

Castle School Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers	24/25
Date this statement was published	January 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Charlotte Whysall
Pupil premium lead	Peter Nelmes
Governor / Trustee lead	Donna Lovett/Selma Kadirvelu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,683
Recovery premium funding allocation this academic year	£78,910
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£183,593

Part A: Pupil premium strategy plan

Statement of intent

Castle School aspire to have a child-centered approach to the education of its pupils. We believe that the principles of a therapeutic school are especially appropriate to pupils experiencing disadvantage:

- Positive experiences create positive feelings, and positive feelings create positive learners. The emphasis is on motivation by challenge rather than threat.
- Children should be met at whatever point in their development they are, and helped to take their next steps in an environment characterised by a sense of safety, trust, collaboration, empowerment and a love of life
- In our interactions with pupils we communicate hope and excitement, and ensure there is no possible sense of deficit or shame.
- All aspects of a child's development are supported and promoted, so that each individual is encouraged to be the best version of themselves
- The most effective teaching tool we have is our relationships with our learners and because we promote the holistic development of each learner, every interaction is an opportunity for teaching and learning, whether or not the interaction takes place within conventional lesson times. Every minute matters.
- We are able to promote the less tangible aspects of development most effectively. These include a sense of belonging, a sense of awe and wonder, one's own core values and a sense of identity. Thus we are able to provide a means of promoting, repairing and maintaining good mental health in our pupils that is integrated into every activity our pupils engage in.

In order for these principles to be put into practice and have a positive impact on our pupils, we need for staff to be able to:

- Accurately and sensitively assess the needs of the whole child
- Be creative and flexible in curriculum design and delivery
- Place a premium on pupil voice, in whatever form it takes
- Create a non-judgemental and consistent learning environment
- Understand that the quality of their relationship with all pupils is the most effective tool for teaching and learning
- Work with in-house and external therapists to increase the understanding around each pupil
- Understand that challenging behaviour is a sign that we need to make changes to our curriculum and/or its delivery so that the pupil's needs are met.

Pupil premium is a vital resource for helping us meet these aims. We aim for all pupils to have rich and positive relationships and experiences so that their learning potential is maximised

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that pupil disability or SEND does not create an impediment to learning and achievement through accurate diagnostic assessments of needs and learning ability leading to appropriate curriculum content and delivery.
2	Ensuring that opportunities for community participation and poor social skills are not limited due to any form of disadvantage, including financial disadvantage.

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
The principles of an inclusive, child-centred educational approach are met for PP pupils. Their needs are accurately diagnosed, and the appropriate universal, targeted or specialist support is provided to ensure full access to the curriculum so that engagement and learning is maximised. Pupils find learning challenging and fun, feel no sense of deficit, and their behaviour is regulated in such a way that they are able to increasingly take charge of their behaviour and their interactions with the wider world.	Pupil engagement is at a high level because their learning is based on accurate assessment and commensurate outcomes and targets.
Educational opportunities which rely on parental contributions are made accessible to all pupils	Full participation in educational visits/residential activities for all pupils

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.

Castle School employs a full time art therapist, a full time music therapist, and a part time occupational therapist to allow us to ensure that pupil learning is maximised because their emotional, communication, sensory and physical needs are addressed through the delivery of the curriculum.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Pupils have appropriate targets and strategies to enable them to achieve the next steps in their development	Implementation of pupil passports. Assessment review cycle now in place for January and June phases. Monitoring from senior leader and pathway leads within Annual Review process.	1
Teachers become more skilled at understanding the root causes of any challenging behaviour	Reorganisation of staff including creation of Support Hub who ensure that therapist's recommendations are embedded into outcomes and targets and teacher planning and have led to a reduction in challenging behaviour.	1
Teachers understand the nature of a therapeutic approach to teaching and learning, and understand behaviour as an indicator of needs	Teachers report that having therapist's recommendations embedded into outcomes and targets and teacher planning leads to greater engagement. School has now embarked upon a school wide training of staff in Team Teach/Cambridgeshire Therapeutic Thinking to ensure all staff feel equipped to deal with behaviour that may be an impediment to learning.	1
Therapist Supervision	Therapist support	1
Therapy resources	Therapists have the resources to work effectively	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Pupils have strategies to manage their mental health needs	Parent feedback is overwhelmingly positive, reporting that their children are happier at this school than in previous schools, and that progress is therefore more significant	1
PP pupils' sensory integration issues are addressed so they can access the curriculum	Pupils with sensory issues are able to access a greater proportion of the curriculum through therapist involvement	1

	either at the universal, targeted or specialist level.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils develop self-esteem and the confidence to engage in a wider range of activities and engage in learning in a more meaningful way..	Pupils whose parents are unable to support their participation in important educational and residential experiences are given the means to access these.	2
Implementation of reorganised support team including 2 family support workers	Parents are now receiving greater support with behaviour support, application form filling, Early Help referrals, home-school liaison, liaison between home and outside professionals and so on.	2

Total budgeted cost: £ 150,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Evidence of impact
Teachers become more skilled at understanding the root causes of any challenging behaviour	Support from the behaviour support hub, from the Art Therapist, Music Therapist and from an Occupational therapist continued to have a positive impact on data around behaviour and the general school ethos. Staff are trained in behaviour management and de-escalation as well as safe and positive physical interventions. Pupil Passports have been embedded and together with the reorganisation of staff resources that has included the development of the behaviour support team has meant a greater level of pupil engagement and a calmer more purposeful ethos around school.
Teachers understand the nature of a therapeutic approach to teaching and learning, and understand behaviour as an indicator of needs	<p>We continue to put in extra effort into pupils whose development suffered as a result of missing educational and socialisation experiences due to the Covid pandemic, e.g. toilet training for younger pupils, or support with developing effective and safe friendships for young adolescents.</p> <p>Progress against EHCP outcomes Therapists' reports</p>
Teachers understand the relationship between identity and self-esteem, and their impact on achievement	<p>Teachers are able to use the therapeutic targets to plan, deliver and assess the impact of their teaching.</p> <p>Progress against EHCP outcomes Therapists' reports</p>
Implementation of a focus on therapeutic curriculum to promote self-regulation for PP pupils	Sensory diet Sensory profiles and assessments OT input led to more effective development of self-regulation strategies for pupils
Access for PP pupils to areas of the curriculum for which voluntary parent contributions are sought – cooking, outdoor education and educational visits	Greater pupil participation

Externally provided programmes

Programme	Provider
N/A	

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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils