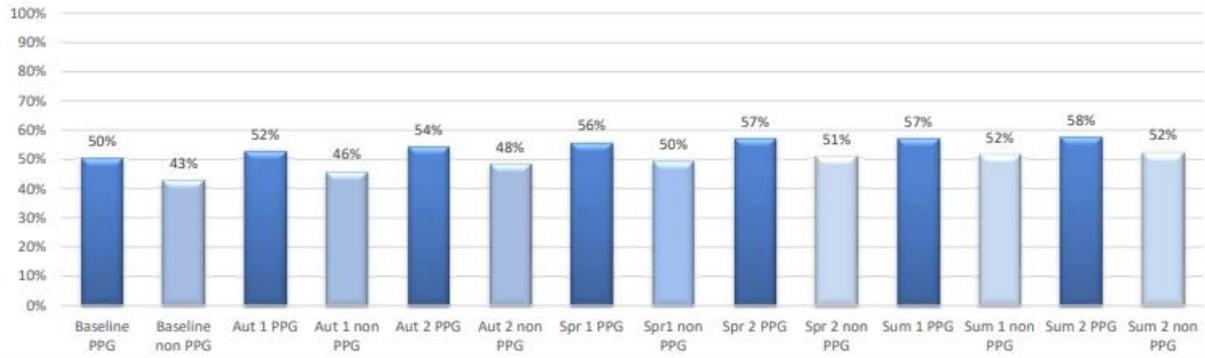
Communication and Language Progress since Aut 1



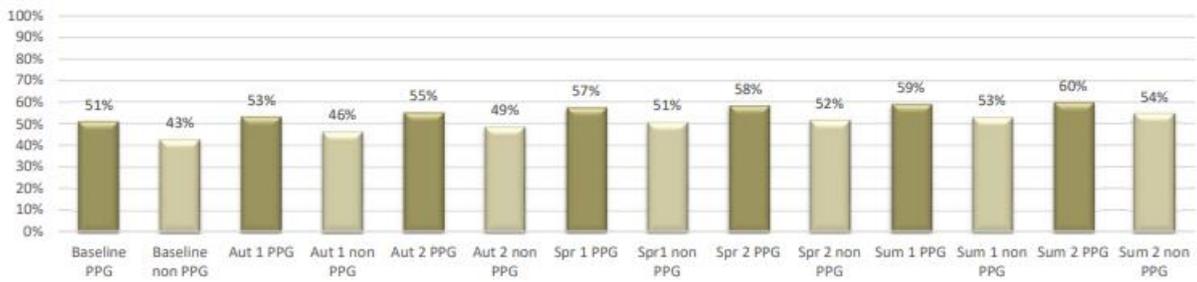
Health and Well-being progress since Aut 1



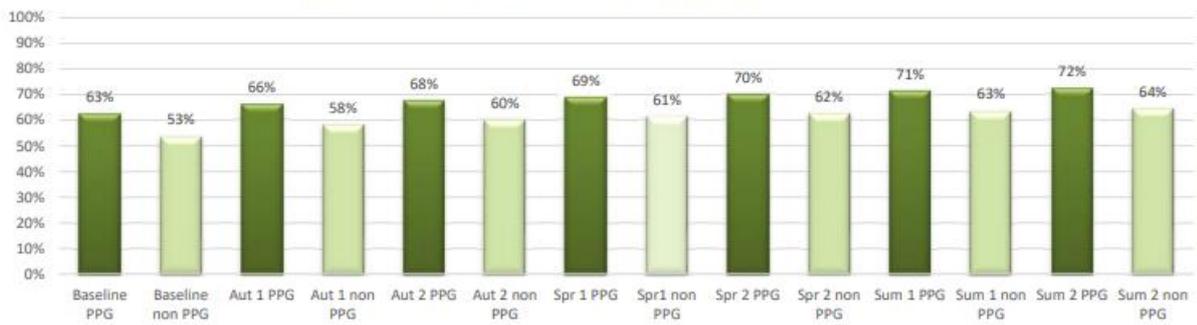
English Attainment



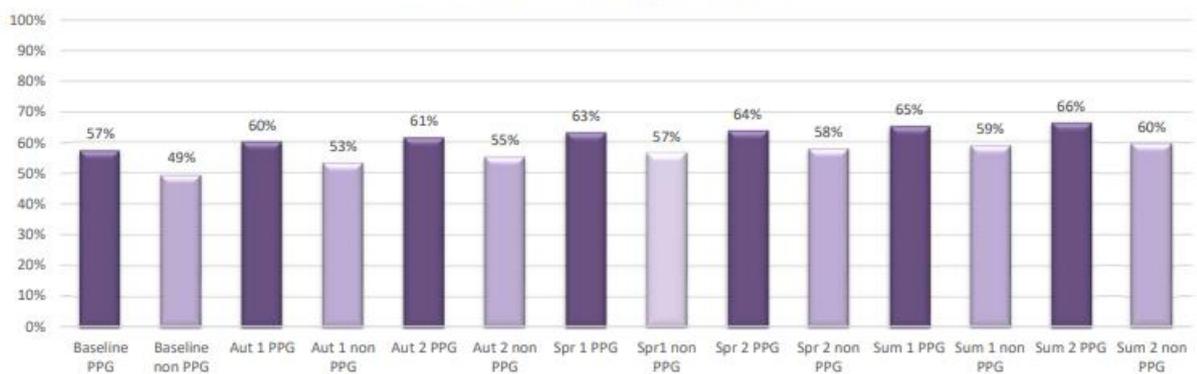
Maths Attainment



Communication and Language Attainment



Health and Well-being Attainment





Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding Not Received in this school year

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible students?	

