



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	157
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Patrick Ford-Hutchinson (Headteacher)
Pupil premium lead	Patrick Ford-Hutchinson
Governor / Trustee lead	Chris Haworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75330
Recovery premium funding allocation this academic year	£0
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	£75330

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.

We have ensure 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 allows any regression or plateau in progress to be identified and interventions to be put in place to accelerate progress. 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 ensure that all pupils have 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 when needed. Castle is able to provide specialist devices and equipment linked to expected learning outcomes whenever possible. The

Pupil Premium 2024-2025 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.

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 and Percy Hedley, 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
- Feedback from stakeholders including parents and external professionals.
- Progress data for ILP's and Curriculum
- 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
- SLT meetings through pathway feedback, attendance and incident scrutiny
- EHCP Review Process
- The triangulation process and termly progress meetings.
- Data analysis and critical scrutiny of pupil progress towards targets
- SIP monitoring
- Governor monitoring visits
- External Evaluation, Peer Evaluation, Challenge Partners

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.

ILP's 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 and Speech and Language 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.

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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 can hinder a student's ability to engage in learning and may require additional support to ensure that challenging behavior does not impede learning in other areas. Many pupils have sensory needs that necessitate extensive therapeutic intervention. Without careful preparation for learning, these students often struggle to fully engage in the available educational opportunities.
3	There is a clear link between phoneme-grapheme correspondence and the variation in students' phonological awareness and their ability to translate this into written form. Our observations suggest that students who struggle with phonological awareness also face difficulties in accurately representing sounds in writing. Specialist therapist support and assistive technology are essential tools to help these pupils bridge this gap.
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 2024
There are sustained and enhanced improvements in the consistency of the quality of teaching and learning across all year groups at Castle School. Our focus on continuous development and innovative educational strategies has ensured that every student, receives the highest quality education, fostering their growth and creating an inclusive and thriving learning environment	<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/EarlyTalk Boost/literacy programme boost measurable outcomes. • Accountability systems and evaluation processes rapidly identify further areas for development. 	<ul style="list-style-type: none"> • All monitoring will include the schools PPG analysis record. • Progress from baseline information Data analysis • Planning is sequentially mapping next steps to progress • Source of evidence-Data analysis, monitoring planning x 1 per term • Staff report pupils are engaging for longer periods of time. • Baseline measure inform ILP targets. • ILP analysis x1 a term • Therapy outcomes are in line or exceed expectations • School based therapists collate information on the impact of their work and report this to governors. • Resources support greater degree of engagement in learning. • Teacher assessment, checklist recording of improvements in sensory regulation as a result of

		improved resourcing, weighted vests, sensory stories etc.
All students needs are met comprehensively across all pathways. Our commitment to tailoring our educational programs and support services has resulted in a holistic and inclusive learning experience for each student. This approach has empowered all students to reach their full potential in every aspect of their education	<ul style="list-style-type: none"> • Pre formal and formal cohort pupils make progress in line with or above expectations • Engagement and 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 teach pupils, following teachers plans and report upon progress. This results in a highly bespoke, small steps approach to meeting progress targets. • Progress is measurable and sustained. 	<ul style="list-style-type: none"> • Improvements in outdoor equipment secures progress in physical development for EYs Y1 cohort Cherry Garden, EYFS assessment analysis • Progress for all curricula strands is in line with expectations Data analysis. ILP/subject. • Increased number of pupils using writing as a form of communication. • En records, data analysis. • Dis-regulated behaviour, incidents and accidents decreasing over 3 terms. • Behaviour logs, accident, near miss analysis. • Data on literacy development, access to reading, phonics from a baseline. • Collation of improvements to reading, generalisation of phonics collated by En lead and reported to governors.
Increased parental and carer involvement has led to substantial improvements in the all-round development of our students. Our commitment to fostering strong partnerships with parents and carers has resulted in collaborative efforts to support and enrich the educational journey of each student. This approach has ensured that all our students thrive in all aspects of their development.	<ul style="list-style-type: none"> • Parent/carer works in partnership with school to set/agree EHCP targets <ul style="list-style-type: none"> • 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 and through parent surveys are influencing improvements. 	<ul style="list-style-type: none"> • Targeted support for families reduces stress associated with diregulation. • Parents are applying strategies taught in school, at home, in support of a 24hour approach. • Parental feedback, ParentView, surveys. • Increased parental attendance at school events which develops a greater understanding of pupils needs and how to support at home • Parental attendance records. • Celebration events planned and implemented by key staff to share success. • Record of events and attendance figures.
Assessment is at the core of curriculum development, utilising it effectively to inform and drive progress. Our commitment to a comprehensive approach has ensured that assessment serves as a valuable tool in	<ul style="list-style-type: none"> • Data informs the impact of the curriculum in leading learning for all pupils. • Staff use assessment to baseline pupils which informs target setting for all learners. • Subject specific and ILP targets are monitored to ensure high expectations. 	<ul style="list-style-type: none"> • Additional PPA time for teachers to support baseline assessment, and the compilation of evidence to show improvement of the PPG cohort in terms of ILP and subject related outcomes. • Data 'drops' to senior leader for analysis then reports to parents and governors through the HT report, staff discussion.

<p>shaping our curriculum. This approach has resulted in a curriculum that is responsive, meaningful, and tailored to the unique needs of all our students, ultimately enhancing their educational experience, including those who may face disadvantages</p>	<ul style="list-style-type: none"> • 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. 	<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. Tracking, data records and subsequent analysis. Reports to governors.
<p>Education, Health, and Care Plans (EHCPs) consistently incorporate accurate assessments of pupils' needs. Furthermore, our long-term targets within EHCPs have prioritised enhancements that directly improve the quality of pupils' lives. Our dedication to creating individualised plans that align with our students' requirements has fostered an environment where each pupil, regardless of their background, can thrive and experience an enriched quality of life</p>	<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. • Teachers access specific SEN Code of practise training • Pupils identified as requiring a change of provision are prioritised and actions followed up robustly. 	<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. • Annual Review documentation. • 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. • Records of visits and outcome reported through the EHCP reviews. Data analysis of progress and achievement.
<p>A meticulously planned, purpose-built, and accessible curriculum is successfully implemented for all our pupils. Our dedication to ensuring a cohesive and individually tailored curriculum has empowered every student, regardless of their background, to engage in meaningful and enriching learning experiences, fostering their growth and development</p>	<ul style="list-style-type: none"> • Learning is sequentially planned for all three curriculum pathways. • 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. 	<ul style="list-style-type: none"> • Additional Resources support a fit for purpose curriculum. • Data analysis, monitoring and staff feedback. • 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. • Annual Review documents, EHCP reports. Pupil voice. Progress and achievement data. • 1:1 support accelerates rates of progress for pupils at risk of underachievement. • Literacy resources and improvements to library provision

	<ul style="list-style-type: none"> Pupil's sensory needs are met which ensures they are accessing learning. 	<ul style="list-style-type: none"> support a love of reading. Data, pupil voice. Art and Music therapy for pupils struggling with mental health supports a sense of well-being and achievement. Pupil voice, staff feedback. 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. 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: £32230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise SIP (School Improvement Partner) Support: Extend the use of SIP support beyond standard SIP visits by allocating an additional 5 days specifically for leadership development activities.	<p>The Matthew Effect - emphasises the importance of getting fundamental skill development right for disadvantaged pupils to enable their progress</p> <p>EEF (Guide to Pupil Premium) – ensuring an effective team is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.</p> <p>Sir John Dunford – Pupil Premium National Champion 2013 to 2015 sets out 12 points that have the most impact on disadvantaged pupils.</p>	1, 2
Collaborate with Cleaswell Hill for ongoing guidance and mentorship to develop and strengthen the leadership capacity within Castle School to improve the consistency of provision.		1, 2

Tiered approach to CPD where all staff have access to the National Collect online library.		1, 2
Appointment of Lead Therapist to Castle school staffing team.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2

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

Budgeted cost: £43100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled time for 2 x HLTA's (5 hours per week) to lead interventions across all pathways for disadvantaged pupils needing support.	<p>Small group tuition is most likely to be effective if targeted at pupils' specific needs.</p> <p>EEF Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 4
Specific SALT-based CPD to ensure communication needs are correctly supported.	<p>CPD to support needs identified within EHCPs, to include; Intensive Interaction Makaton PECs</p> <p>Visual Support o Blank Levels</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Continued development of stock of reading books for pupils	'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.'	3

working at this level	EEF Reading Comprehension Strategies	
Purchasing additional phonics resources To include relevant CPD which reflects the curriculum pathway pupils are following.	ELS is the proposed basis for the teaching of reading EEF - Phonics	1,2,4
Contribution to 2 day a week OT support from an Occupational Therapist	By integrating therapy across the school week, pupils access to learning will be maximised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Music Therapy	By integrating therapy across the school week, pupils access to learning will be maximised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2

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

Budgeted cost: £1395

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	5,6
Review Enrichment Offer and match to curriculum pathways	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 4

Evidence for Learning platform is has at least 50% engagement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6
Attendance is above National, North East and Northumberland Special school averages.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1,2,4

Total budgeted cost: £75330

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 2022 to 2023 academic year.

Overview of Impact 23-24

Our school's Pupil Premium strategy has had a significant and positive impact on the educational experiences and outcomes of our disadvantaged pupils. Here is a summary of the key impacts:

1. Monitoring and Analysis: We rigorously monitor the progress of pupils eligible for Pupil Premium using the school's PPG analysis record, ensuring that they are making progress from their baseline information. Regular data analysis informs our planning, allowing us to map out sequential steps for progress.
2. Individual Learning Plans (ILP): We conduct ILP analysis once per term, ensuring that our planning aligns with individual pupil needs across all curricula strands.
3. Behavioural Analysis: We analyse behaviour logs, accidents, and near-miss incidents, allowing us to address issues promptly and proactively.

4. Family Support: Targeted support for families has helped reduce stress related to deregulation. Parents are applying strategies taught in school, supporting a 24-hour approach to learning.
5. Parental Engagement: Increased parental attendance at school events has developed a greater understanding of pupils' needs and how to support them at home. This is reflected in our parental attendance records.
6. Data Analysis and Reporting: Data is regularly analysed by senior leaders and reported to parents and governors through the Head teacher's reports and staff discussions.
7. Emergency Reviews: Emergency reviews have been crucial in supporting the most disadvantaged pupils and have contributed to improvements in provision.
8. Broadened Experiences: Pupil Premium pupils engage in opportunities beyond school to widen their experiences, generalise taught skills, develop vocabulary, improve social skills, and gain knowledge of community life.
9. Enhanced Aspirations: Events within and outside of school have supported higher aspirations for disadvantaged pupils, enhanced their well-being, and contributed to growth in self-esteem and confidence.
10. Individual Support: 1:1 support has accelerated rates of progress for pupils at risk of underachievement.
11. Literacy Resources: Improvements to literacy resources and library provision have fostered a love of reading among our pupils.
12. Art and Music Therapy: Art and Music therapy have been particularly beneficial for pupils struggling with mental health, promoting a sense of well-being and achievement.

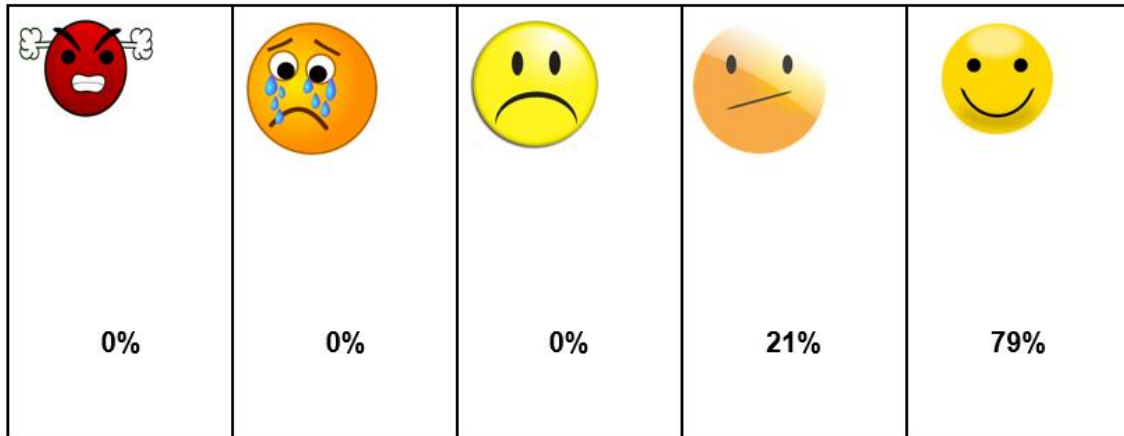
Comparison Between Pupil Premium and Non Pupil Premium						
	Autumn 22	Autumn 23	Spring 23	Spring 24	Summer 23	Summer 24
PP ILP's (Proportion Met)	78%	76%	79%	71%	86%	80%
Non PP ILP's (Proportion Met)	81%	82%	77%	81%	85%	85%
PP Curriculum (Expected Progress)	84%	95%	89%	95%	96%	97%
Non PP Curriculum (Expected Progress)	86%	97%	89%	95%	98%	98%
PP Attendance	83%	85%	81%	85%	82%	89%
Non PP Attendance	89%	89%	87%	92%	89%	90%

PP Incidents (Average Per Pupil)	1.4	1.2	1.4	0.6	1.6	1.0
Non PP Incidents (Average Per Pupil)	1.5	2.6	2	0.9	1.8	0.85

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

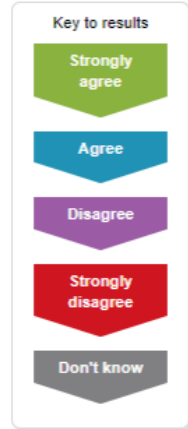
EHCP Parent / Pupil View Survey Question – March 2024

Please circle the emoji that best describes (in your opinion) **your child's** overall view of school:



NCEA Castle Ofsted Parent View – March 2024

1. My child is happy at this school.



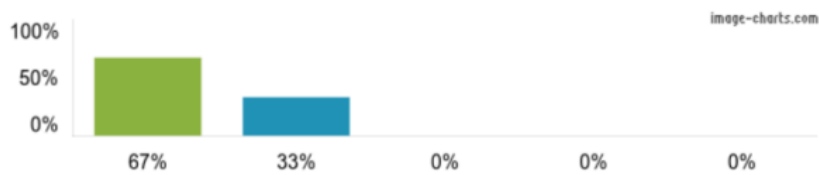
2. My child feels safe at this school.



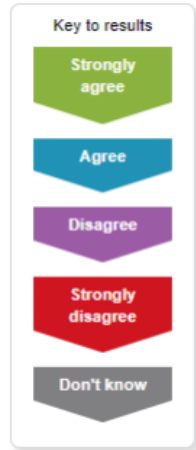
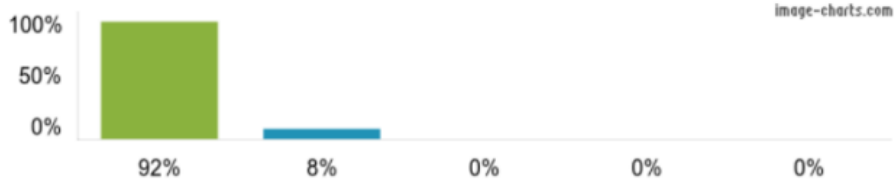
7. My child has SEND, and the school gives them the support they need to succeed.



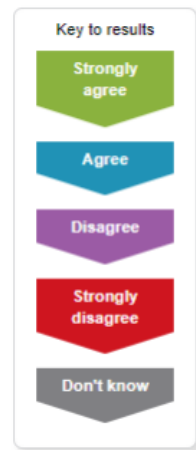
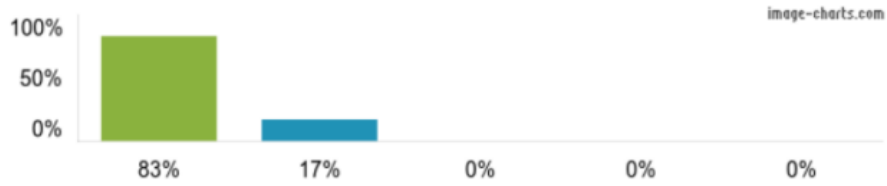
8. The school has high expectations for my child.



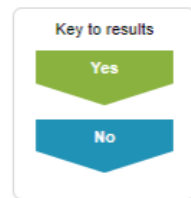
9. My child does well at this school.



13. The school supports my child's wider personal development.

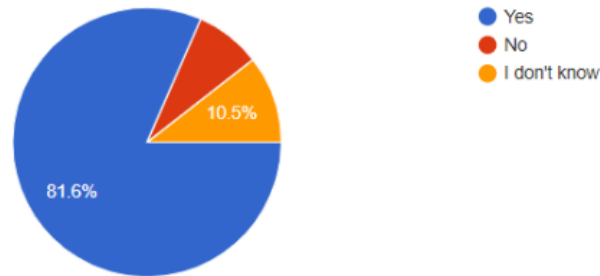


14. I would recommend this school to another parent.

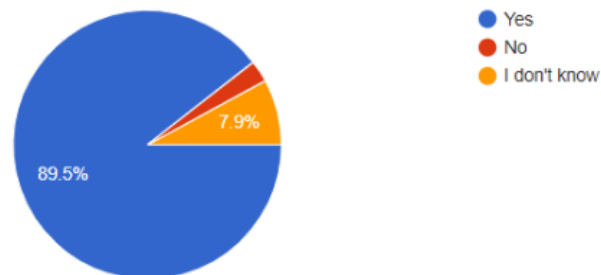


NCEA Castle School Pupil Survey – March 2024

1) I feel happy in school



2) I feel safe in school



Over the year, staff continued to work on developments to the curriculum which will be implemented in September 2024

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.