

Pupil premium strategy statement – Castle Academy



This statement details our school's use of pupil premium for the period of 2022-25 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	Castle Academy
Number of pupils in school	459 – including Nursery
Proportion (%) of pupil premium eligible pupils	76 children 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	1st September 2022
Date on which it will be reviewed	1st September 2025
Statement authorised by	Mrs Zoe McIntyre (Executive Head) Mr Dan Lugg (Head of School) Mrs Ruth Brennan (Acting Head of School)
Pupil premium lead	Mrs Zoe McIntyre Mr Dan Lugg
Governor / Trustee lead	Mr David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,169.49
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	£133,169.49

Part A: Pupil premium strategy plan

At Castle Academy, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

When creating our Pupil Premium Strategy we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies and their value for money.

Common barriers to learning for disadvantaged students can include weak language and communication skills, less support at home, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF, we acknowledge that 'good teaching' is the most important tool schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Decisions based on data and respond to evidence.
- Clear, responsive leadership setting high aspirations and responsibility for raising attainment to all staff

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged students to have attendance of around national average of all students (96%).
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum and enrichment opportunities.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of pupils start school with little or no English.
2	Children have limited experiences; many pupils may need support with their learning. Ensuring PP students engage with wider curricular and enrichment opportunities.
3	SEMH needs – SEMH difficulties for some children, which impacts on their ability to access the curriculum fully.
4	Difficulties engaging some families, in particular year groups lower down the school.
5	Narrowing the attainment gap across Reading, Writing and Maths
6	Consistently high-quality teaching in all classrooms.

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
All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.	All interventions are appropriate to identified needs and are having a positive impact on attainment and progress. These interventions are reviewed by the class teacher and the leadership team. Interventions address gaps in learning and enable pupils to 'catch up'. Disadvantaged pupils make expected or better progress to individual targets, especially pupils within vulnerable groups.
To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours.	Teachers will address pupils' interests in September, these will be shared with SLT. Plans in place to ensure enrichment opportunities to take place for all children. Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing.
Identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track to target.	Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teachers monitor progress closely and adapt teaching and interventions.

	<p>Teachers promote the school's values and the new behaviour policy so that pupils experience positive transitions and a sense of wellbeing and belonging.</p> <p>Pupils have access to enrichment opportunities.</p>
<p>Increased attendance at school meetings, inclusive of EHA meetings, health meetings, external agency meetings (Target Autism, EP, Jogo etc), IEP meetings, safeguarding meetings. To show positive engagement in other school activities during the year.</p>	<p>Letters and emails to be sent out with plenty of notice, enabling attendance to increase.</p> <p>Slips handed out at the gates on the day of events.</p> <p>Identified families receive individualised invites to events through form of a letter or calls home.</p> <p>Teachers are proactive in communicating with the parents and follow up with parents.</p> <p>Positive reminders in place and staff are proactive in doing this.</p> <p>Staff are aware of barriers to engagement and find ways to address these.</p> <p>Teachers ensure that parents are notified using the proforma, relating to lack of engagement.</p>

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: £42971.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching leads to pupils making expected or better progress from their starting points.</i>	Quality first teaching uses newly developed curriculum planning and resources has an increased impact on engagement and the motivation to learn, resulting in pupils making sufficient and sustained progress.	1, 5, 6
<i>Aspirational pupil premium targets set using FFT. Staff identified to deliver interventions so that pupils achieve their targets.</i>	Individual targets are set using FFT.	1, 5, 6
<i>Training for staff of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 5, 6

<i>stronger phonics teaching for all pupils.</i>	Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Ensure quality of feedback for PP children is purposeful and progressive and addresses the fundamentals</i>	<p>Revised Feedback policy to be shared and implemented by new staff.</p> <p>Visit from consultants to support development of teaching and learning and how to support disadvantaged pupils.</p> <p>Children are engaging with the feedback provided.</p> <p>Teachers check in with PP pupils during the lesson to ensure learning is progressing.</p> <p>Feedback is timely and regular to address individual areas of successes and areas to further develop.</p>	1, 5, 6
<i>Staff training programmes and support with provision for PP pupils</i>	<p>Providing staff training in and resourcing for highly effective English programmes will enable quality teaching in all aspects of English, enabling PP pupils to access quality provision.</p> <p>Teachers are equipped to deliver maths lessons to enhance mathematical skills.</p> <p>All teachers use Edukey effectively, where interventions will be recorded and monitored for impact.</p> <p>All teaching assistants are utilising Edukey.</p> <p>Whole school staff meetings to share updates and guidance on current disadvantaged pupils.</p> <p>Working parties develop subject expertise.</p>	1, 3, 5, 6
<i>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli.</i>	<p>Children will have access to appropriate resources to enable them to access the curriculum as best as possible.</p> <p>Widget used to enable communication of those pupils who are pupil premium and SEND.</p>	1, 5, 6
<i>Inform teachers and provide support where pupils are disadvantaged, including those who share multi-vulnerabilities.</i>	<p>All staff will have a good understanding of the needs of pupils and will therefore be able to cater for their needs effectively (highly effective personalised learning).</p> <p>Through transition, teachers receiving a cohort will have a good knowledge of children and any vulnerabilities associated.</p>	1, 3, 5, 6

<i>Specific language programme (Chatterway) used in targeted areas of the school to promote language development.</i>	From the nursery baseline children are entering school with extremely low communication skills. Reasons for this are EAL, lack of communication at home and children living in communal homes.	1, 5, 6
<i>Implement the language programme NELI in order to provide a 20 week language intervention in EYFS.</i>	Due to the high percentage of EAL pupils and those needing speech and language development, the programme will ensure that these pupils can communicate effectively. This will also enable pupils to make progress in reading and writing.	1, 5, 6

Targeted academic support (for example, support structured interventions)

Budgeted cost: £28,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons.	<i>EEF Rationale:</i> <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i>	1, 2, 3, 4
<i>Increased parental engagement and support</i> <ul style="list-style-type: none"> - <i>Inclusion Coffee mornings</i> - <i>Meet the Teacher</i> - <i>EYFS sessions</i> - <i>Whole school enrichment events</i> - <i>Email and text message system inclusive of early communication to share events</i> - <i>Use of social media (Twitter and Facebook) and the</i> 	EEF research shows the increasing parental involvement in children's learning provides to increase impact in partnership with parents. Staff led workshops for parents are accessible means of provision. They will provide some practical ways that parents can support their pupils at home. Encouraging and enabling parents to understand the importance of supporting their child's learning and the impact that regular practise of basic skills (reading/spelling/talking with parents) can have on a pupils' attainment and progress. Increased participation and completion of home learning including reading, homework and use of school apps and websites.	1, 3, 4

<p><i>school's newsletter to inform parents of forthcoming events.</i></p> <ul style="list-style-type: none"> - <i>Review of homework policy to increase engagement</i> - <i>Increased awareness of access to funds – trips/clubs/uniform</i> <p><i>Monitoring closely those parents who are not engaging and being creative in overcoming barriers.</i></p>	<p>EEF found that parental engagement has a positive impact on average of 4 months additional pupil progress.</p>	
<p><i>Provide a regular family learning programme to support EAL families, particularly those who are new to country.</i></p>	<p>Support EAL families with any misconceptions they have around the education system and how to fully support children at home.</p> <p>All pupils and staff to be confident in the use and implementation of Flash Academy.</p> <p>All parents, pupils and staff are able to use immersive reader as a language translation tool.</p> <p>Induction package developed.</p> <p>Audit of EAL provision results in a clear action plan for improvement.</p> <p>EEF found that parental engagement has a positive impact on average of 4 months additional pupil progress.</p>	<p>1, 4, 5</p>
<p><i>Family support given including monitoring attendance and support including working with other outside professionals e.g. EHA.</i></p>	<p>The progress of some children is hampered as external family problems are preventing the children from attending school and making progress with their learning.</p> <p>Early Help information will be shared with staff and parents via the school website in order to signpost to the relevant services.</p> <p>Attendance officer and family support to complete home visits where needed.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Analysing and monitoring attendance and lateness weekly of all pupils.</i></p>	<p>Weekly attendance of classes is shared.</p> <p>SIMS is used to monitor attendance and record specific reasons for absences.</p>	<p>2, 4, 5</p>

<p><i>Attendance letters sent to parents where attendance is below 96%</i></p> <p><i>Daily phone calls home for absent children.</i></p> <p><i>Meetings with parents where attendance is a concern and support offered.</i></p>	<p>Attendance officer monitors the attendance of all pupils weekly with reports provided.</p> <p>Parents supported through offering of EHA, parenting contracts etc.</p> <p>Meetings with senior leaders to raise level of accountability on parents to ensure that their children are in school.</p>	
<p><i>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and interventions to use.</i></p>	<p>Intervention of the Educational Psychologist and other health care professionals for identified pupils.</p> <p>The EEF shows that feedback studies tend to show very high effect on learning. This will raise the progress rates of our PP/SEN pupils.</p> <p>SENCO time to provide support for class teachers, teaching assistants and HLTAs.</p> <p>The SENCO is present in lessons, ensuring adaptations to lessons are made for pupils to be successful.</p>	<p>3, 5, 6</p>

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

Budgeted cost: £61,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Uniform – every PP child is provided 1 piece of uniform during the academic year.</i></p>	<p>Support families with the purchase of uniform so that pupils feel confident.</p>	<p>3</p>
<p><i>Monitoring the wellbeing and support of PP pupils.</i></p> <p><i>Regular meetings and workshops offered to parents to support with strategies to use at home.</i></p>	<p>Public Health England’s briefing paper, ‘The link between pupil health and wellbeing and attainment’ main findings included:</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>3, 5</p>

<p><i>This includes healthy eating.</i></p> <p><i>PSHE scheme (Jigsaw) implemented in every class.</i></p> <p><i>Targeted interventions to support PP children.</i></p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>Lunchtime club to promote active sessions for those pp pupils who have identified as needing additional structure at break and lunchtime.</p>	
<p><i>Sensory Circuits</i></p> <ul style="list-style-type: none"> - <i>training for staff</i> <p><i>Before school sessions</i></p>	<p>Pyramid of learning</p> <p>Sensory Circuits provides a daily, physical programme to support children with concentration, co-ordination or engagement difficulties to prepare them for learning in the classroom.</p>	2, 3, 5
<p><i>Enrichment opportunities</i></p> <ul style="list-style-type: none"> - <i>School trips</i> - <i>School visits</i> - <i>Breakfast club</i> - <i>After school clubs</i> - <i>Ride High Programme</i> - <i>PE opportunities</i> - <i>Friends events - mufti, discos, movie nights</i> - <i>Drama activities</i> <p><i>NMPAT music activities</i></p>	<p>Our children need experiences and opportunities to develop self-esteem, resilience and perseverance and to uncover their strengths and talents in a range of forms. The additional experiences that we provide deepen the children's understanding of the wider world beyond their environment and increase pupil's cultural capital. PP funding is vital in providing opportunities for this.</p>	2, 3
<p><i>Breakfast club provides a positive start to the day and ensures children are ready to learn. Offer targeted children daily breakfast club.</i></p> <p><i>Development of social skills with a variety of ages</i></p>	<p>To ensure all children have a positive mind set ready for learning having been in a calm and settled environment, prior to beginning lessons. Through offering food, we prevent children from feeling hungry or going without food before school, this will enable them to learn well.</p>	2, 3, 5
<p><i>Through nurture interventions, pupils are able to self-regulate and develop strategies that enable them to access all curriculum content.</i></p>	<p>EEF Rationale</p> <p>'There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.'</p>	3, 5, 6
<p><i>Full time Family Support Worker appointed to work with vulnerable families</i></p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	2, 3, 4, 5

<p><i>and improve parental engagement</i></p> <p><i>2 ½ days a week Attendance Welfare Officer to work with vulnerable families and improve parental engagement</i></p>	<ul style="list-style-type: none"> • General approaches with encourage parents to support their children with for example reading or homework. • The involvement of parents in their children’s learning activities • More intensive programmes and support for families in crisis. • Parents to be invited into school for non-academic social events <p>Teachers to make a conscious effort to engage with more hard to reach parents</p>	
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £133,169.49

Part B: Review of outcomes in the previous academic year 2023/24

Pupil premium strategy outcomes

Desired outcome	Chosen action/approach	Impact:
<p>Teaching</p> <p>All PP pupils make expected or better progress based on their starting points</p>	<p>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)</p>	<p>The use of NTS assessments has enabled gaps to be identified. Interventions have been completed within lessons, using a retrieval and cognitive load theory approaches, pupils are able to know and remember more and the Rosenshine Principles and Teaching and Learning Framework has supported this.</p> <p>The curriculum is adapted well for disadvantaged pupils, meaning that they are able to achieve ambitious outcomes and this is evident in pupils' books and pupil voice activities completed by subject leaders.</p> <p>Disadvantaged pupils also have a love of reading and the impact of early reading interventions has been positive in enabling disadvantaged pupils to catch up.</p>
	<p>Pupil premium pupils' targets are aspirational pupil and pupil premium documentation has a clear focus for these pupils; all actions and interventions, along with impact discussed. (1,2)</p>	<p>The inclusion of PP pupils on pupil progress sheets has enabled there to be a more explicit dialogue based on these pupils' progress when teachers are meeting with Senior leadership at termly pupil progress meetings. This enables teachers to monitor the progress of these groups of pupils more closely. This also enables teachers to provide in class interventions to ensure that pupils catch up.</p> <p>Adaptations made to the curriculum have shown positive outcomes in pupils' books and there is evidence the PP pupils are achieving ambitious outcomes. Pupil voice is showing that these pupils know and remember more.</p> <p>Where there are concerns teachers have been quick to address these so that learning</p>

		<p>objectives remain aspirational and pupils can achieve these, with the scaffolds and small step modelling approaches. This has enabled these pupils to secure understanding of the components of a task, leading to the composite.</p>
	<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward (1, 4)</p>	<p>Feedback provided is addressing next steps in learning. This is becoming evident in wider curriculum books. There now needs to be more evidence in the addressing of fundamentals when teachers are provision feedback in order for further impact to be seen.</p> <p>In some classes the drive to have a relentless approach when marking basic skills has been positive in enabling pupils to make progress.</p> <p>There now needs to be a more consistent approach to this with subject leaders now having a focus on this when monitoring the outcomes and progress of PP pupils.</p>
	<p>Staff training programmes and support with provision for PP pupils (1, 2, 3, 4)</p>	<p>Staff have been provided with training regarding:</p> <ul style="list-style-type: none"> • Coaching training • Reading expectations • Writing moderation • Mathematics using manipulatives • Year group planning support • Subject leadership working parties • Academy Improvement Partner support • Support from a variety of consultants • Training linked to phonics • Support linked to planning <p>All staff have access to a coach in school.</p> <p>Staff are beginning to ensure the most disadvantaged pupils are remembering what has been taught. This is evident in pupils' books and subject leaders' monitoring evidence.</p> <p>Staffs' understanding of retrieval and cognitive load theory has had an impact on</p>

		<p>the way in which lessons are planned. The use of the Walkthrus and instructional coaching is beginning to have an impact on teaching and learning and this is evident in pupil voice documentation.</p> <p>Staff understand the rationale and research included in the Teaching and Learning Framework and this has had an impact on the way they plan and deliver lessons, avoiding cognitive overload, providing scaffolds where needed and using a small step approach. This is evident in learning walk documentation linked to the Walkthrus.</p>
	<p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli (1, 2)</p>	<p>Classes are now accessing Widget to ensure that key vocabulary is accessible to all pupils, particularly those with EAL or SEND and this has supported the implementation of knowledge organiser for these pupils, enabling them to use retrieval in order to know and remember more.</p> <p>High quality texts are used as part of the English curriculum, exposing pupils to more adventurous vocabulary.</p> <p>Those pupils who have arrived new to country have made positive progress, in particular communication but also their reading, writing and mathematics outcomes.</p>
	<p>Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities. (4, 5)</p>	<p>All teachers now have a secure awareness of the pupils who have multiple vulnerabilities. This has enabled them to adapt the provision accordingly so that these pupils can access the curriculum content; this was seen during our SEND audit.</p> <p>The impact of coaching and the Walkthrus is now evident with pupils accessing the curriculum well and knowing and remembering more. Pupils are able to recall their learning across the curriculum.</p>

		During moderation a selection of disadvantaged pupils were requested to discuss their learning, this showed a positive outcome.
Desired outcome	Chosen action/approach	Impact:
<p><i>Targeted academic support</i></p> <p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track.</p>	<p>Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. (1, 2, 3, 4)</p>	<p>The vast majority of PP pupils have made at least expected progress from their individual starting points across Reading, Writing and Maths. Where some pupils may not have moved from W to Exp and Exp to GD, there is evidence in books that these pupils have made progress within each of these bands.</p> <p>There is evidence that the marking of basic skills is beginning to have an impact with the majority of pupils correcting these when needed. However, a more consistent approach is needed to enable greater impact. This will again be a focus for the academic year 2024-25.</p>
	<p>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)</p>	<p>The use of NTS, NMM and other assessment data is used to inform targets, and these were reviewed termly. Teachers made adaptations to intervention groups and tutor groups to support pupils where needed.</p> <p>There has been a clear process to the early identification of those pupils who are disadvantaged and teachers have identified a potential SEND need. This early identification has enabled these pupils to be provided with scaffolds and models to access the full curriculum.</p>
<p>Teachers know and understand how vulnerabilities influence pupils' learning and can, as a result, plan and deliver teaching and learning, which minimises negative</p>	<p>Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum</p> <p>Parental courses to develop parental skills.</p>	<p>Parents have a clear understanding of what their child is learning, their areas of strength and areas of development. This information is then used to support pupils at home.</p>

<p>impact and enhances accelerated learning.</p>	<p>Use ParentPay for contact with parents to improve communications.</p> <p>Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops.</p> <p>Monitoring closely those parents are not engaging and be creative in overcoming barriers (5)</p>	<p>Letters sent home where pupils are not completing home learning has helped to improve completion.</p> <p>There has been positive engagement in attendance at TLC meetings.</p>
	<p>Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA. (5, 6)</p>	<p>Attendance for some persistent absentees has improved. Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.</p> <p>The attendance of pupil premium pupils is strong and above national average. Where there are concerns the attendance officer is quick to address this, engaging parents in contracts and providing additional support where needed.</p>
	<p>Highlight targeted children and offer parents daily breakfast support and care. (Identify pupils with the greatest need)</p> <p>Introduce children to healthy options and self-sufficiency. Social skills are developed through interaction with a variety of ages, games and conversations. (2)</p>	<p>Those pupils who have attended breakfast and after school club have had a settled start and end to the day, thus resulting in improved attitudes towards their learning. This strategy has also enabled us to monitor these pupils being in school on time. Those PP pupils who are part of an EHA have been offered this provision and where there has been concerns relating to a healthy lifestyle this has had a positive impact, evidence of this can be seen in these pupils' books.</p>
<p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show positive engagement in other activities during the year.</p>	<p>Analysing and monitoring attendance and lateness weekly of all pupils.</p> <p>Attendance letters sent to parents where pupils attendance is below 96%.</p> <p>Daily phone calls home for all absent children.</p>	<p>Letters and weekly messages are sent to parents where their child has fallen below the national average for attendance.</p> <p>Parenting contracts are also in place where needed. Home visits have also helped to ensure that the attendance of PP pupils is positive.</p> <p>Staff are aware of those pupils whose absence is below the national average and</p>

	<p>Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies. (2)</p>	<p>they have been proactive in engaging with parents, improving attendance of some pupils.</p> <p>The weekly newsletter has included information linked to attendance and this has raised the profile of attendance and helped to educate parents- impact of lost learning.</p>
	<p>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and intervention to use. (1, 2, 3, 4)</p>	<p>All pupils identified have made expected progress in line with starting points, and individual targets which have been set by the class teacher alongside the SENCO. The adaptation of the curriculum is secure and those pupils who are disadvantaged and PP have access to the broad and balanced curriculum.</p> <p>Early identification has ensured that interventions are in place sooner. Those pupils who need additional support have been provided with scaffolds and models to achieve ambitious outcomes. There is targeted intervention to support pupils to progress well through the RWInc programme.</p>
Desired outcome	Chosen action/approach	Impact:
<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours.</p>	<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children. Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)</p>	<p>Some children who are attending nurture sessions have developed regulation strategies to aid learning.</p> <p>Relationships with external agencies have been further strengthened. This has enabled positive signposting for parents and provides an accurate support network.</p> <p>Interventions and additional clubs have supported pupils' mental health and have contributed towards improved attitudes towards school and their learning.</p> <p>There continues to be a reduction in the number of Immediate 3s for pupil behaviour.</p>

		Where there have been concerns relating to a pupil's behaviour, interventions have been place, including behaviour plans.
	Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children. Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)	Improved attitudes to learning for all pupils, enabling them to feel safe, secure and valued. This can be evidenced in the outcomes of all PP pupils, and in discussion with them. There is evidence that all staff have positive relationships with pupils and go above and beyond to ensure that pupils make progress.
	Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. (2, 4)	Improved attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas: <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support The use of the Walkthrus have provided teachers with ways in which to ensure that PP pupils can access the curriculum. This includes the use of scaffolding and modelling. Instructional coaching and the support this provides has improved teaching and learning, in particular for those teachers who are ECTs.
	Monitor PP pupils' attendance and follow up quickly on absences. First day response provision. Provision of early start breakfast club (2, 4, 5)	Attendance for some persistent absentees has improved. Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.
	<ul style="list-style-type: none"> • School Trips and visitors • PTA events, e.g. mufti days, discos, movie nights • After School Clubs • Music lessons (Rocksteady) • PE opportunities • Breakfast club • Lunch time clubs (2, 4)	A range of enrichment activities have ensured that pupils remain engaged with school and their learning, with pupils accessing activities specific to their needs. All pupils who have participated have demonstrated an improved attitude towards school and their learning, with some pupils demonstrating improved

		confidence and self-esteem, impacting on positive outcomes. Although a positive outcome has been achieved a more creative approach will take place during the academic year 2024-25.
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Castle Academy Pupil Premium Data 2023- 2024

	All	Pupil Premium	Non-Pupil Premium
Attendance	96.2%	95.3%	96.4%
EYFS Good Level of Development	67%	88%	64%
Y1 Phonics Screening Check	80%	69%	84%
Y2 Phonics Screening Check	89%	62%	98%
Y6 Reading	77%	75%	78%
Y6 Writing	75%	75%	76%
Y6 Maths	79%	83%	78%
Y6 SPAG	77%	75%	78%
Y6 RWM	68%	75%	67%