

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	169
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£67,110.73
Recovery premium funding allocation this academic year	£11,956
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	£79,066.73

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

- **Curriculum development** – to ensure that our curriculum meets the needs of all learners at all points throughout their learning journey. To ensure that communication needs are fully supported in order to maintain progress. To ensure that staff training needs identified are met, being that some will have been delayed due to COVID-19 restrictions.
- **Mental Health and Wellbeing** – To ensure that all our learners have resilience to be able to accept challenge in their learning and be successful at whatever they choose.
- **Preparation for Adulthood** – To ensure that all our students are well prepared for the journey beyond The Castle School

We are acutely aware of the increased challenges that the COVID-19 Pandemic has brought to a great many people and the additional barriers to some of learners and their families. The COVID-19 Recovery Premium strategy identifies specific focus for us to overcome and plan to utilise this fund for targeted measures to overcome these barriers and have sustained change.

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 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
2	Staff development hindered due to COVID-19 restriction. 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, leading to increased anxieties.
7	Low attendance, and difficulty re-establishing attendance routines.
8	Reduced engagement with outside services and support due to COVID-19 restrictions.

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 that 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>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 students engage with all settings including school, home and the wider community.</p> <p>Student progress will show that all students are making expected progress or more towards their EHCP outcomes and progress in their core curriculum frameworks.</p>

<p>To support the development and implementation of Therapeutic Plans as part of the Therapeutic Thinking Approach.</p>	
<p>To enable pupils eligible for PPG to have support to empower them in their learning and to improve their resilience, improving their learning outcomes.</p>	<p>Student progress will show that all students are making expected progress or more towards their EHCP outcomes and progress in their core curriculum frameworks.</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, student progress reviews and work scrutiny</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>PECs – Level 1 Training</u> to support and develop the communication of our pupils</p> <p><u>DiR Floortime Training</u> to provide effective play based learning for our pupils.</p> <p><u>Intensive Interaction training</u> https://usina-bus.org.uk/training/training/8 staff (from across 4 classes)</p> <p>Online Safety Training for staff</p> <p>National Online Safety Program</p> <p>Drumming and Disabilities Training Training staff to facilitate strategies using music and rhythm with people with ASD</p>	<p>EEF – Intervention guidance</p> <p>Speech and Language Developmental stages training through SaLT</p> <p>Teacher led research into DiR Floortime</p> <p>Sensory Integration Foundation</p> <p>University of Chichester research program into strategies using music and rhythm with people with ASD</p>	<p>1,2,3 and 5</p>

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

Budgeted cost: **£3381**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention: Outward bound, confidence and self-esteem development in a range of settings.</p> <p>Yulbury (Oxford) – 1 day, 2 activities, 4 groups of 12. (Abseiling, fire lighting, climbing, crate stacking)</p> <p>Runways End (Farnborough) – 1 day, 2 activities, (Archery, Kayaking, Abseiling, High Ropes)</p> <p>PGL (Swindon) – 1 day, 2 activities, 4 groups of 12</p>	<p>EEF – Intervention guidance</p> <p>Barry Carpenter – COVID recovery Curriculum research</p> <p>Therapeutic Thinking Approach</p>	1,3,4,5,7

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

Budgeted cost: **£67,110.73**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ the Pastoral Manager and Family Liaison Officer to support and implement programmes for families of pupils eligible for PPG</p>	<p>EEF – Intervention guidance</p> <p>Therapeutic Thinking Approach</p> <p>Trauma and Attachment Informed Practice – The Mulberry Bush</p>	3,4,6,8

<p>To employ 3 x ELSAs to develop further programmes and interventions for pupils eligible for PPG</p> <p>1:1 targeted ELSA support</p> <p>ELSA based social group – daily programme for targeted students</p>	<p>EEF – Intervention guidance</p> <p>Therapeutic Thinking Approach</p> <p>Trauma and Attachment Informed Practice – The Mulberry Bush</p>	<p>1,3,4,5</p>
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Total budgeted cost: £ 79,341

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 2020 to 2021 academic year.

The Pastoral Team comprises Pastoral Manager, a Family Liaison Officer and 3 ELSAs (Emotional Literacy Support Assistants). The team have worked with at least 91% of families in the past year. The Team support students in school alongside class teaching teams to coordinate, co-facilitate and liaise on individual packages of support and Therapeutic Plans. 73% of Students in receipt of PPG are receiving support from the Pastoral Team including ELSA. Average Attainment for PPG students compared with whole school (Autumn Term 1 2021 Data) Maths (PPG) 40% (WS) 32% English (PPG) 40% (WS) 34% Communication and Language (PPG) 51% (WS) 43% Health and Wellbeing (PPG) 41% (WS) 40%

During the 2020/21 academic year, the Pastoral Team were contacting all learners who remained at home, supporting the Safeguarding Team. All staff were recording contacts with home learners through a register of engagement, this was monitored and targeted contacts made by the Pastoral Team for those not engaging.

There are three ELSA trained members of staff in school. These are spread across the key stages and support students on a 1:1 basis in allocated ELSA sessions. During COVID-19 restrictions we placed ELSA trained staff out to ensure that each 'bubble' and then 'zone' had appropriate support. This has supported students with a wide range of social, emotional and developmental challenges and to process the additional challenges and barriers that COVID-19 had presented.

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
n/a	

Service pupil premium funding (optional)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

n/a