

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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	181
Proportion (%) of pupil premium eligible pupils	41.4%
Academic year/years that our current pupil premium strategy plan covers	2022-2021
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£57250
Recovery premium funding allocation this academic year	£11956 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£411
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69617

# 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:

- To open and establish new SEMH/ASC Provision commissioned by West Berkshire Local Authority (WBLA) on old Theale Primary School site
- To develop an ambitious Therapeutic Education model. Plan structure, programmes and curriculum to meet the diverse needs of the learners
- 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.
- To develop more floor/play based learning throughout the school. Floor time is relationship-based learning through play. The intervention aims to improve the six key milestones :  
Self-regulation and interest in the world  
Intimacy, or engagement in relationships  
Two-way communication  
Complex communication  
Emotional ideas

Emotional thinking

- To ensure that all staff have adequate training opportunities throughout the school.

We are acutely aware of the increased challenges that coming through the COVID-19, 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 students
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.

8	Engagement with outside services not returned to pre-COVID levels.
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## 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 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 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>

Development of teaching and learning practice	Evidence of practice enhancement through annual appraisal, learning walks, student progress reviews and work scrutiny
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## 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: £ 3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
£3600 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

### 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"> <li>Parental Engagement, support with accessing community</li> </ul>	EEF – Intervention guidance  Therapeutic Thinking Approach	3,4,6,8

<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"> <li>• Termly parent groups co-facilitated with Respite provision</li> <li>• 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.</li> </ul>	<p>Trauma and Attachment Informed Practice – The Mulberry Bush</p>	
<p>Train two further ELSAs to provide targeted ELSA intervention to specific students across the school.</p> <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>£400 BOOST Group - ELSA based social skills group – daily programme for targeted students. Students 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</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>

<p>costs such as uniform, shoes, equipment and materials.</p> <p>£3600 Animal Therapy – Smelly Wellies animal therapy centre. Targeted weekly intervention to promote self-esteem, wellbeing, communication and self-concept and positive attendance.</p>		
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**Total budgeted cost: £ 69617**



# Part B: Review of outcomes in the previous academic year

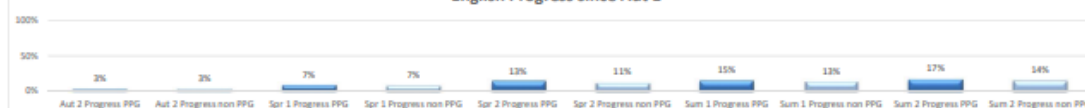
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

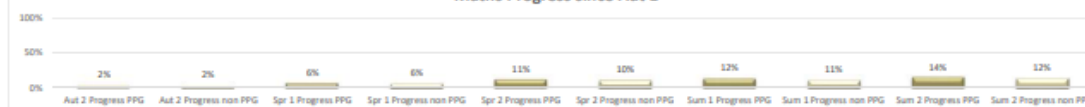
The data below shows progress of all PPG students against non-PPG students in the school. All data shows that PPG eligible students are making excellent progress in all areas of Maths, English, Communication and Language and Health and Wellbeing. In all areas PPG students are making greater progress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

PPG	Whole school		PPG		non PPG		62		non PPG		95		PPG		non PPG		PPG		non PPG			
	Aut 1 PPG	Aut 1 non PPG	Aut 2 PPG	Aut 2 non PPG	Aut 2 Progress PPG	Aut 2 Progress non PPG	Spr 1 PPG	Spr 1 non PPG	Spr 1 Progress PPG	Spr 1 Progress non PPG	Spr 2 PPG	Spr 2 non PPG	Spr 2 Progress PPG	Spr 2 Progress non PPG	Sum 1 PPG	Sum 1 non PPG	Sum 1 Progress PPG	Sum 1 Progress non PPG	Sum 2 PPG	Sum 2 non PPG	Sum 2 Progress PPG	Sum 2 Progress non PPG
English	39%	31%	41%	34%	3%	3%	46%	39%	7%	7%	52%	43%	13%	11%	53%	44%	15%	13%	55%	46%	17%	14%
Reading	40%	33%	43%	36%	3%	3%	47%	40%	7%	7%	53%	44%	13%	11%	54%	46%	14%	13%	57%	47%	17%	14%
Writing	37%	30%	40%	32%	3%	2%	45%	37%	8%	7%	51%	41%	13%	11%	52%	43%	15%	13%	54%	44%	17%	14%
Maths	43%	32%	45%	34%	2%	2%	49%	38%	6%	6%	54%	42%	11%	10%	54%	43%	12%	11%	57%	45%	14%	12%
Numbers	43%	33%	45%	35%	2%	2%	50%	39%	7%	7%	55%	43%	12%	10%	55%	43%	12%	11%	57%	45%	14%	12%
Shape, Space and Measure	42%	32%	45%	34%	3%	2%	48%	38%	6%	6%	52%	42%	11%	10%	53%	43%	12%	10%	56%	45%	14%	13%
Communication and Language	53%	42%	59%	45%	6%	3%	62%	49%	8%	7%	66%	54%	13%	12%	66%	54%	13%	12%	68%	56%	15%	14%
Speaking (including talking for play)	48%	39%	55%	43%	6%	3%	58%	47%	9%	8%	63%	52%	15%	13%	64%	53%	15%	14%	66%	54%	18%	15%
Understanding Listening and Attention	58%	44%	63%	47%	5%	3%	65%	50%	7%	6%	69%	55%	11%	11%	69%	55%	11%	11%	70%	56%	12%	12%
Health and Well-being	49%	40%	52%	42%	3%	2%	56%	46%	7%	6%	60%	49%	11%	9%	60%	49%	11%	10%	62%	52%	13%	12%
Others	47%	38%	50%	40%	3%	2%	55%	44%	8%	6%	60%	48%	13%	10%	60%	48%	13%	10%	63%	51%	16%	13%
Independence	49%	40%	53%	42%	4%	2%	57%	48%	8%	8%	62%	51%	12%	11%	62%	51%	12%	11%	64%	53%	14%	13%
Managing Feelings and Behaviour	41%	32%	44%	34%	2%	1%	46%	36%	5%	4%	51%	40%	9%	8%	51%	40%	10%	8%	53%	42%	11%	10%
Health and Self care	46%	38%	49%	40%	3%	2%	52%	43%	6%	5%	56%	47%	10%	9%	56%	47%	10%	9%	58%	49%	12%	11%
Physical Skills	56%	46%	59%	49%	3%	2%	62%	52%	6%	5%	67%	56%	11%	9%	67%	56%	11%	10%	69%	58%	13%	12%

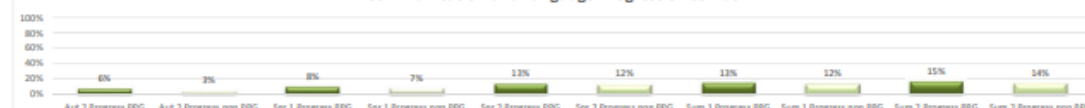
English Progress since Aut 1



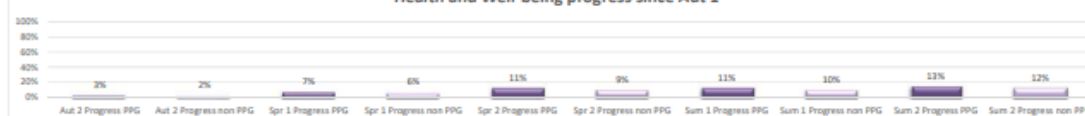
Maths Progress since Aut 1



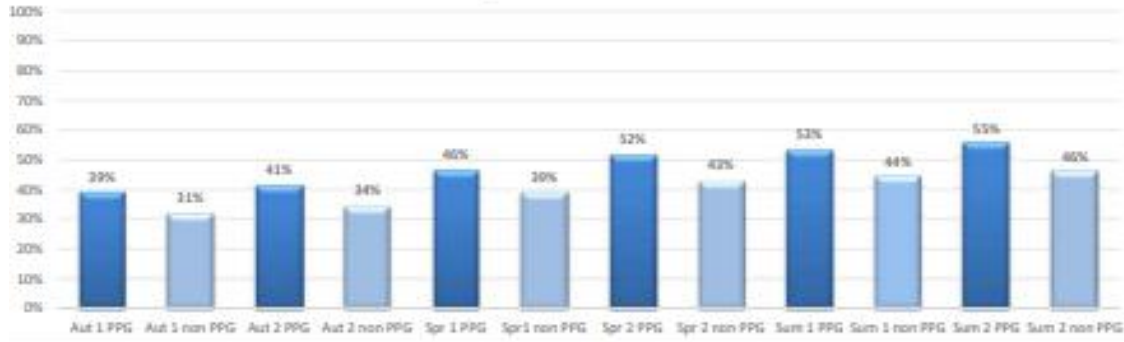
Communication and Language Progress since Aut 1



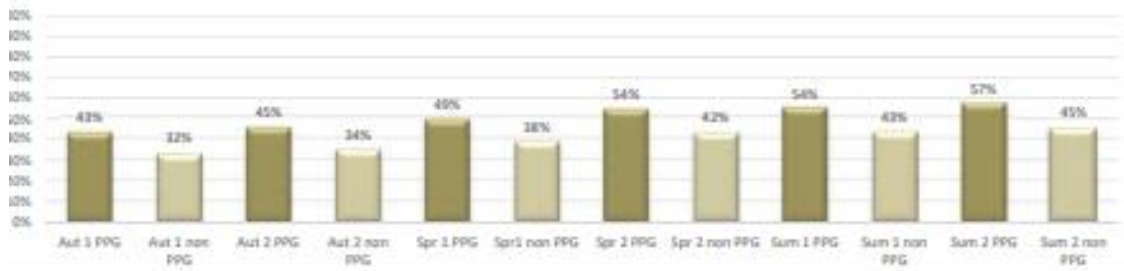
Health and Well-being progress since Aut 1



### English Attainment



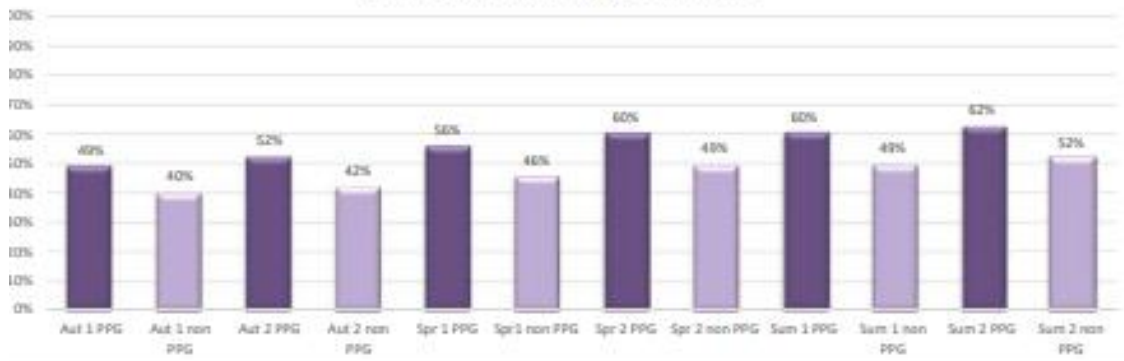
### Maths Attainment



### 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 pupils?	



