



Castlewood School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Castlewood School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	59 Pupils 63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T Scott Head Teacher
Pupil premium lead	T Scott Head Teacher
Local Advisory Board	P Jackson LAB Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,605
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£66,525



Part A: Pupil premium strategy plan

Statement of intent

At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued, to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement whilst experiencing success.

Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, so they are equipped to move on and become a successful member of society.

This plan takes into account the recent effects of the pandemic – recognising the major impact this has had on our pupils. Our strategy will benefit all pupils regardless of whether they are disadvantaged or not as it facilitates changes to whole school approaches. Where interventions are aimed specifically at disadvantaged pupils they will engage more positively in education and as a result this will improve the outcomes for non-disadvantaged pupils as all pupils can then make good progress both academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments have shown that disadvantaged pupils make less progress in their reading when compared to non-disadvantaged which in turn reduces their capacity to make progress across all subjects.
2	We know from discussions with our pupils and their families that many of our pupils have not experienced time away from their families and have low confidence in their ability to do things independently.
3	Observations, conversations and assessments of our pupils have identified that our disadvantaged pupils often have language comprehension difficulties that are greater than our non-disadvantaged pupils.
4	Discussions with pupils and their families have shown us that pupils generally have low aspirations with regard to their future education, post-16 and in terms of the career paths they may choose to follow.
5	We believe that the pandemic will have significantly impacted on both the emotional and physical wellbeing of our pupils along with restricting their ability to socially interact positively with others.
6	Many of our pupils have developed a negative view of education and learning due to their past experiences, in some cases this has been further exacerbated by restrictions in place during the pandemic.



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
Improved attainment across all subjects, in particular within reading, relative to their starting points.	Pupils to have made an average of 1 year progress on their reading age. An increase in the numbers of pupils making expected and better than expected progress across all subjects.
Pupils have an enjoyment of education and learning.	All pupils are offered opportunities to experience a range of activities that enhance the curriculum and their enjoyment of learning. An increase in the numbers of pupils making expected and better than expected progress across all subjects.
Pupils feel confident in engaging with the wider community and have developed independent skills in preparation for adulthood.	Identified pupils will have completed a residential trip and actively participated in the activities on offer. Discussions with pupils and families will verify their development.
Pupils across the school and in particular our KS4 pupils develop greater career aspirations and understanding of the opportunities available to them, post-16.	All pupils experience work-related activities through their time in our school and relevant career advice is provided, supporting our pupils to aspire to a range of Post-16 courses/opportunities. Identified pupils are offered suitable vocational courses with internal support.
Improved speech and language skills for those pupils who are identified as requiring additional support and interventions.	All pupils who were identified have received and engaged in appropriate interventions allowing them to achieve the relevant EHC plan outcomes.



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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader programme – all staff trained as this will be a whole school initiative	EEF – On average FSM pupils gain 5 months additional progress. 2021 voted as Best Literacy App.	1, 6
Training for a TA and additional hours for careers related work to be completed	Gatsby benchmarks, evaluated by the University of Derby 2021. EEF	4

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip offer	https://www.teachwire.net/news/school-trips-why-every-child-deserves-a-residential EEF	2, 5, 6
External Speech and Language Specialist 1 day a week providing 1:1 sessions for identified pupils	Royal College of Speech and Language Therapists EEF	3
External Play Therapy 1 day a week providing 1:1 sessions for identified pupils	https://www.bapt.info/play-therapy/info-parents/	3, 5
Motorcycle maintenance course for identified pupils	http://www.right-trax.com/Testimonials.html	2, 4, 5, 6
Mechanics workshops Yrs 9-11	EEF	2, 4, 5, 6

Building confidence and self-belief



Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly WIN activities to support 'Motional' Yrs 1-8	EEF https://motional.io/	5, 6
Toffee – Dance classes Yrs 7&8	https://www.teachwire.net/products/the-importance-of-dance-for-childrens-wellbeing	4, 5, 6
1:1 Pastoral care and interventions Yrs 1-11	EEF	1, 3, 5, 6

Total budgeted cost: £65,500



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 2020 to 2021 academic year.

Pupils learning was disrupted at times by the effects of the pandemic, the majority were able to attend throughout the year with support of our staff. In particular we found that the social and emotional development of our pupils was impacted.

Catch up premium was utilised specifically to provide two on-site 1:1 teachers who worked with those pupils whose attendance had particularly impacted on their learning/progress and these teachers provided daily interventions to support both learning and well-being for pupils across the school, as and when required.

As soon as restrictions allowed we ran a series of very successful residential trips which enabled our disadvantaged pupils to re-build relationships with peers and staff, as well as improving their self-esteem and confidence.

In recognition of the effects of COVID on our LAC pupils in particular we were able to offer regular play therapy sessions with an external professional.

Many other pupils benefitted from 1:1 or smaller group tutoring and from activities that were offered as an extension to the school day.

Our tracking and internal assessments have shown that disadvantaged pupils were with all the above support able to engage with education in our setting successfully and make similar progress to our un-disadvantaged pupils.

It is clear that our interventions did provide the necessary support to enable our pupils to engage and attend school regularly throughout this difficult period, however we know that the progress we would have expected to see was reduced by the overall impact of the pandemic on our school community.