

Castledon Pupil Premium Strategy Statement 2021-22

School overview

Detail	Data
Number of pupils in school	168 (KS1-4)
Proportion (%) of pupil premium eligible pupils	52% (88 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November '22
Date on which it will be reviewed	October '23
Statement authorised by	Simon Holliday (Headteacher)
Pupil premium lead	Jon Hazelgrove
Governor / Trustee lead	Nicky Everett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81045
Recovery premium funding allocation this academic year	£82518
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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	£163563

Statement of intent - Our school motto is 'Unlocking Potential'

We provide a personalised approach to learning, supporting each pupil by providing an extensive range of programmes and interventions both on and off-site alongside smaller classes. Whilst all pupils need to be able to access their learning without the support of an adult, the pupils are given resources and equipped with the strategies they need to support the vision that all pupils will be given the skills for independent living and employment in adulthood.

Our aim is to create a culture of

- Compassion and kindness
- Hope
- Connection and belonging
- Opportunity
- Achievement and recognition

Staff, parents and students helped devise the Castledon Code which encourages all within our community to:

- Be safe – we take care of ourselves
- Be kind – we take care of others
- Be responsible – we make good choices

We believe that each and every one of our pupils deserves a package of support that is tailored to their individual needs and aptitudes. To this end, we employ therapists to work with our staff on developing programmes to assist our pupils with their communication skills, sensory needs and self-confidence. To support our pupil's development, we believe that our curriculum needs to be as real-life and practical as possible giving pupils many off-site experiences. We offer courses from entry level through to level 1 and 2 qualifications with our most able pupils accessing an area of their curriculum at a local mainstream school. From year 7 some of our pupils access outside provisions to help tailor their learning and give them exposure to areas of aptitude and interest e.g. Rally Motor Sports.

Through strong partnerships with parents and collaboration with a range of other agencies, the school offers a caring and friendly learning environment in which pupils make excellent progress. We place great importance in the partnership between school and home as we believe that it is vital to have an open, honest and mutually supportive relationship with parents and carers to achieve what is best for our young people.

Challenges

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

1) Oracy and language comprehension (including receptive language)
2) Self-regulation - including sensory and emotional regulation
3) Social communication difficulties which can result in fewer social opportunities outside of school
4) Low levels of reading ability, comprehension and maths, including early reading skill development
5) Social isolation are at the forefront together with linked issues of anxiety, self-confidence and self-esteem and lack of independence and access to community activities and support
6) Attendance and missed learning in previous settings together with complex medical needs and distance travelled to school (for many by taxi)
7) Individuals needs (e.g. SEN, medical) - some of our young people will have additional needs that need to be met, alongside their SEN
8) Partnerships between school and parents and carers impact on the transfer of strategies for independent learning taught at school into the home setting.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Pupils make at least expected progress in reading and writing	High proportion of EHCP targets met Achieving at least expected progress in Personal Learning Intention (PLI) Achieve 'Mastery' in line with Castledon progress measures. Achieve predicted grades in external qualifications.
2. Pupils make at least expected progress in mathematics	Achieving at least expected progress in PLIs Achieve 'mastery' Achieving predicted grades in external qualifications.
3. Pupils make at least expected progress in communication	High proportion of EHCP targets met Achieving at least expected progress in PLIs Achieve 'mastery'
4. Ensure that difficulties with metacognition, self-regulation and self-regulated learning are addressed in class teaching across the curriculum	Strategies identified to be able to self-regulate (both at class and pupil level) Internal and external professional advice sought to input into plans Strategies incorporated into plans and shared with parents and carers Pupils able to use strategies to access learning and support with transitions across the school Self-regulation and self-regulated learning included in PLIs
5. Promoting and protecting positive emotional wellbeing	Improve self-regulation and engagement in lessons Improvement in PLIs and high proportion of EHCP targets being met Fewer behaviour incidents Increased attendance Evidence of improvement in wellbeing of pupils in line with RAG rating system.

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: £ 30,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing new phonics lead to raise standards in phonics teaching and learning (training, monitoring, assessment) £2118 TLR3	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF - Phonics Read Write Inc	1, 3
Implementing reading strategies - Read/Write/Inc Subscription - £700	Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. EEF - Comprehension Strategies Read Write Inc	1
Resources to support practical and visual strategies - Mastery in Maths, SumDog and White Rose subscription £1000	<i>"Sumdog's game-based learning to improve children's mental mathematics, finding that 75% of the children said playing Sumdog had given them more confidence in maths"</i> - Sum Dog Mathematics Mastery	3
Training for all class based staff Friday afternoons (1 hour per week) - £27000 on areas identified for EHCPs and learning walks	Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF Impact of Training (CPD)	1, 2, 3, 4, 5

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

Budgeted cost: £102,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring targeted at specific pupils delivered across the age ranges focusing on Literacy and Numeracy.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF - one-to-one tuition	1
Therapists Occupational Therapist and Speech and Language) - £63,000	On average, oral language approaches have a high impact on pupil outcomes EEF - Oral language interventions	1,3, 4

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

Budgeted cost: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essex Steps £700 (licence, external training and release time)	Both targeted [behaviour] interventions and universal approaches have positive overall effects. EEF- Behaviour interventions evidence	4&5
Thrive (subscription and delivery) - £5000 - including half a day per week release time for teacher (trained Thrive practitioner)	<i>“The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.”</i> Thrive Approach	4&5
Counsellor - £6650 (1 day per week)	Talking therapies can help all sorts of people in lots of different situations. You may also hear them referred to as counselling. The National Institute for Health and Care Excellence (NICE) recommends talking therapy rather than medicines for children who are depressed. NHS Talking Therapies	5

Total budgeted cost: £145,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strategy aims for disadvantaged pupils - academic achievement

Aim	Impact
Pupils make at least expected progress in reading and writing	High proportion of EHCP targets met Pupil Premium students achieving at least as well as non-pupil premium Achieving at least expected progress in Personal Learning Intention (PLI) Achieve predicted grades in external qualifications. All students in receipt of Pupil Premium are on target to achieve qualifications PLIs reflect the progress of students in communication, reading and writing. Students not making expected progress are identified and specific targeted interventions are put in place.
Pupils make at least expected progress in communication	High proportion of EHCP targets met Achieving at least expected progress in PLIs
Pupils make at least expected progress in mathematics	Achieving at least expected progress in PLIs Achieve 'mastery' Achieving predicted grades in external qualifications.
Ensure that difficulties with metacognition, self-regulation and self-regulated learning are addressed in class teaching across the curriculum	Pupils are able to talk about feelings - reflected in progress towards their PLIs. Thrive approach used for individual students has seen progress in their ability to develop relationships with key adults in the academy. Have now been awarded 'embraced thrive' in our setting. Strategies identified to be able to self-regulate (both at class and pupil level) Internal and external professional advice sought to input into plans Strategies incorporated into plans and shared with parents and carers Pupils able to use strategies to access learning and support with transitions across the school Self-regulation and self-regulated learning included in PLIs

Strategy aims for disadvantaged pupils - wider outcomes

Aim	Impact
Promoting and protecting positive emotional wellbeing	Achievement of Wellbeing Award Key areas of strengths from Wellbeing Award (e.g. know who to talk to about problems) Reduction in behaviour incidents across academy Increased attendance and higher than similar schools - barriers to attendance identified and discussed through partnership working Individual pathways identified and options explored and where appropriate implemented Counsellor working with individual students.
Strengthen partnerships with parents/carers so that they can support their children using the strategies for independent learning taught at school	Parental Engagement Award achieved. Areas of strength and areas of improvement identified. Positive feedback from the majority of families Increased opportunities for parents to attend school events. High level of attendance at these events Re-instigation of parental training sessions (post COVID) involving external partners - e.g. Carers Fair. drawing together outside organisations to support and advise students and parents and carers - with colleges, supported living, social care, supported internships