



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	NCEA Castle School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2025
Date this statement was published	September 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Caroline Vardy (Acting Head of School)
Pupil premium lead	Caroline Vardy
Governor / Trustee lead	Chris Haworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,940
Recovery premium funding allocation this academic year	£7,000
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	£57,940

Part A: Pupil premium strategy plan

Statement of intent

Castle School is a specialist school for children and young people with severe or profound and multiple learning disabilities. In some cases, pupils have a diagnosis of autism together with learning disabilities. All pupils have an Education, Health and Care Plan.

All pupils in Castle School face challenges linked to their varying levels of need in the areas of communication, learning, social and emotional development, sensory and physical needs, which in turn creates some significant barriers to learning. Some pupils find it difficult to generalise learning and use skills functionally or need support with behavioural needs to access learning.

At Castle, we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum and assessment, school development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Covid has disrupted the learning journey of most of our pupils due to them being unable to attend consistently since March 2020. These events meant we were unable to carry out normal activities to support children's learning, wellbeing and to prepare them for transition, and instead needed to provide learning activities for pupils to complete at home. As a result, we have ensured further robust monitoring and support for all pupils by analysing pupil levels in the four areas of need set out in their Education Health Care Plan. This allowed any regression or plateau in progress to be identified and interventions to be put in place to accelerate progress to at least pre-Covid Levels. Benchmarking with partner schools have reported a gap between PPG and non-PPG pupil progress and achievement because of some families being unable or unwilling to support home learning opportunities.

Castle staff ensured that all pupils had a fair opportunity to make progress by; prioritising the attendance of PPG pupils, speaking directly with families weekly, utilising both virtual and paper-based home learning methods and visiting families fortnightly. Castle also provided specialist devices and equipment linked to expected learning outcomes whenever possible. The Pupil Premium 2022-2023 priorities are part of a 3-year strategy to ensure evidence-based approaches for supporting and maximising progress for the most vulnerable learners in addition to our core provision.

As a school, we have responsibility to use this funding to 'narrow the gap' for this specific cohort of learners. The Pupil Premium Funding will be used in different ways for different cohorts of learners depending on the individual priorities that have been identified. This

is to build on the impact from the previous academic year. Our focus is on a tiered model of activities that;

- support the high quality of specialist teaching
- provide targeted academic support
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support, working closely in partnership with parents/carers, health and social care professionals

Our external partnerships with School Improvement Partner and other schools confirm our monitoring and impact measures and our on-going commitment to ensuring all learners are progressing with challenging targets. External evaluations confirm that learners who are eligible for Pupil Premium are not underachieving in comparison with their peers. This is due to our commitment to personalised learning around the holistic needs of the individual. However, we accept that without PPG funding our disadvantaged cohort could fail to make expected progress. Our Pupil Premium Strategy aims to demonstrate how we diminish the gap between disadvantaged pupils and their peers.

Research published by the Education Endowment Foundation (EEF) shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive impact on Pupil Premium pupils. Due to this and the highly complex needs of our pupils, a high percentage of whom are in receipt of Pupil Premium funding, we have taken the decision to direct the highest proportion of the funding towards high quality teaching and learning. Through our highly personalised curriculum, we offer pupils access to high quality teaching and learning, therapies, focused interventions and an enriched curriculum that meets the needs of each individual.

Which gap are we narrowing?

Castle wants to ensure the gap being narrowed is supporting learners in meeting the aspirational aims identified in the Education Health and Care Plans for each learner. We prioritise pupils not only 'catching up' but 'keeping up'.

Targets are identified in each learners 'Individual Learning Plans' (ILP) and are working towards narrowing gaps in the areas of;

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and /or physical needs

What are we investing in for narrowing this gap?

- Targeted classroom-based interventions, hydrotherapy, rebound therapy, additional visits and additional community-based learning.
- Targeted support for parental engagement where the priorities will lead to a narrowing of gap through specific training and focused support.
- Additional resources and specialist therapy sessions to support the development of communication, cognition, regulation, independence and life skills.
- Work with partnership organisations such as Cleaswell Hill School, to improve the quality of the provision offered at Castle.

Diagnosing need

School leaders take account of their in-depth understanding of any challenges that disadvantaged pupils are facing when developing the strategy. These can be identified using a wide range of internal data and information, including:

- Attendance data and levels of persistent absence
- Teacher feedback on pupils' levels of engagement and participation
- Progress data
- Behaviour incidences and exclusions data
- Information on wellbeing, mental health and safeguarding
- Access to technology and curricular materials

Monitoring progress

- Throughout the term through the monitoring and evaluation process
- Data analysis and case studies
- SIP monitoring
- Governor monitoring visits
- External Evaluation, Peer Evaluation, Challenge Partners
- Recovery Curriculum and Covid response
- Data analysis and critical scrutiny of pupil progress towards targets

We use a variety of tools to assess secure learning, from commercially bought packages to our own internally developed assessment tools and change intervention to support pupil need. These focus staff not on what we have covered, but on what has been

retained and can be applied by our pupils. This academic year, our assessments have allowed us to identify the core challenges some pupils are facing which has included social communication and emotional regulation.

We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom.

We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have also been restricted and we have increased need for social and emotional support for our pupils.

Staff follow Castle Curriculum Assessment Policy, using both summative and formative methods. This enables them to systematically check pupils' understanding, identify misconceptions and accurately provide next steps in learning. The systems used at Castle benefits from the use of live assessments being made against the depth that an individual curriculum expectation is met. The depth of learning is determined by how fluent, generalised, maintained and independent a skill has become. The inputted information allows for data to be collected on pupil attainment, progress and achievement, meaning variations in cohort performance can be monitored.

Most recently, we have developed the use of ILP's. These are highly significant in planning for and ensuring pupils' development towards Key Stage targets set out in their EHCP. Careful consideration and close collaboration with parents/carers and significant others, ensures that aspirational SMART outcomes are set at the beginning of each term in the areas of communication and interaction, cognition and learning, social and emotional mental health, sensory and/or physical, and, from Year 9, preparation for adulthood. This enables staff to scrutinise the proportion of targets that are met by individual pupils or cohorts.

The progress of pupils at Castle is monitored termly by various stakeholders through; progress meetings with SLT, a written report to Governors, cross school moderation and School Improvement Partner visits. This ensures that the quality of provision offered to all learners, including PPG pupils, is consistent allowing them to make expected progress against challenging sequential personal targets that prepares them for greater independence in their chosen community.

Evidence-based practice

The use of research and evidence in special education can sometimes be a challenge due to the bespoke provision we put into place for our pupils. However, we use the EEF's Teaching and Learning Toolkit to enable school leaders to explore principles for positive impact and mechanisms to mitigate potential negatives. School can plan to use the Toolkit to establish 'best bets', approaches that are likely to make a positive difference to pupils in school. The development of metacognition and self-regulation (drawing upon the EEF Teaching and Learning Toolkit) is a key feature of our strategic plan for targeted academic support.

We offer specialist interventions such as Occupational Therapy. These specialist therapists also work closely with the teaching and learning team to ensure that the best practice is embedded throughout high quality teaching, such as ensuring consistency in the use of visual support.

Our curriculum is designed to reflect the range of needs within the school and pupils follow the pathway most appropriate to their needs as they progress through school. This strategy will consider where we need to extend or add to provision, particularly for our disadvantaged pupils, in order to reduce the impact of identified barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of our pupil population shows that many of our pupils have significant challenges around communicating and expressing their needs. The current systems in place need to be further developed to ensure that all pupils' 'voices' are heard all of the time, regardless of how pupils communicate (e.g., verbal language, symbol supported, signing, AAC etc)
2	Emotional regulation difficulties and needing to be supported to engage in learning and to be supported in ensuring more challenging behaviour does not prevent learning in other areas. Many pupils have sensory needs which require high levels of therapeutic intervention. Without careful preparation for learning, pupils find it challenging to engage in the learning on offer.
3	Our analysis and observation suggest that reading skills are not as readily developed as they could be for some pupils – this in turn, limits the learning opportunities.
4	Progress and achievement are directly linked to pupils' ability to access learning at a level commensurate to ability. The school continues to refine the criteria for identifying barriers that each disadvantaged pupil faces and responding to support those needs in the best way possible.
5	Through annual reviews and parent consultation events, we are aware that many families, particularly those who are disadvantaged, have fewer opportunities to develop cultural capital outside of school.
6	Families, particularly those experiencing disadvantage, found lockdown and the pandemic particularly isolating. They had reduced support or, in some cases, no support from external agencies which would normally have been available.

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	Expected Impact July 2023
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<p>The quality of teaching and learning has improved consistently across all year groups. Disadvantaged pupils receive additional support and targeted interventions if they are at risk of underachievement of ILP and subject related outcomes. On-going assessment follows in depth baseline information to ascertain levels of ability and targeted support and resource management supports the optimisation in learning.</p>	<ul style="list-style-type: none"> • There is no discernible gap between the least effective and most effective teaching and learning. • Planning is fit for purpose and clearly linked to a sequentially planned curriculum detailing steps to improvements for all cohorts. • Evidence of improvements is robust. • Staff utilise a range of approaches to ensure all pupils are accessing learning. • Specialist interventions, phonics/literacy programme boost measurable outcomes. • Accountability systems and evaluation processes rapidly identify further areas for development. • Resources to support sensory regulation, access to the curriculum • Specialist support from therapy and a specialist teacher (ASD) 	<p><u>Impact.</u> <u>All monitoring will include the schools PPG analysis record.</u></p> <ul style="list-style-type: none"> • Progress from baseline information <p>Data analysis</p> <ul style="list-style-type: none"> • Planning is sequentially mapping next steps to progress <p>Source of evidence-Data analysis, monitoring planning x 1 per term</p> <ul style="list-style-type: none"> • Staff report pupils are engaging for longer periods of time. <p>Baseline measure inform ILP targets. ILP analysis x1 a term</p> <ul style="list-style-type: none"> • Therapy outcomes are in line or exceed expectations <p>School based therapists collate information on the impact of their work and report this to governors.</p> <ul style="list-style-type: none"> • Resources support greater degree of engagement in learning. <p>Teacher assessment, checklist recording of improvements in sensory regulation as a result of improved resourcing, weighted vests, sensory stories etc.</p>
<p>Pupil's needs are met in all 3 curricula strands. Work is differentiated and 1:1 support is in place for PPG pupils to ensure they meet expectations and aspirations. This includes provision for all</p>	<ul style="list-style-type: none"> • Pre formal and formal cohort pupils make progress in line with or above expectations • Semi-formal cohorts make progress in line with teacher/therapy expectations. • Therapy programmes are integrated into ILP targets resulting in class teams collaborating to meet and report upon outcomes. • Staff have specific, specialist training to meet needs. They 	<ul style="list-style-type: none"> • Improvements in outdoor equipment secures progress in physical development for EYs Y1 cohort <p>Cherry Garden, EYFS assessment analysis</p> <ul style="list-style-type: none"> • Progress for all curricula strands is in line with expectations <p>Data analysis. ILP/subject.</p>

areas of development.	<p>teach pupils, following teachers plans and report upon progress. This results in a highly bespoke, small steps approach to meeting progress targets.</p> <ul style="list-style-type: none"> • Progress is measurable and sustained. • ELS phonics scheme • Launchpad for Literacy • Sensory equipment • Outdoor learning equipment. 	<ul style="list-style-type: none"> • Increased number of pupils accessing texts. <p>En records, data analysis.</p> <ul style="list-style-type: none"> • Dis-regulated behaviour, incidents and accidents decreasing over 3 terms. <p>Behaviour logs, accident, near miss analysis.</p> <ul style="list-style-type: none"> • Data on literacy development, access to reading, phonics from a baseline. <p>Collation of improvements to reading, generalisation of phonics collated by En lead and reported to governors.</p>
Increased involvement of parents/carers secures improvements in pupils all round development.	<ul style="list-style-type: none"> • Parent/carer works in partnership with school to set/agree targets-ILPs • Parents report that information home is informing them of areas of development which supports well-being, consistent behaviour management and personal development. • Parent attendance at school events has supported relationships with staff and shared details on pupil presentation within home and school. • Parent support group has been established and this includes events focusing on key areas of school improvement. • Parent View comments on Ofsted site are influencing improvements. • Deployment of staff to enable communication with parents on school development/targets for PPG pupils. • Staff allocated to support face to face meetings with parents, providing training and advice. 	<ul style="list-style-type: none"> • Targeted support for families reduces stress associated with di-regulation. Parents are applying strategies taught in school, at home, in support of a 24hour approach. <p>Parental feedback, ParentView, surveys.</p> <ul style="list-style-type: none"> • Increased parental attendance at school events which develops a greater understanding of pupils needs and how to support at home <p>Parental attendance records.</p> <ul style="list-style-type: none"> • Celebration events planned and implemented by key staff to share success. <p>Record of events and attendance figures.</p>
Assessment is at the heart of curriculum development and	<ul style="list-style-type: none"> • Data informs the impact of the curriculum in leading learning for all pupils. 	<ul style="list-style-type: none"> • Additional PPA time for teachers to support baseline assessment, and

used effectively to inform progress.	<ul style="list-style-type: none"> • Staff use assessment to baseline pupils which informs target setting for all learners. • Subject specific and ILP targets are monitored to ensure high expectations. • All targets are SMART and evidence of achievement is documented and moderated. • Data tracking is embedded and used effectively to identify pupils at risk of underperformance. Subsequent planned interventions boost learning. • Highly robust data systems indicate disadvantaged pupil's needs are met and progress is in line with peers. • Cherry Garden, MAPP, iASEND resources 	<p>the compilation of evidence to show improvement of the PPG cohort in terms of ILP and subject related outcomes.</p> <p>Data 'drops' to senior leader for analysis then reports to parents and governors through the HT report, staff discussion.</p> <ul style="list-style-type: none"> • The purchase of additional resources to assess levels of progress and achievement are supporting a sequentially planned approach to teaching and learning. <p>Tracking, data records and subsequent analysis. Reports to governors.</p>
EHCP include accurate assessments of pupils needs and long-term targets include priorities to improve the quality of pupil's lives.	<ul style="list-style-type: none"> • Annual Reviews are chaired by teachers who review the relevance of targets and report upon outcomes as detailed within the Code of Practice. • Pupils identified as requiring a change of provision are prioritised and actions followed up robustly. • Additional PPA for staff to ensure opportunities to optimise cultural capital support the emotional well-being of PPG cohort. 	<ul style="list-style-type: none"> • Additional time out of the classroom by teachers is supported by HTLA cover for PPG cohort. Emergency reviews in support of the most disadvantaged pupils supports improvements in provision. <p>Annual Review documentation.</p> <ul style="list-style-type: none"> • PPG pupils engage in opportunities beyond school to widen experiences, generalise taught skills in functional situations, develop vocabulary, social skill development and knowledge of the community life. <p>Records of visits and outcome reported through the EHCP reviews. Data analysis of progress and achievement.</p>
The curriculum is coherently planned, fit for purpose and	<ul style="list-style-type: none"> • Learning is sequentially planned for all three curriculum pathways. 	<ul style="list-style-type: none"> • Additional Resources support a fit for purpose curriculum.

<p>accessible and all pupils.</p>	<ul style="list-style-type: none"> • Staff use the curriculum as a framework for meeting learners needs. • Pupils learn essential knowledge and skills to support them to take part in community life (Cultural Capital) • Pupils access the approach to communication/Literacy/English at a level commensurate to abilities ambitious and includes specialist approaches to meet needs. Staff know how to teach reading/emergent literacy skills to SEND pupils exceptionally well and reading books are aligned to levels of ability. • Staff are confident in meeting the needs of their class of learners and as a result they differentiate learning outcomes accordingly. • Pupil's sensory needs are met which ensures they are accessing learning. • 1:1 support to ensure PPG cohort are meeting expected outcomes. • Additionally targeted support for mental health and well-being including therapeutic support. • Staff training in mental health and well-being. 	<p>Data analysis, monitoring and staff feedback.</p> <ul style="list-style-type: none"> • Events within and out of school support higher aspirations for disadvantaged pupils, enhances well-being and supporting growth in self-esteem and confidence. Post 16 pupils access opportunities within the world of work to broaden experiences and support choices for life beyond school. <p>Annual Review documents, EHCP reports. Pupil voice. Progress and achievement data.</p> <ul style="list-style-type: none"> • 1:1 support accelerates rates of progress for pupils at risk of underachievement. Literacy resources and improvements to library provision support a love of reading. <p>Data, pupil voice.</p> <ul style="list-style-type: none"> • Art therapy for pupils struggling with mental health supports a sense of well-being and achievement. <p>Pupil voice, staff feedback.</p> <ul style="list-style-type: none"> • 1:1 support for pupils struggling with confidence and self-esteem linked to their mental health includes the management and follow up with external services. This includes OT.
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		Medical records, EHCP reports, mental health workers feedback.
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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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for staff CPD in specific teaching strategies and approaches for pupils experiencing severe learning difficulties/autism.	Intensive Interaction https://www.intensiveinteraction.org/ Attention Autism https://ginadavies.co.uk/parentsservices/professional-shop/professional-online-courses/	1, 2, 4
To improve the quality of teaching in reading. Purchasing additional phonics resources to include relevant CPD which reflects the curriculum pathway pupils are following. Ensure a sequentially planned approach to En/reading/emergent literacy. Provision of AET training and accreditation for key staff who work with ASD PPG cohort.	ELS is the proposed basis for the teaching of reading EEF - Phonics resource purchased Launchpad for Literacy resource purchased	3
Continued development of stock of reading books for pupils working at this level. Provision of sensory equipment, visuals, specialist seating/beanbags to	'It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.' EEF Reading Comprehension Strategies	3

enable pupils to access books and enjoy story. Provision of sensory stories to enable ASD pupils to manage transitions.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reorganisation of leadership and support structure to increase the capacity to make organisational changes to improve provision. Specialist support to monitor quality of provision. PPG review.	Deployment of additional staff, reorganisation of staff to accommodate 1:1 support for PPG cohort at risk of underachievement. Monitoring quality of provision	
Ensure that pupils have access to appropriately trained staff and receive individual or targeted	Small group tuition is most likely to be effective if targeted at pupils' specific needs. EEF Small Group Tuition	
support to enable progress, e.g., sensory regulation programmes, physio programmes.		
Contribution to 2 day a week OT support from an Occupational Therapist	By integrating therapy interventions across the school week, pupils' access to learning will be maximised.	
Specific SALT-based CPD to ensure communication needs are correctly supported.	CPD to support needs identified within EHCPs, to include; <ul style="list-style-type: none"> ○ Intensive Interaction ○ Makaton ○ PECs ○ Visual Support ○ Blank Levels 	

Implementation of ELS synthetic phonics scheme.	CPD from area specialist ELS	
Implementation of Launchpad for literacy prerequisites to phonics	CPD from experienced literacy lead in Launchpad for Literacy.	
Implementation of site reading programme	Additional PPA for En leads to plan a sequentially organised approach to reading, early phonic, pre requisites to learning approach. Re organisation of the library resource.	

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

Budgeted cost: £940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer training events Sharing information with parents/carers social events for parents	EEF Parental Engagement NSPCC Supporting Children with Special Educational Needs and Disabilities	
Review Enrichment Offer and match to curriculum pathways	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £ 57940

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.

Impact

Increased number of pupil premium pupils meeting ILP targets as early identification of those at risk of underachievement and the provision of 'booster' intervention activities ensures learners are on track.

Autumn term 2021 – 49% of ILP targets were met

Spring term 2022 – 59% of ILP targets were met

Summer term 2022 – 72% of ILP targets were met

Parental feedback on Parent View supports school's evaluation regarding pupil's progress and well-being.

My child is happy at this school – 94% strongly agree or agree

My child feels safe at this school – 94% strongly agree or agree

My child does well at this school – 94% strongly agree or agree

I would recommend this school to other parents – 100%

Anecdotal evidence from parents regarding the high-quality home learning activities staff provided when pupils were absent due to covid.

School gives us the greatest connectedness to other people who have children with additional needs and challenges in life.

Parent feedback additional comment

Therapy feedback and professional records show evidence of staff implementing therapy programmes, which impacted upon levels of engagement and emotional regulation. (incident data, behaviour data).

The average English and maths progress (iASEND) at Castle was 22%.

On iASEND Pupil Premium pupils made an average of 3% more progress in English than non-pupil premium pupils.

The average gains per target for pupils using MAPP (post 16) was 10.

The average steps in progress for pupils following Routes for Learning (Pre-Formal) was 14

On the 'A' curriculum (iASEND) 80% of pupils met or surpassed their end of year English target while 79% of pupils met or surpassed their end of year maths target.

On the 'S' curriculum (iASEND) 86% of pupils met or surpassed their end of year English target while 84% of pupils met or surpassed their end of year maths target.

On the 'E' curriculum (iASEND) 67% of pupils met or surpassed their end of year English target while 100% of pupils met or surpassed their end of year maths target.

On 'Cherry Garden' 100% of pupil premium pupils met their end of year reading target.

Although many schools, including specialist schools, had to close for periods of time, due to the ongoing Covid-19 pandemic, Castle School has remained open throughout. Initially in March 2020, there were only a few key worker children and particularly vulnerable pupils attending school, but this quickly rose during the second national lockdown and attendance levels have remained high – well in excess of national figures for specialist provisions – for almost all of the year 2020 – 21.

Pupils who needed to stay at home (shielding) or where parents/carers were concerned about exposure to the virus, were well supported through the remote learning offer. This offer included both educational learning but also tasks that were adapted for parents/carers to use within the home setting. In addition, school staff provided emotional and well-being support for parents/carers, particularly those who had reduced, or no, access to other services. This was done through regular telephone/email contact and home visits.

Over the year, staff continued to work on the new curriculum which was implemented in September. The pathways provision has allowed for individual pupil needs to be targeted more effectively. In addition, staff continued to update training using online/virtual approaches rather than the more traditional attendance at in person events.

The introduction of new assessment tools was also undertaken during the year, supported by training. As the data is becoming more robust, it gives the teachers a good baseline from which to plan their pupils' learning, and to be able to identify and address any gaps in learning.

All of our pupils require access to one to one (occasionally two to one) or small group teaching at times, so high staffing ratios in each class are an essential part of providing high quality education. This last year, our data analysis showed that some of our pupil's physical needs had fallen behind, due to them not being able to follow their usual physical programme, so some of the staffing was reallocated to offer additional sessions for some pupils.

Strategies to support increased and sustained engagement in pupils who need to self-regulate have been more important than ever this past year. Although some training was able to take place, this will be continued in the forthcoming year as the school has several new staff.

Although the pandemic changed many operational aspects for the school, our overall strategy remains the same - ensuring all pupils benefit, but particularly working systematically to diminish the gap between our disadvantaged pupils and their peers.