Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	The Castle School
Number of pupils in school	1209
Percentage of students that are disadvantaged	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	James Lamb Headteacher
Pupil premium lead	Dominic Beer Assistant Headteacher
Governor / Trustee lead	Helen McConnell Lead Disadvantaged Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,010
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	£189,010

Part A: Pupil Premium Strategy Plan

Statement of Intent

The school's ethos is that **Every Child** Achieves, Belongs, and Participates in learning, enrichment and the community. We do this by ensuring every child has: a rich and diverse curriculum that engages them; exceptional teaching and pastoral care; and participation in enrichment.

As a result, every child can expect to acquire powerful knowledge, develop strong relationships and adults modelling the way and no one is left behind.

The curriculum is designed to be well-balanced and gives rich opportunities for all students. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs.

Our students will be widely educated, with experiences that include consideration of the best that humanity has produced, words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life and live well.

We want every child to feel valued where they can expect **strong relationships and adults modelling the way:**

- that value the importance of strong positive relationships. Where every adult works for the children and they recognise the importance relationships.
- To feel belonging to their House through strong relationships, enrichment and the family ethos of the school.
- To develop the whole child as an individual whilst maintaining that sense of family and belonging the Castle School through personal development
- To have **kind and respectful behaviour modelled by every adult in the school**, where positive behaviour is celebrated. Poor behaviour is always sanctioned appropriately but balanced with support.

We plan strategically to ensure our most disadvantaged students are successful. To ensure this is effective, we will:

- Ensure disadvantaged students have the same equity of access to enrichment and participation as others.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve by prioritising disadvantaged students in the disadvantaged drive within subjects.
- All colleagues are skilled and able to intervene early when there is a lack of knowledge within a sequence of lessons.
- Underachievement is identified through RAPs at House and SLT level.
- In all areas those students that have multiple vulnerabilities will be prioritised for interventions and support.

Challenges

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

Challenge / Issue number	Detail of challenge
1.	Progress & attainment gaps of disadvantaged students in comparison to non-disadvantaged students exist in KS4 outcomes, particularly those with multiple vulnerabilities including those with SEMH.
2.	Attendance data shows that disadvantaged students in comparison with non-disadvantaged students don't attend as regularly as non-disadvantaged students particularly those that have multiple vulnerabilities and are SEN ASC and SEMH .
3.	Behaviour data shows that the number of disadvantaged pupils receive disproportionate number of suspensions in comparison to non – disadvantaged pupils.
4.	Participation data shows that disadvantaged pupils those eligible for FSM do not engage in as much extracurricular as those that are non-disadvantaged.

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
1. Achieve strong progress 8 for disadvantaged students:	Positive Progress 8 overall, with the ambition to move towards the whole school target of +1. Basics of 5+E&M and 4+E&M in line with non-disadvantaged peers. Disadvantaged students perform equally as well in all school performance 'buckets' (English, Maths, EBACC, Open) Disadvantaged students leave with as many qualifications as non-disadvantaged peers, with any bespoke curriculum considered with rigour.
2. Reduce the attendance gap between disadvantaged students and others.	Disadvantaged students reach the school attendance target. Persistent absence percentage for disadvantaged students decreases. Attendance in line with pre-pandemic figures.
3. Reduce the number of suspensions for disadvantaged students.	Disadvantaged students receive fewer suspensions than others.

4. Disadvantaged students have the same access to opportunities as other students. Disadvantaged students fully immersed in the PD programme. Targeted support and intervention put in for those students that have multiple vulnerabilities	High levels of participation for disadvantaged students in extracurricular clubs. High uptake of disadvantaged students on trips including 'big' trips abroad. Attendance of students remains high on curriculum enrichment days. FSM - free music tuition - Secondary if they want it.

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: £ 145,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum refinement and develop of pedagogy around the guiding principles. Develop professional growth model of performance management further. Create time for colleagues to develop subject specific pedagogy Supporting ECTs through the Early Careers Framework and mentoring. Implement team teaching for new colleagues / ECTs	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1

Coaching for colleagues as an extra layer of support to enhance practice. Utilise the latest research to inform our practice.		1

Improving literacy for disadvantaged students. Effective use of literacy strategy including - 1. Development of disciplinary literacy alongside the teaching and learning principles. To include explicit teaching of vocabulary, development of oracy and competence in the classroom, engagement with wider academic discourse. 2. Tutor time reading to be twice a week with strategies embedded to support no opt out. 3. Comprehensive literacy intervention programme Year 7-10. This will include phonics programme to include use read, write inc, reading Fluency during tutor time alongside comprehension programmes within breakfast intervention and speech and language therapist and accuracy as well as comprehension programmes. Strategic aim for 24/25 for phonics to permeate throughout the classroom and teachers to continue to develop this strand of work. Fluency training and prioritising for 24/25, alongside adults having a deep understanding of their students, where they sit on the early stages of reading, and most impactful strategies to support them. Employment of Primary school teacher to support students who are at initial stages of numeracy and literacy through small group work.	Disciplinary literacy focusing key vocabulary, academic reading and subject specific language. Explicitly teaching vocabulary. Following academic text and developing reading in tutor time. Engage in most up to date research that supports literacy of disadvantaged students. Accessed, reviewed and monitored through Education Endowment Foundation (EEF) Metacognition and selfregulation	Toolkit Strand | Education Endowment Foundation	EEF Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand | Education Endowment Foundation	EEF Oral language interventions (also known as oracy or speaking and listening interventions)	1

	refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	

Screening all disadvantaged students' single word reading and those that are identified as needing additional support are screened for read, write ink programme Conducted in Year 7 for all students and then targeted in Years 8, 9 and 10. Screening data is used to inform intervention as outlined above.	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Phonics	EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 35,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employee tutors through existing Castle school colleagues. (Mandarin Sept 2024)	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as: fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; reciprocal role tutoring, in which learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer tutoring	EEF (educationendowmentfoundation.org.uk)	1
Teaching assistant intervention	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four	

	and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Read, write ink Comprehension – Vipers, Touch typing, Numeracy intervention ELSA Social Skills Play Therapy Speech and Language Therapist – Trust wide. Implementing and training TA's to produce bespoke individual plans for students. Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	
CatchUp Maths to be implemented by January 2025, with specific interventions in place for students needing additional numeracy support to access the wider curriculum.	Catch Up Numeracy - first trial	EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ *7,361*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employee Early help coordinator	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance interventions rapid evidence assessment	EEF (educationendowmentfoundation.org.uk)	2

Trust offers to feeder primary schools to support the early identification and intervention for students with SEND needs. Includes SEMH specialist, play therapist, specialist teacher for SEND.	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: [Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions	Early Intervention Foundation (eif.org.uk)](#) There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	2
Invest in robust tracking system that will monitor participation levels of disadvantaged pupils particularly those that are eligible for FSM.	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity	EEF (educationendowmentfoundation.org.uk) After-school programmes - Youth Endowment Fund	4

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 2023 to 2024 academic year.

	1. 2024 Leavers Outcomes			
Key Stage 4	**Outcomes last 3 years:**			
	2021/22	**2022/23**	**2023/24**	**KS4 2024 Leavers outcomes - Overall trends:**
Headline P8 (National)	+0.21 (-0.03)	+0.22 (-0.03)	+0.61	• P8 7th out of 113 SWIFT schools, 10th most improved from 2023. DS P8 11th highest, but only 38th most improved – so focus on DS progress continues.
EM Standard (National)	83% (68%)	74% (65%)	84%	• Ave no. of quals 8.3 – small number missing slots, gatekept well.
EM Strong (National)	66% (49%)	54% (45%)	59%	• Gender: M +0.49, F +0.61
Dis P8	-0.64	-0.17	+0.01	• 1st in Somerset for both 4+E&M and 5+E&M attainment. 84% 4+ E/M – 10% increase from 2023. 58% 5+ E/M – 4% increase from 2023. Maths lower at 5+ and the limiting factor. 15th out of 113 SWIFT schools for 5+E&M, but 36th for DS 5+E&M.
P8 Gap v others	-0.95	-0.48	-0.64	
PP EM Standard	57%	56%	52%	• Disadvantaged gap slightly wider than 2023, but P8 higher, v close to 0. PP basics to maintain a focus and watch, as close to 2023 leavers.
PP EM Strong	39%	28%	29%	• PP PAGs: HPA -0.79 (3), MPA -0.04 (12), LPA +0.22 (11)
SEND (E/K) P8 (Numbers)	-0.69 (17)	-1.06 (23)	-0.84 (17)	• PAGs: HPAs lowest +0.23 (62), then MPAs +0.57 (124), then LPAs +1.02 (37)
P8 Gap v others	-0.95	-1.85	-1.48	• PAGs and gender: no significant differences, with largest difference of 0.2 with MPAs
EM Standard	12% (2)	26% (35%)	24%	• Attendance clear correlation – lower band (50%-79%), lower P8
EM Strong	12% (2)	22% (17%)	12%	• SEND P8 gaps closing from 2023 leavers, but still wide.

Attendance:

Whole school attendance: 93.5

Year 7	Year 8	Year 9	Year 10	Year 11
95.0%	93.7%	93.2%	91.9%	89.8%

Gender gap: 1.6%, with female students more absent (92.7% compared to 94.3%). 2021-22 was 1%.
SEN gap: gap is 8.5% (94.7% non-SEN compared to 85.0% SEN) SEN further breakdown: students with EHCPs attendance of 86.94% (27 students). Students at SEN support (K) attendance of 86.79% (111 students).
PP gap: gap is 6.8% (94.3% non-PP compared to 87.5% PP) PP gaps by year group:

Year 7 (32)	Year 8 (34)	Year 9 (41)	Year 10 (35)	Year 11 (40)
6.46%	5.01%	4.03%	10.74%	2.86%

FSM: gap is 7.21% (94.41% non-FSM compared to 87.2% FSM).

<u>Persistent absence:</u>
Whole school PA: 14.3%. (2021-22 was 18.8%)
Gender gap: 1.6% with girls more absent. (2021-22 was 4.9%)
SEN PA: 31.1%
PP PA: 38.0%
FSM PA percentage: 40.9%, last year was 44.5%.

<u>Local and national context:</u>
From the most recently published Autumn term 2022 data (published May 2023) for secondary schools:

	Overall attendance	Overall PA	SEN attendance	SEN PA	FSM attendance	FSM PA
The Castle School	93.5%	14.3%	85.0%	31.1%	87.2%	40.9%
Somerset	90.3%	30.1%	82.6%	44.2%	83.9%	48.4%
South West	90.5%	29.9%	84.6%	42.5%	84.3%	49.0%
England	91.2%	27.4%	86.35%	38.6%	86.4%	42.8%

Behaviour data

2020/21	2021/22	2022/23	2023/24
No of pupils with 2+ Susp: 47 Dis/SEND: 15/22	**No of pupils with 2+ Susp:** 56 Dis/SEND: 29/25	**No of pupils with 2+ Susp:** 35 Dis/SEND: 17/12	No of pupils with 2+ Sups: 42 Dis/SEN:19/25

2024/25

15 students with repeat suspensions: GJ, AZ, AE, CM, EG, ML, HR, LD, KCL, HD, MC, JD, AJH, TJ 27 repeat suspensions in total No of pupils with 2+ Suspensions: 14 Dis/SEND: PP students with 2+: 11 SENE students with 2+: 4 SENK students with 2+: 9	**Significant issues or trends: succinct points.** • PP suspensions remain high proportionally and remain a focus. • SENK suspensions remain high proportionally and remain a focus. • Males contribute to 54/62 total suspensions, compared to females at 8. Year 8 males contribute to 40 of these suspensions. • Increase in repeat suspensions compared to this time last year primarily PDB (11 repeats), physical assault in y8/10 (3 repeats), and verbal abuse (9 repeats). 7 total suspensions for racism, with 3 repeats. • Significant increase in externalising student behaviour in year 8 students, multiple vulnerabilities including early layers of trauma and lack of protective factors. In-year admissions with significant needs.

- Repeat suspensions for PP, SENK, Males an issue.
- Behaviour points high in year 8 and 9, similar to last year. Year 7 behaviour has started well and behaviour points remain low in comparison to other year groups.
- Continue to review and monitor the Graduated Response at Head of House Level and holding HOH to account.
- Develop how HOF utilise behaviour/pastoral data to support restorative work, relational behaviour management and attendance. Consider CPD needs and whole-school focus on 'strong start', consistent routines and expectations around low-level disruption.
- Develop and increase capacity around interventions and support (RETRACE, GIFT, ELSA, resilience wheel, counselling), and utilise external interventions and resources within houses/tutors. Set up small nurture group programme for appropriate students with SEMH. Set up small 1:1 mentoring groups for year 8 males with inspiring males and arrange outdoor learning and participation activities.
- Behaviour points and in-lesson attendance highlight continuing SEMH concerns as a significant factor identifying CPD need around SEMH with HOH team.

Continued pressure on RTL and Willow in supporting increasing need in CLA, students with SEND and multiple vulnerabilities.

Participation
Absolute education a robust tracking system for participation has been implemented and is enabling more reliable analysis of student participation. Participation – 99% of students have participated in at least 1 extracurricular activity this academic year.
Sustained participation based on 34 sessions – 55% of students have attended at least 1 activity each week. SEN 45%, PP 43% FSM 41% EAL 55%, EHCP, 54%, LAC 14%.
A total of 309 clubs for this academic year. · Percentage of clubs offered in the Summer term Sport and Nutrition 38%, The Arts 18%, MFL 6%, SEND 6%, Non faculty clubs 6% the reaming 27% of clubs are made up by clubs from English, Maths, Science, DT, IT and Humanities