

The Castle School Pupil premium strategy statement 2024-2025

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	The Castle School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jon Hewitt
Pupil premium lead	Caroline Whitlock
Governor / Trustee lead	Helen Cabell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,681
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,220
Total budget for this academic year	£ 94.901

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.

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

English and Reading

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

Castle @ Theale

- To further develop the restorative approach to support every students therapeutic curriculum
- To full train and support restorative peer mentoring
- Development of curriculum at Castle @ Theale
- Support bespoke elements of support packages
- PAWS Therapy

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.

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. Development of skills and knowledge of evidence based approaches and interventions gap
3	Supporting development of identity and community connections
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	Opportunities to learn outside the classroom - our pupils are less likely to have opportunities to access outdoor learning. 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.
8	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
To enable parents of pupils eligible for PPG to have greater access to school and	Upon review of Pastoral support and engagement, all families whose child/children are eligible for PPG have

<p>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>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>
<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 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> <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</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>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>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>
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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.

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
<p>Animal Therapy – Range of animal led therapeutic interventions, targeted at students' needs.</p> <p>PAWS – Animal Assisted Talking Therapies</p> <p>Smelly Wellies – Therapeutic Animal Sanctuary</p> <p>These programmes are for targeted students whose needs for intervention are identified through their Therapeutic Plans and Team Around The Student.</p>	<p>EEF – Intervention guidance</p> <p>Therapeutic Thinking Approach</p> <p>Emotional Health Academy</p> <p>Educational Psychology Service</p>	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
<p>Continue to employ the Pastoral Manager and Family Liaison Officers to support and implement programmes for families of pupils eligible for PPG</p> <p>Support includes;</p>	<p>EEF – Intervention guidance</p> <p>Therapeutic Thinking Approach</p>	1,2,3,4,5,6,7

<ul style="list-style-type: none"> • Parental Engagement, support with accessing community resources, liaising with other agencies, parenting advice and development of Therapeutic Plans across settings, support of familial resilience, supporting communication with school teams. • 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>EEF – Tiered approach supporting families</p>	<p>1,2,3,4,5,6</p>

Budgeted Cost – £18,567

<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 • Virtue Gymnastics • Raw Mentoring • Thurtover • Calshot 	<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>
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Budgeted Cost – £5000

<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>1,3,8</p>
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Total budgeted cost: £ 94901

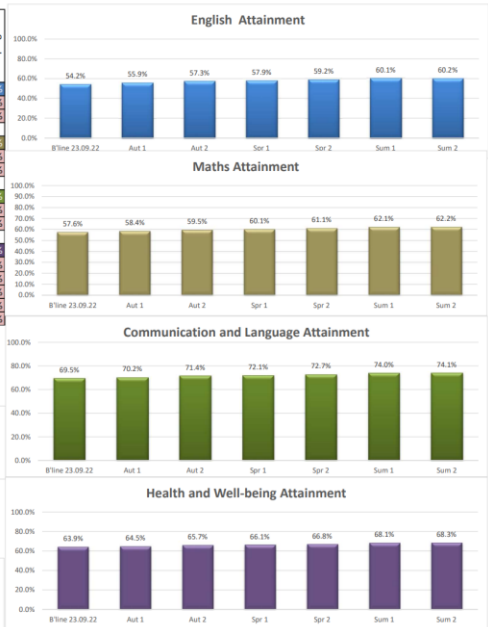
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 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.

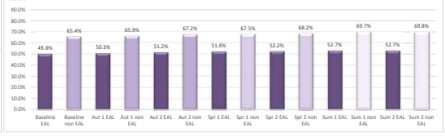
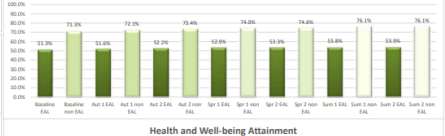
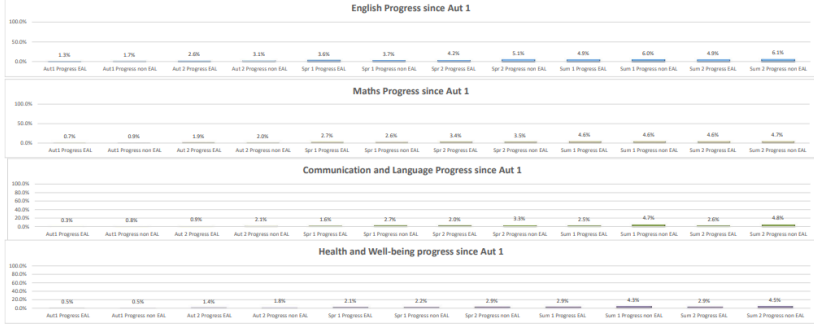
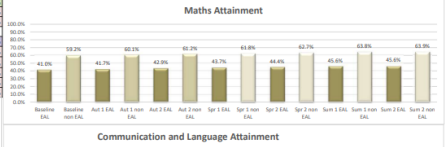
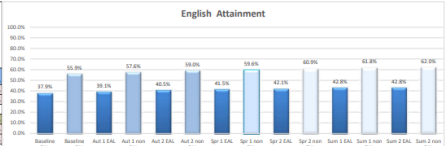
Whole school	No. students		130																	
	Baseline 23.09.22	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Sum 2 prog												
English	54.2%	55.5%	57.3%	58.2%	59.2%	60.1%	61.1%	62.1%	63.1%	64.1%	65.1%	66.1%	67.1%	68.1%	69.1%	70.1%	71.1%	72.1%		
Reading	56.6%	58.0%	59.6%	60.4%	61.3%	62.4%	63.1%	64.1%	65.1%	66.1%	67.1%	68.1%	69.1%	70.1%	71.1%	72.1%	73.1%	74.1%		
Writing	52.0%	53.9%	55.2%	55.5%	55.5%	56.3%	57.3%	58.3%	59.3%	60.3%	61.3%	62.3%	63.3%	64.3%	65.3%	66.3%	67.3%	68.3%		
Maths	57.6%	58.4%	59.5%	60.1%	60.1%	61.1%	62.1%	63.1%	64.1%	65.1%	66.1%	67.1%	68.1%	69.1%	70.1%	71.1%	72.1%	73.1%		
Numbers	57.0%	58.4%	59.2%	59.8%	60.7%	61.8%	62.8%	63.8%	64.8%	65.8%	66.8%	67.8%	68.8%	69.8%	70.8%	71.8%	72.8%	73.8%		
Shape, Space and Measure	58.2%	58.5%	59.9%	60.5%	60.5%	61.5%	62.5%	63.5%	64.5%	65.5%	66.5%	67.5%	68.5%	69.5%	70.5%	71.5%	72.5%	73.5%		
Communication and Language	69.5%	70.2%	71.4%	72.1%	72.1%	72.7%	73.4%	74.0%	74.5%	75.1%	75.7%	76.3%	76.9%	77.5%	78.1%	78.7%	79.3%	79.9%		
Speaking (Including talking for play)	68.7%	69.3%	70.2%	71.0%	71.0%	71.6%	72.3%	72.9%	73.5%	74.1%	74.7%	75.3%	75.9%	76.5%	77.1%	77.7%	78.3%	78.9%		
Understanding Listening and Attention	70.1%	70.9%	72.5%	73.0%	73.0%	73.6%	74.3%	74.9%	75.5%	76.1%	76.7%	77.3%	77.9%	78.5%	79.1%	79.7%	80.3%	80.9%		
Health and Well-being	63.9%	64.5%	65.7%	66.1%	66.1%	66.8%	67.5%	68.1%	68.7%	69.3%	69.9%	70.5%	71.1%	71.7%	72.3%	72.9%	73.5%	74.1%		
Making Relationships and Responding to Others	63.3%	63.9%	65.0%	65.5%	65.5%	66.2%	66.9%	67.5%	68.1%	68.7%	69.3%	69.9%	70.5%	71.1%	71.7%	72.3%	72.9%	73.5%		
Self-confidence, Self-awareness and Independence	68.3%	68.9%	70.5%	70.8%	70.8%	71.3%	71.8%	72.3%	72.8%	73.3%	73.8%	74.3%	74.8%	75.3%	75.8%	76.3%	76.8%	77.3%		
Managing Feelings and Behaviour	56.7%	57.0%	57.7%	58.1%	58.1%	58.5%	58.9%	59.3%	59.7%	60.1%	60.5%	60.9%	61.3%	61.7%	62.1%	62.5%	62.9%	63.3%		
Health and Self care	60.0%	60.7%	61.6%	61.8%	61.8%	62.4%	63.0%	63.6%	64.2%	64.8%	65.4%	66.0%	66.6%	67.2%	67.8%	68.4%	69.0%	69.6%		
Physical Skills	68.4%	68.9%	70.1%	70.7%	70.7%	71.4%	72.1%	72.8%	73.4%	74.1%	74.7%	75.4%	76.0%	76.7%	77.3%	77.9%	78.6%	79.2%		



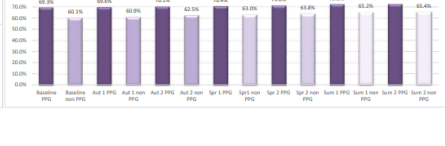
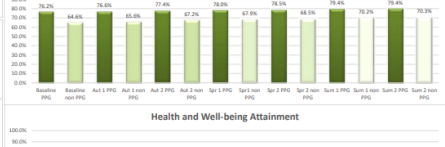
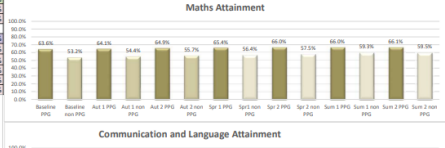
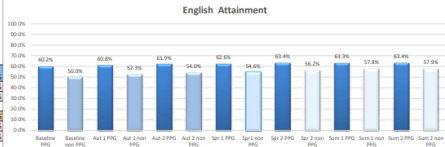
Gender	Whole school		130													
	Baseline male	Baseline female	Aut 1 Male	Aut 1 Female	Aut 2 Male	Aut 2 Female	Spr 1 Male	Spr 1 Female	Spr 2 Male	Spr 2 Female	Sum 1 Male	Sum 1 Female	Sum 2 Male	Sum 2 Female	Sum 2 prog Male	Sum 2 prog Female
English	53.8%	55.4%	55.5%	56.9%	57.1%	57.8%	58.0%	58.7%	58.8%	59.1%	59.5%	60.1%	60.7%	61.3%	61.9%	62.5%
Reading	56.1%	58.1%	57.6%	59.2%	59.5%	60.3%	60.8%	61.2%	61.5%	62.2%	62.7%	63.2%	63.7%	64.2%	64.7%	65.2%
Writing	51.7%	53.7%	54.7%	55.0%	55.0%	55.7%	55.7%	56.2%	56.2%	56.8%	57.3%	57.8%	58.3%	58.8%	59.3%	59.8%
Maths	53.5%	54.4%	55.5%	55.3%	55.9%	56.1%	56.5%	56.5%	57.4%	57.7%	58.3%	58.9%	59.5%	60.1%	60.7%	61.3%
Numbers	58.4%	53.2%	59.7%	54.5%	54.9%	55.9%	56.2%	56.5%	57.3%	57.7%	58.3%	58.9%	59.5%	60.1%	60.7%	61.3%
Shape, Space and Measure	58.9%	56.1%	59.2%	56.4%	56.4%	56.7%	57.8%	58.8%	58.8%	59.4%	60.0%	60.6%	61.2%	61.8%	62.4%	63.0%
Communication and Language	67.5%	69.4%	70.3%	70.6%	71.0%	71.3%	71.7%	72.1%	72.4%	72.7%	73.1%	73.4%	73.8%	74.1%	74.5%	74.8%
Speaking (Including talking for play)	69.0%	67.7%	69.0%	68.8%	69.6%	69.8%	70.4%	70.6%	71.2%	71.4%	71.8%	72.0%	72.5%	72.7%	73.1%	73.3%
Understanding Listening and Attention	69.9%	70.8%	70.8%	71.5%	71.9%	72.5%	72.4%	73.0%	73.0%	73.6%	74.1%	74.6%	75.1%	75.6%	76.1%	76.6%
Health and Well-being	63.6%	65.0%	64.1%	65.7%	65.0%	66.0%	65.8%	66.8%	67.3%	67.8%	68.3%	68.8%	69.3%	69.8%	70.3%	70.8%
Making Relationships and Responding to C	62.6%	65.3%	63.2%	66.0%	67.0%	66.0%	66.9%	67.5%	68.0%	68.5%	69.0%	69.5%	70.0%	70.5%	71.0%	71.5%
Self-confidence, Self-awareness and Independence	67.4%	71.0%	67.9%	71.9%	68.5%	69.8%	70.5%	71.2%	71.9%	72.6%	73.3%	74.0%	74.7%	75.4%	76.1%	76.8%
Managing Feelings and Behaviour	55.7%	59.0%	55.9%	60.0%	60.3%	60.6%	60.6%	61.1%	61.6%	62.1%	62.6%	63.1%	63.6%	64.1%	64.6%	65.1%
Health and Self care	60.1%	59.7%	60.7%	60.6%	60.6%	61.3%	61.6%	61.7%	62.3%	62.6%	63.2%	63.5%	64.1%	64.4%	64.9%	65.2%
Physical Skills	68.6%	67.5%	69.0%	68.4%	68.4%	69.3%	69.5%	70.3%	70.5%	71.3%	72.0%	72.7%	73.4%	74.1%	74.8%	75.5%



Subject	Baseline		Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
	Baseline	Baseline	Aut 1	Aut 1	Aut 2	Aut 2	Spr 1	Spr 1	Spr 2	Spr 2	Sum 1	Sum 1	Sum 2	Sum 2
English	37.3%	55.9%	37.3%	55.9%	37.3%	55.9%	37.3%	55.9%	37.3%	55.9%	37.3%	55.9%	37.3%	55.9%
Reading	39.3%	58.4%	39.3%	58.4%	39.3%	58.4%	39.3%	58.4%	39.3%	58.4%	39.3%	58.4%	39.3%	58.4%
Writing	36.6%	53.6%	36.6%	53.6%	36.6%	53.6%	36.6%	53.6%	36.6%	53.6%	36.6%	53.6%	36.6%	53.6%
Maths	41.0%	59.2%	41.0%	59.2%	41.0%	59.2%	41.0%	59.2%	41.0%	59.2%	41.0%	59.2%	41.0%	59.2%
Numbers	40.4%	58.7%	40.4%	58.7%	40.4%	58.7%	40.4%	58.7%	40.4%	58.7%	40.4%	58.7%	40.4%	58.7%
Shape, Space and Measure	41.7%	59.9%	41.7%	59.9%	41.7%	59.9%	41.7%	59.9%	41.7%	59.9%	41.7%	59.9%	41.7%	59.9%
Communication and Language	51.8%	72.3%	51.8%	72.3%	51.8%	72.3%	51.8%	72.3%	51.8%	72.3%	51.8%	72.3%	51.8%	72.3%
Speaking (Including Talking for play)	47.5%	72.8%	47.5%	72.8%	47.5%	72.8%	47.5%	72.8%	47.5%	72.8%	47.5%	72.8%	47.5%	72.8%
Understanding Listening and Attention	54.4%	71.6%	54.4%	71.6%	54.4%	71.6%	54.4%	71.6%	54.4%	71.6%	54.4%	71.6%	54.4%	71.6%
Health and Well-being	49.8%	65.4%	49.8%	65.4%	49.8%	65.4%	49.8%	65.4%	49.8%	65.4%	49.8%	65.4%	49.8%	65.4%
Making Relationships and Responding to	45.4%	61.1%	45.4%	61.1%	45.4%	61.1%	45.4%	61.1%	45.4%	61.1%	45.4%	61.1%	45.4%	61.1%
Independence	55.1%	69.0%	55.1%	69.0%	55.1%	69.0%	55.1%	69.0%	55.1%	69.0%	55.1%	69.0%	55.1%	69.0%
Managing Feelings and Behaviour	41.5%	58.1%	41.5%	58.1%	41.5%	58.1%	41.5%	58.1%	41.5%	58.1%	41.5%	58.1%	41.5%	58.1%
Health and Self care	44.0%	61.5%	44.0%	61.5%	44.0%	61.5%	44.0%	61.5%	44.0%	61.5%	44.0%	61.5%	44.0%	61.5%
Physical Skills	57.4%	69.6%	57.4%	69.6%	57.4%	69.6%	57.4%	69.6%	57.4%	69.6%	57.4%	69.6%	57.4%	69.6%



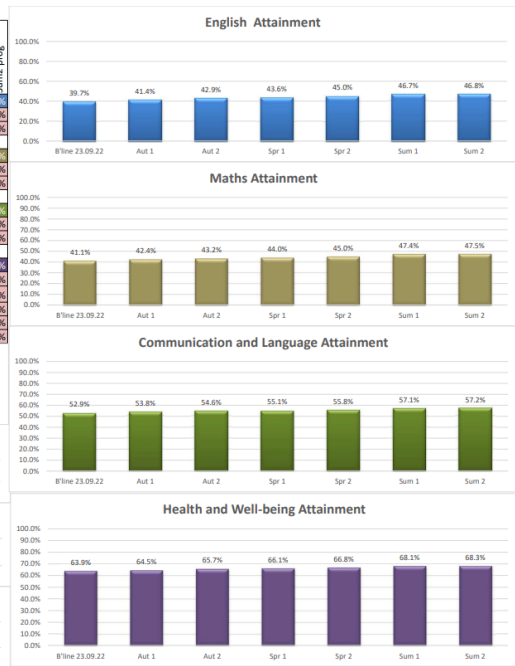
Subject	Baseline		Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
	Baseline	Baseline	Aut 1	Aut 1	Aut 2	Aut 2	Spr 1	Spr 1	Spr 2	Spr 2	Sum 1	Sum 1	Sum 2	Sum 2
English	60.2%	50.0%	60.8%	52.3%	61.7%	2.4%	61.3%	54.0%	61.8%	4.0%	61.0%	54.6%	61.4%	4.6%
Reading	62.8%	52.7%	63.3%	54.2%	63.6%	2.0%	64.7%	56.1%	63.9%	6.5%	56.7%	2.7%	63.9%	6.8%
Writing	57.8%	47.0%	58.0%	50.6%	58.6%	2.7%	58.8%	51.1%	57.9%	4.2%	59.8%	3.7%	58.7%	3.6%
Maths	61.3%	51.2%	64.1%	54.4%	64.1%	1.2%	64.0%	54.7%	61.2%	2.3%	61.4%	56.4%	61.4%	2.4%
Numbers	63.3%	52.6%	63.8%	54.6%	63.6%	1.9%	64.8%	55.4%	63.8%	2.6%	65.2%	56.0%	63.0%	2.9%
Shape, Space and Measure	64.2%	54.0%	64.4%	54.3%	65.3%	0.3%	65.3%	56.1%	65.1%	2.2%	65.7%	56.8%	65.1%	2.9%
Communication and Language	76.4%	64.6%	76.6%	65.6%	77.4%	0.6%	77.4%	67.2%	71.1%	2.6%	71.0%	67.9%	68.3%	2.1%
Speaking (Including Talking for play)	75.3%	63.8%	75.7%	64.7%	76.3%	0.5%	76.8%	65.8%	73.8%	2.0%	77.3%	66.3%	73.8%	2.8%
Understanding Listening and Attention	76.8%	65.4%	77.4%	66.4%	78.0%	1.0%	78.0%	68.4%	74.1%	3.1%	74.0%	69.1%	74.6%	3.1%
Health and Well-being	65.3%	60.1%	65.0%	60.9%	65.3%	0.8%	65.1%	62.5%	63.8%	1.7%	63.4%	62.2%	63.6%	1.5%
Making Relationships and Responding to	69.7%	58.7%	70.1%	59.6%	69.4%	0.4%	70.8%	61.8%	61.1%	3.1%	71.1%	62.1%	61.1%	3.1%
Independence	74.1%	62.6%	74.6%	63.9%	75.0%	0.3%	75.1%	67.3%	69.6%	3.2%	75.7%	68.1%	69.6%	3.2%
Managing Feelings and Behaviour	69.3%	53.8%	61.0%	54.1%	61.3%	0.3%	61.3%	55.1%	61.7%	1.3%	62.0%	55.3%	61.7%	1.3%
Health and Self care	64.8%	56.7%	64.8%	57.7%	65.3%	0.2%	65.3%	59.0%	65.7%	2.3%	65.9%	59.2%	65.9%	2.3%
Physical Skills	74.0%	64.5%	74.2%	65.2%	74.7%	0.7%	74.7%	66.8%	67.9%	2.4%	75.1%	67.6%	75.1%	2.8%



White - British		No. students											
		110											
		B'line 23.09.22											
		Aut 1											
		Aut 1 prog											
		Aut 2											
		Aut 2 prog											
		Spr 1											
		Spr 1 prog											
		Spr 2											
		Spr 2 prog											
		Sum 1											
		Sum 1 prog											
		Sum 2											
		Sum 2 prog											
English	56.8%	58.5%	1.7%	59.9%	3.1%	60.5%	3.7%	61.8%	4.9%	62.5%	5.7%	62.6%	5.8%
Reading	59.5%	60.9%	1.4%	62.5%	3.0%	63.2%	3.7%	65.1%	5.6%	65.7%	6.2%	65.8%	6.3%
Writing	54.4%	56.3%	1.9%	57.5%	3.2%	57.8%	3.4%	58.7%	4.3%	59.6%	5.2%	59.7%	5.3%
Maths	60.5%	61.4%	0.8%	62.5%	2.0%	63.3%	2.5%	64.0%	3.4%	64.8%	4.2%	64.9%	4.4%
Numbers	60.2%	61.4%	1.3%	62.3%	2.2%	62.9%	2.8%	63.8%	3.6%	64.7%	4.5%	64.7%	4.6%
Shape, Space and Measure	61.0%	61.3%	0.2%	62.7%	1.7%	63.3%	2.2%	64.3%	3.2%	65.0%	3.9%	65.1%	4.1%
Communication and Language	72.5%	73.2%	0.7%	74.5%	2.0%	75.2%	2.7%	75.7%	3.3%	77.1%	4.6%	77.2%	4.7%
Speaking (including talking for play)	71.8%	72.5%	0.7%	73.4%	1.6%	74.3%	2.5%	74.9%	3.1%	76.2%	4.4%	76.2%	4.4%
Understanding Listening and Attention	73.0%	73.8%	0.7%	75.4%	2.4%	76.0%	2.9%	76.5%	3.4%	77.8%	4.8%	77.9%	4.9%
Health and Well-being	66.5%	67.0%	0.5%	68.3%	1.8%	68.7%	2.2%	69.4%	2.8%	70.6%	4.0%	70.7%	4.2%
Making Relationships and Responding to Others	66.4%	67.1%	0.7%	68.8%	2.4%	69.1%	2.7%	70.2%	3.8%	71.2%	4.8%	71.3%	4.9%
Self-confidence, Self-awareness and Independence	70.6%	71.2%	0.6%	72.9%	2.3%	73.0%	2.5%	73.5%	3.0%	74.1%	3.5%	74.1%	3.6%
Managing Feelings and Behaviour	59.4%	59.6%	0.3%	60.4%	1.0%	60.7%	1.4%	61.1%	1.7%	62.7%	3.4%	62.9%	3.5%
Health and Self care	62.8%	63.5%	0.7%	64.4%	1.6%	64.5%	1.8%	65.0%	2.2%	66.6%	3.8%	67.0%	4.3%
Physical Skills	70.7%	71.1%	0.4%	72.4%	1.7%	73.0%	2.3%	73.7%	3.1%	74.9%	4.3%	75.1%	4.4%



<White - British		No. students											
		20											
		B'line 23.09.22											
		Aut 1											
		Aut 1 prog											
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		Sum 2 prog											
English	39.7%	41.8%	1.7%	42.9%	3.1%	43.6%	3.9%	45.0%	5.3%	46.7%	7.0%	46.8%	7.1%
Reading	40.5%	41.8%	1.4%	43.7%	3.3%	44.6%	4.2%	47.0%	6.6%	48.7%	8.3%	48.8%	8.3%
Writing	39.1%	41.0%	2.0%	42.1%	3.0%	42.7%	3.6%	43.2%	4.2%	44.9%	5.9%	45.1%	6.0%
Maths	41.1%	42.4%	1.2%	43.2%	2.1%	44.0%	2.8%	45.0%	3.8%	47.4%	6.2%	47.5%	6.3%
Numbers	40.0%	41.8%	1.8%	42.0%	2.1%	42.9%	2.9%	43.8%	3.8%	46.3%	6.3%	46.3%	6.3%
Shape, Space and Measure	42.6%	43.1%	0.5%	44.7%	2.0%	45.4%	2.7%	46.5%	3.9%	48.8%	6.1%	49.0%	6.4%
Communication and Language	52.9%	53.8%	0.9%	54.6%	1.7%	55.1%	2.2%	55.8%	2.9%	57.1%	4.2%	57.2%	4.3%
Speaking (including talking for play)	51.4%	51.8%	0.4%	52.4%	0.9%	52.9%	1.4%	53.6%	2.2%	54.6%	3.2%	54.7%	3.3%
Understanding Listening and Attention	54.1%	55.4%	1.3%	56.4%	2.3%	56.9%	2.8%	57.6%	3.4%	59.2%	5.1%	59.3%	5.1%
Health and Well-being	49.7%	50.3%	0.6%	51.3%	1.5%	51.8%	2.1%	52.5%	2.8%	54.5%	4.9%	54.6%	4.9%
Making Relationships and Responding to Others	46.1%	46.6%	0.5%	47.7%	1.6%	48.2%	2.1%	48.7%	2.6%	50.7%	4.6%	50.7%	4.6%
Self-confidence, Self-awareness and Independence	55.8%	56.5%	0.7%	57.5%	1.7%	58.3%	2.5%	58.9%	3.1%	60.2%	4.4%	60.2%	4.4%
Managing Feelings and Behaviour	41.9%	42.3%	0.4%	43.1%	1.2%	43.5%	1.6%	44.4%	2.4%	46.7%	4.8%	46.7%	4.8%
Health and Self care	44.6%	45.3%	0.7%	46.3%	1.7%	47.1%	2.4%	47.9%	3.3%	50.9%	5.7%	50.9%	5.7%
Physical Skills	56.3%	57.0%	0.7%	57.8%	1.5%	58.3%	2.0%	58.9%	2.6%	61.2%	4.9%	61.3%	5.0%



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 maths 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?	