

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Castle School
Pupils in school	189 pupils
Proportion of disadvantaged pupils	95
Pupil premium allocation this academic year	£105,075
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	C Fraser
Pupil premium lead	H Clarke
Governor lead	C Bradley

## Disadvantaged pupil barriers to success

Pupil's self-confidence and self-esteem are barriers to attainment and achievement.
Pupil's ability to communicate and make themselves understood.
Pupil's ability to self-regulate and manage behaviours.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy / English.	80% of pupils to make at least expected progress in the targets and no pupil to make less than 50% of progress.	July 2021
Pupils make at least expected progress in numeracy / Mathematics.	80% of pupils to make at least expected progress in the targets and no pupil to make less than 50% of progress.	July 2021
Pupils make at least expected progress in their communication / Speech and Language targets.	80% of pupils to make at least expected progress in the targets and no pupil to make less than X% of progress.	July 2021

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>Pupil's self-confidence and self-esteem are barriers to attainment and achievement.</p>	<p>More active participation in lessons. Zone use decreasing. Transference of skills and pupils applying knowledge in a range of circumstances.</p> <p>Pupils well-being monitored and supported.</p> <p>NPQML project to support this.</p>	<p>July 2021</p>
<p>Pupil's ability to communicate and make themselves understood.</p>	<p>Increased use of communication books and iPad for the students with the most complex communication needs. Communications initiated by pupils spontaneously.</p>	<p>July 2021</p>
<p>Pupil's ability to self-regulate and manage behaviours.</p>	<p>Fewer behaviour incidents recorded for students.</p> <p>Robust and supportive behaviour intervention plans for these students.</p> <p>NPQML Project to support this.</p>	<p>July 2021</p>

## Teaching priorities for current academic year

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Pupils make at least expected progress in literacy / English.</p>	<p>Develop RWI as a whole school platform for phonics teaching. All staff to be re-trained, resources and additional reading materials to be purchased. We have a dedicated teaching assistant in the library who monitors, assess and teaches reading.</p> <p>We have purchased a new online reading scheme “google books”.</p> <p>IPads purchased to support the access to the curriculum for VI pupils.</p>
<p>Priority 2 Pupils make at least expected progress in numeracy / Mathematics.</p>	<p>Maths resources purchased aid the delivery of the new curriculum.</p> <p>IPads purchased to support the access to the curriculum for VI pupils.</p>
<p>Priority 3 Pupils make at least expected progress in their communication / Speech and Language targets.</p>	<p>3 members of staff are training to become Makaton regional trainers. This will mean they can train all other staff.</p> <p>We have a dedicated SALT employed by Castle full time, in addition to local authority Speech and Language provision.</p> <p>iPads and Apps purchased to aid the delivery of Speech and Language targets.</p> <p>Site licence for Sym-writer.</p>
<p>Barriers to learning these priorities address</p>	<p>Staff training and consolidation opportunities.</p>
<p>Projected spending</p>	<p>£74,163</p>

## Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Pupil's self-confidence and self-esteem are barriers to attainment and achievement.</p>	<p>Our middle leader in charge of wellbeing is currently running a project through her NPQML to increase the emotional resilience and well-being of the pupils in order to support their access to the curriculum.</p> <p>A pupil Well-being event is being planned and resources to support pupil well-being purchased.</p> <p>Protection and Welfare officer hours have increased.</p>
<p>Priority 2</p> <p>Pupil's ability to communicate and make themselves understood.</p>	<p>3 members of staff are training to become Makaton regional trainers. This will mean they can train all other staff.</p> <p>We have a dedicated SALT employed by Castle full time, in addition to local authority Speech and Language provision.</p> <p>iPads and Apps purchased to aid the delivery of Speech and Language targets.</p> <p>Site licence for Sym-writer.</p>
<p>Priority 3</p> <p>Pupil's ability to self-regulate and manage behaviours.</p>	<p>Our middle leader in charge of behaviour is currently running a project through her NPQML to reduce the number of behaviour incidences and visits to the zone.</p> <p>Additional staffing in the zone has been implemented to include a HLTA who can deliver quality behaviour interventions and curriculum support within the zone.</p> <p>New behaviour resources have been purchased.</p>
<p>Barriers to learning these priorities address</p>	<p>Staff training and consolidation opportunities.</p>
<p>Projected Spending</p>	<p>£44,700</p>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure that enough time is given to enable staff professional development.	Use of CPD days, meeting time and additional cover to provide opportunities.
Targeted support	Ensure that enough time is available for targeted / 1:1 support	TAs to deliver additional support as directed by the class teacher and SALT.
Wider strategies	Ensure that mental health first aiders / behaviour team promote strategies to reduce behaviours and anxieties.	Behaviour team to be available to support students when applying strategies and promoting independence for self-regulating behaviours

## Review: last year's aims and outcomes

Aim	Outcome
To continue to employ an in school speech and language therapist.  SLT does 1:1 speech and language therapy	SALT continued to be employed. Speech and language targets being met and communication improving.
To continue to employ a specialist teaching assistant to lead on the whole school reading strategy.	T.A employed. Reading levels and attainment of pupils has continued to increase.
To continue to provide peripatetic music tuition, theatre visits and performing arts club. To run specialist Art workshops days	These continued and were enjoyed by pupils. These have a positive impact upon pupil well-being and therefore academic attainment.
Individual mentoring provided by protection and welfare officers. Re-introduction of the peer mentoring programme. Increase the hours of the Protection and Welfare team.	These continued and benefitted pupils. These have a positive impact upon pupil well-being and therefore academic attainment.
Individual mentoring provided by protection and welfare officers-introduction of the peer mentoring programme.	These continued and benefitted pupils. These have a positive impact upon pupil well-being and therefore academic attainment.

