



Pupil premium strategy statement Castle School - Northumberland Church of England Academy.

School overview

Metric	Data
School name	Castle School (SEND provision)
Pupils in school	100 pupils - 100% EHCP
Proportion of disadvantaged pupils	45 pupils - 45%
Pupil premium allocation this academic year	£54,945
Academic year or years covered by statement	2020 to 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Principal
Pupil premium lead	Principal
Governor lead	Chair

Disadvantaged pupil barriers to success

Progress and achievement is significantly linked to pupils' ability to access learning and at Castle School this relates to the severe and complex needs of pupils including profound and severe learning difficulties, physical disabilities, associated behavioural concerns and communication. The school is further developing the criteria for identifying the barriers that each individual PP pupil faces.

The increasingly complex and profound presentation of SEND makes curriculum and resource provision more challenging.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
<p>Pupils make at least expected progress in communication</p>	<p>% of pupils making or exceeding progress increases. There is no gap between PP and non PP pupils.</p> <p>Increased staffing for pupils with the most severe and complex SEND will enable sustained access to learning opportunities. Staff feedback will quantify outcomes.</p> <p>Quantify pupils meeting or exceeding short term Individual Learning Plan targets. 100% of PPG pupils meeting, 45% exceeding.</p>	<p>July 2021</p>
<p>All pupils to access high quality first teaching/assessment consistently in order to plan incremental steps of progress in line with pupils needs.</p> <p>Increase staff understanding and enhance tracking measures.</p>	<p>100% of the quality of teaching, learning and assessment across school is consistently good or better leading to improved outcomes.</p> <p>Use of effective data tracking systems which provide robust baseline assessments leading to targeted, measurable outcomes.</p> <p>Regular monitoring by leaders will evidence this.</p>	<p>July 2021</p>
<p>Pupils increased and sustained engagement with learning/therapeutic strategies increases the % of pupils who are able to self regulate and results in improvements in progress and achievement.</p>	<p>Robust and supportive sensory integration programmes in place, measured by evidence collated from class teams.</p> <p>Progress and achievement data analysis leading to responsive targeted</p>	<p>July 2021</p>

	support. Monitoring and evaluation analysis.	
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>Emotional and sensory regulation is improved and results in pupils accessing functional skills opportunities.</p> <p>Ensuring that</p>	<p>Fewer behaviour incidents recorded.</p> <p>Staff report increased confidence in supporting pupils at risk of de regulated behaviour.</p> <p>Evaluation from staff working with OT (0.2)</p> <p>Robust and supportive interventions evaluated in relation to pupils access to functional life skills opportunities.</p>	<p>June 2021</p>
<p>Maximising impact from OT in cascading strategies for supporting sensory processing.</p> <p>Supporting parents with strategies at home in light of Covid-19</p>	<p>Evaluation from staff working with OT (0.2)</p>	<p>June 2021</p>
<p>Support for extra-curricular activities including 3 school based activity days.</p> <p>Exploring alternative approaches in light of Covid-19 restrictions, e.g. online resources</p>	<p>Experiences widen pupils' knowledge and develops social skills commensurate to ability.</p> <p>Delegate responsibility for planning and outcome analysis - HTLA</p> <p>Parent and family feedback.</p>	<p>July 2021</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1	Communication interventions in place for all pupils.
Priority 2	CPD for staff on quality first teaching/assessment, monitoring and analysis to identify areas for support. Coaching and mentoring. Assessment tracking system implemented and reviewed, additional assessment tools used where needed.
Priority 3	Providing interventions across physical curriculum (e.g. water-based therapy, rebound therapy, horse riding) for all disadvantaged pupils. (Additional TA Support)
Barriers to learning these priorities address	School evaluation leading to strategies for improvement based upon data analysis-qualitative and quantitative. Covid-19 restrictions
Projected spending	£100 per PPG pupil assessment tracking system - £4,500 TA support implementation and targeted teaching and learning £ 33,375

Wider strategies for current academic year

Measure	Activity
Priority 1	Assessment and intervention for pupils by OT.
Priority 2	Training for staff and purchase of appropriate resources.
Priority 3	Develop a programme of activities which support and extend pupils' experiences in the wider community.
Priority 4	Enhance provision within the Activity Days programme/seek alternative (online) access should Covid-19 restrictions

	remain in place.
Barriers to learning these priorities address	Poor self-regulation, low confidence in accessing activities out of school, challenging behaviour. Covid-19
Projected spending	<p>CPD sensory regulation/positive engagement behavioural strategies. Developed by bought in OT services £8,000</p> <p>Resources to support sensory regulation. £4,000</p> <p>CPD – Intensive Interaction, Moving and Handling/MAPP, evaluations of effectiveness of training analysed. £3,750</p> <p>Provision of activities £5,000 = Total cost (£ 2,500 PPG)</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school leaders to analyse and use tracking data effectively	Support from school SIP to prioritise areas for deeper analysis
Wider strategies	Enough time to allow for more strategic planning, review and analysis of interventions.	Leadership has been strengthened to allow for more strategic planning of interventions.

Review: last year's aims and outcomes

Aim	Outcome
Additional TA support within specific class groups	Increased levels of engagement from pupils
Increased opportunities for physical	Steady improvement in disadvantaged

activities that need a high staffing ration, e.g. hydrotherapy, rebound therapy	pupil progress from 2019 to 2020. Increased access to interventions.
Provision of additional OT support	Increased engagement from pupils receiving input. Increased staff expertise in working with pupils, particularly those with sensory needs.