

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	1200
Percentage of students that are disadvantaged	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	April 2024
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	£ 157,526
Recovery premium funding allocation this academic year	£ 44,988
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	£202,514.53

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.

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Challenges

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

Challenge / Issue number	Detail of challenge
1.	There is a gap between PP and non-PP students in GCSE outcomes in several subjects.
2.	KS3 FSM students not acquiring knowledge within the curriculum in relation to their peers.
3.	Literacy levels of PP students are not as high as their peers meaning that they cannot access the curriculum as well as non-PP students.
4.	Number of suspensions for PP students is higher than non-PP students.
5.	Disadvantaged students more likely to become NEET
6.	Lower numbers of PP students taking up Modern Foreign Languages (MFL) in comparison to non-PP.
7.	PP students' students' attendance is lower than non-PP students.
8.	PP students' attendance on Enrichment days and participation in choice enrichment is lower than Non-PP students.
9.	Cost and travel have been areas identified as barriers to preventing PP students accessing curriculum areas.
10.	Ineffective and inaccurate assessment of primary SEND need on transition.
11.	Increasing number of disadvantaged students with SEND incl. SEMH
12.	Parental engagement of PP students is less than those parents / families of non-PP students.

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
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<p>1. Achieve strong progress 8 for disadvantaged students:</p>	<p>+P8 Add the key areas All buckets positive No students dropping subjects</p>
<p>2. The curriculum and teaching are effective to ensure FSM are at ARE KS3</p>	<p>Assessment data shows narrowing gaps between FSM and others. Quality assurance shows no difference in quality of work between FSM and others. All students at ARE in all subjects. Granular knowledge within SOL. Assessment understanding of the purpose.</p>
<p>3. Disadvantaged literacy levels improve</p>	<p>Disadvantaged students make as much progress as other students. Disadvantaged students supported with accessing materials and resources that allow progress to be made. Reducing the vocabulary gap between disadvantaged and other students. Ensuring that all disadvantaged students are screened for Reading and Phonics. Ensure disadvantaged students are confident with disciplinary literacy and subject specific vocabulary.</p>
<p>4. Decrease suspensions for disadvantaged as result of the support</p>	<p>Fewer suspensions - in line with pre-pandemic figures. Improved behaviour. Students that have been identified in student focus meetings are supported with specific intervention.</p>
<p>5. Effective careers advice and guidance for disadvantaged students</p>	<p>Ensure that no disadvantaged children become NEET (Not in Education, Employment or Training) post-16 and that they are ambitious for their futures through the plans they have. Ensure that all disadvantaged students have early careers support and clear potential pathways to university or higher education. Student voice is positive about careers service.</p>

<p>6. More students from a disadvantaged backgrounds take up MFL from KS3 into KS4 and beyond</p>	<p>Number of disadvantaged students taking MFL increase from previous years. Progress made in MFL.</p>
<p>7. Reduce the attendance gap between disadvantaged students and others.</p>	<p>Disadvantaged students reach the school attendance target. Persistent absence percentage for disadvantaged students decreases. Attendance in line with pre-pandemic figures.</p>
<p>8. Disadvantaged students have the same access to opportunities as other students Disadvantaged students fully immersed in the PD programme</p>	<p>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.</p>
<p>9. Disadvantaged students can access the curriculum in the same ways as their peers.</p>	<p>Strong uptake of extra-curricular enrichment away from school. Higher numbers of students eligible for FSM on 'big' trips abroad. Outcomes for students in Food as they can access ingredients to perform well in practical assignments. PE kit. Develop confidence in attending.</p>
<p>10. Students from feeder Primary schools are supported with transition into secondary school with early intervention.</p>	<p>Supporting our feeder primary schools with Speech and Language therapy (SALT), play therapy, specialist teacher and SEMHCO to develop the Trust SEND strategy. Supporting primary schools with EHCP application. Summer School for August 2022.</p>

11. Better and earlier understanding of needs and high-quality intervention.	Early identification through graduated response. Specific intervention put in place to support need.
12. Increase the amount of contact time with disadvantaged families.	Increase percentage of disadvantaged families attending parents' evenings. 100% of disadvantaged families attend parents evening. Ensure all have technology to access the parents evening. Ensure all disadvantaged families are written to at start of academic year outlining entitlement / support. Increase the engagement of disadvantaged families at curriculum events (options evenings).

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: £ 151,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Curriculum refinement and develop of pedagogy around the guiding principles.</p> <p>Develop professional growth model of performance management further.</p> <p>Create time for colleagues to develop subject specific pedagogy</p> <p>Supporting ECTs through the Early Careers Framework and mentoring.</p> <p>Implement team teaching for new colleagues / ECTs</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>
<p>Coaching for colleagues as an extra layer of support to enhance practice.</p> <p>Commission English & Maths through the National tutoring programme (internal tutors in English/Coach bright)</p> <p>Utilise the latest research to inform our practice.</p>		

<p>Improving literacy for disadvantaged students.</p> <p>Effective use of literacy strategy including -</p> <ol style="list-style-type: none"> 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 ink, reading Fluency during tutor time alongside comprehension programmes within breakfast intervention and speech and language therapist and accuracy as well as comprehension programmes. <p>Strategic aim for 22/23 for phonics to permeate throughout the classroom and teachers to continue to develop this strand of work.</p> <p>Employment of Primary school teacher to support students who are at initial stages of numeracy and literacy through small group work.</p>	<p>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)</p> <p>Metacognition and selfregulation Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions)</p>	<p>3</p>
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	<p>refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>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.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion with young children;</p> <p>explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>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</p>	
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	<p>promote pupils' interaction in groups.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Screening all disadvantaged students' single word reading and those that are identified as needing additional support are screened for read, write ink programme</p> <p>Conducted in Year 7 for all students and then targeted in Years 8, 9 and 10.</p> <p>Screening data is used to inform intervention as outlined above.</p>	<p>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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,3,4

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

Budgeted cost: £ 40,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subscribe to CoachBright academic tutoring.	Mentoring in education involves pairing young people with an older peer or adult	1,3,4
	<p>volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
Employee tutors through existing Castle school colleagues. (Mandarin Sept 2023)	<p>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:</p> <p>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;</p> <p>reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</p> <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	1,3,4
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	1,3,4
	<p>four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Read, write ink Comprehension – Vipers, Touch typing, Numeracy intervention</p>	

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 \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions)

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

Budgeted cost: £ 10,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employee School Engagement officer.	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)	7

<p>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.</p>	<p>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:</p> <p>Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2,7</p>
	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Invest in robust tracking system that will monitor participation levels of disadvantaged pupils particularly those that are eligible for FSM.</p>	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>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.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>After-school programmes - Youth Endowment Fund</p>	<p>8</p>
	<p>A gap in employment outcomes exists be-</p>	<p>5</p>

<p>Careers advisor to prioritise meeting of disadvantaged students.</p>	<p>tween young people from lower socio-economic backgrounds and their more advantaged peers. Analysis of longitudinal education outcomes (LEO) data, reveals that 26% of young people who received free school meals (FSM) in year 11 are not in education or employment (NEET) aged 18- 24, compared to 13% of non-FSM students.⁴ Although differences in GCSE attainment are a contributing factor, young people from disadvantaged backgrounds remain twice as likely to be categorised as NEET even when qualifications are controlled for.⁵ High achieving students from disadvantaged backgrounds are also less likely to apply to higher education⁶ , attend a high status university,⁷ or access high status professional jobs⁸ than similarly qualified peers from more affluent backgrounds. However, there is evidence to suggest that career support in schools can help to address this inequality.</p> <p>bit67-cec-report_v3.pdf (careersandenterprise.co.uk)</p>	
	<p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

1. 2023 Leavers Outcomes

Disadvantaged gap reduced – positive reduction at standard pass for attainment by 10%, with gap 10% smaller. P8 better by +0.3 and gap smaller.

2023 Leavers P8 gap of –0.54 compared to 2019 leavers –1.04

Disadvantaged students -0.58 in comparison to non-disadvantaged –0.03

FSM students P8 gap of –0.62 in comparison to 2019 leavers –1.19

FSM students –0.68 in comparison to non-FSM students –0.06

2/3. Please see table below

Year	Data Point 3 – April 2023						Data Point 4 – June 2023					
	7	8	9	10	11	Total	7	8	9	10	11	Total
Stages 1-2 [Phonics] All pupils in receipt of intervention RWI 3 – 4 x per week with Specialist Primary Teacher												
All	14	9	7	1		31	11	9	7	1	NA	28
All SEND (E/K)	10	7	6	1		24	10	7	5	1	NA	23
All SEND (HN)	2	1	0	0		3	1	1	2	0	NA	4
FSM	2	0	1	1		4	2	0	1	1	NA	4
FSM/SEND (E/K)	3	0	0	0		3	2	0	1	1	NA	4
Stage 3 [Fluency/Comprehension – some phonics gaps] Intervention offered on rotation – Tutor time, afterschool or breakfast intervention												
All	33	22	19	23		97	21	9	9	15	NA	54
All SEND (E/K)	17	4	4	6		31	10	4	4	2	NA	20
All SEND (HN)	9	14	11	15		49	6	2	1	12	NA	21
FSM	5	3	1	5		14	5	1	1	3	NA	10
FSM/SEND (E/K)	4	1	0	2		7	3	1	1	0	NA	5
Stage 4 [Comprehension] Intervention offered on rotation – Tutor time, afterschool or breakfast intervention												
All	56	46	26	31		159	52	36	24	32	NA	144
All SEND (E/K)	23	16	10	4		53	23	17	8	6	NA	54
All SEND (HN)	16	16	14	24		70	15	11	16	23	NA	65
FSM	7	6	2	6		21	8	5	2	7	NA	22
FSM/SEND (E/K)	5	2	1	3		11	6	2	1	3	NA	12

Reading Fluency (stage 3 and 4)	Year 7 – 12 pupils, average progress 51 months
Completed - reached chronological age (CA) or above and standardised score of 100	Year 8 – 13 pupils, average progress 42 months
	Year 9 – 10 pupils, average progress 54 months
	Year 10 – 8 pupils, average progress 50 months
	*This stage sees the greatest and quickest accelerated progress, pupils who are reading at higher reading age when they start the intervention but have gaps in their phonological knowledge.

Comprehension (VIPERS) /Bespoke Castle Scheme. Completed – reached CA or above and standardised score of 100	Months	Year 7, 4 pupils completed, reading for meaning at their chronological age or above. Average progress - 20 months <i>*28 further pupils made progress but not currently at CA but now all within the average range (85 and above)</i> Year 8, 12 pupils, average progress - 30 months Year9, 2 pupils, average progress - 48 months <i>*Further 6 pupils made progress but still below CA – average progress 21 months</i> Year10, 1 pupil completed - 36 months progress <i>*11 further pupils made progress but not currently at CA, average progress - 28 months</i>
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Year	Data Point – July 2023						7	8	9	10	11	Total
	7	8	9	10	11	Total						
Stages 1-2 [Phonics]												
All	6	6	4	2		18						
All SEND (E/K)	5	5	2	1		13						
All SEND (HN)	1	1	2	1		5						
FSM	1	0	1	1		3						
FSM/SEND (E/K)	1	0	1	1		3						
Stage 3 [Fluency/Comprehension – some phonics gaps]												
All	24	7	8	13		52						
All SEND (E/K)	15	4	6	1		26						
All SEND (HN)	6	3	2	9		20						
FSM	6	0	0	2		8						
FSM/SEND (E/K)	5	0	0	0		5						
Stage 4 [Comprehension/Nearing ARE]												
All	50	27	21	32		130						
All SEND (E/K)	19	14	9	8		50						
All SEND (HN)	14	5	13	24		56						
FSM	8	3	1	5		17						
FSM/SEND (E/K)	8	3	1	2		14						

Impact & Next Steps	
Reading Fluency (stage 3 and 4) Completed - reached chronological age (CA) or above and standardised score of 100 Average Gain	Year 7 - 7 reassessed at end of Summer term on average 25 months progress (9 completed phase 3 and 4 phonics during the year, will no longer need intervention) Year 8 – 2 re assessed at end of summer term, on average 45 mths progress (7 completed phase 3 and 4 phonics during the year, will be monitored but no further intervention required at present). Year 9 – 2 re assessed at end of summer term, 17 mths average progress (13 completed level 3 and 4 during the year) Year 10 – 11 reassessed at end of the summer term (5 of which had received no intervention but were being monitored for low reading scores – they received QFT, there barrier was likely more confidence), average 42 months progress. 14 completed phase 3 and 4 phonics through the year and will now be monitored.
RWI Intervention (phonics) Average Gain	Months Year 7 – 5 pupils moved from Stage 1 and 2 phonics to Stage 3 after being assessed at the end of term , average progress across RWI phonics programme for re assessment at end of the summer term 21 months progress Year 8 – 3 pupils moved from Stage 1 and 3 phonics to stage 3 after being assessed at the end of term, average progress on RWI at end of summer term 17.2 months progress Year 9 – 4 pupils reassessed at tend of summer term, average 8 mths progress (1 complete phase 1 and 2 phonics and moved to level 3 and 4) Year 10 - 2 reassessed at the end of summer term 20 mths average progress, both will move onto fluency and stage 3 and 4

Comprehension (VIPERS) Intervention Average Gain also includes comprehension gains from RWI Completed - reached chronological age (CA) or above and standardised score of 100 on RWI.	Months	Year 7 – 9 reassessed at end of summer term , 34 months progress (4 completed comprehension stage) Year 8 – 8 reassessed at end of summer term, 33 months progress Year 9 – 3 re assessed at end of summer term, 46 mths progress (4 completed comprehension stage) Year 10 – 3 assessed at end of summer term, average 33 mths progress (2 completed comprehension stage)
SALT Inference Group comprehension progress		Year 7 – 4 pupils , 46 mths progress Year 8 – 1 pupils, 34 months progress Year 9 – 2 pupils , 17 mths average progress
HLTA Supported English class	Months	

4. Suspensions are down on previous years for disadvantaged pupils for one off and repeats. 2021/22 PP +1 = 36, 2+ = 17. 2022/23 1+ = 36, 2+ = 14. The categories for the highest suspensions for the 22/23 academic year for disadvantaged students Drug and alcohol related (Vaping 21 – reduced since April), Physical assault on another pupil (21) and verbal abuse against an adult (26)

2+ suspensions	2018/19	2019/20 (COVID)	2020/21 (COVID)	2021/22	2022-23
Suspensions	167	160	226	214	130
No. of students	29	32	47	56	35
PP Sus.	93	74	69	132	78
No. of students	14	16	15	29	17
FSM Sus.	94	67	63	109	71
No. of students	14	13	13	23	15
SEND Sus.	50	79	122	96	68
No. Of students	10	13	22	25	12
PEX	0	1	0	1	4

5. All disadvantaged students prioritised to meet with career advisor – if students require follow up meeting, then they are identified through SFM. All disadvantaged students have mentor to support them in finding their place. As part of curriculum enrichment days students get the opportunity to visit universities, work experience (June 2023) Mock interviews and Employer visits. **Numbers of NEET to follow October 2023**
6. 116 students from leavers 2025 have opted for a language. 75 students (30%) full ebacc 15 disadvantaged students (36%) of disadvantaged full Ebacc.

<i>Ebacc -No of disadvantaged students</i>				
2019-2020	2020-2021	2021-2022	2022-2023	2022-23
4	8	8	8	15

7. Attendance:

Whole school attendance: 93.13%. (2021-22 was 92.4%)

Year 7	Year 8	Year 9	Year 10	Year 11
94.99%	93.6%	93.03%	92.69%	91.07%

Gender gap: almost closed at 0.1%, with female students more absent (93.08% compared to 93.18%). 2021-22 was 1%.

SEN gap: gap is 11.82% (94.34% non-SEN compared to 82.52% SEN) which has widened from 10.4% last year. SEN further breakdown: students with EHCPs attendance of 74.45% (27 students). Students at SEN support (K) attendance of 84.79% (100 students). Spreadsheet separately shows breakdown of categories and individuals.

PP gap: gap is 5.81% (94.04% non-PP compared to 88.59% PP) which has widened from 4.8% last year. PP gaps by year group:

Year 7 (33)	Year 8 (40)	Year 9 (38)	Year 10 (43)	Year 11 (40)
5.21%	3.93%	6.47%	5.6%	5.57%

FSM: gap is 7.6% (94.01% non-FSM compared to 86.41% FSM).

Persistent absence:

Whole school PA: 15.2%. (2021-22 was 18.8%)

Gender gap: 2% with girls more absent. (2021-22 was 4.9%)

SEN gap: 17.5% (2021-22 was 22%, 2020-21 was 26.9%)

PP gap: 16.5% (2021-22 was 23.4%)

FSM PA percentage: 34.3%, last year was 44.5%.

In all categories, the number of students who are persistently absent from school has improved from last year.

Local and national context:

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	92.9%	18.6%	84.2%	34.2%	87.3%	38.1%
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%

From most recently published data for secondary schools (DfE provisional statistics):

	Spring Term 2023		Academic year 2022-2023 year to date (up to 1 st March 2023) (from DfE provisional stats)		Academic year 2022-2023 year to date (up to 21 st July 2023) (from DfE provisional stats)	
	Overall absence	Overall persistent absence	Overall absence	Overall persistent absence	Overall absence	Overall persistent absence
The Castle School	7.8%	21.2%	6.9%	16.9%	7.2%	15.2%

Somerset	10.8%	35.7%	10.8%	31.3%	10.8%	31.4%
South West	10.2%	33.6%	9.9%	29.9%	10%	30.2%
England	9.2%	29.9%	9.2%	27.8%	9.3%	28.3%

8. Absolute education a robust tracking system for participation has been implemented and is enabling more reliable analysis of student participation. Sustained participation - 41% of disadvantaged students have taken part in at least 1 extracurricular activity a week since the start of the academic year. This compares to 51% of all students.
9. There has been an increase in financial support to FSM accessing trips abroad - 2022/23 26 students/ 21/2022 11 students and 2020/21 - 6
10. Thorough transition programme that began in January 2023. AHT and SENCO met with all primary colleagues. Students with SEND were all discussed at length and early intervention plans put in place by school SENCO. AHT visited local primary school's primary to 2 days in school transition days in July 2023. SENCO had additional meetings with families of students with SEND based on request. Additional transitions days were held for students with SEND and students with SEMH needs. (Leavers 2028 EHCP = 6, SEN Support = 27, Highlighted needs = 46)
11. Disadvantaged students identified earlier through screening, and bespoke interventions put in place. All disadvantaged students assessed for single word reading. S&L therapist working with lowest comprehension (difficulties with language and vocabulary) DB receiving CPD from SALT specialist so can lead on intervention.
12. All disadvantaged pupils receive contact from school admin before windows open for non-disadvantaged pupils to book progress evening appointments and so that priority of appointment times are given. Disadvantaged student have meeting with AHT in Year 9 to help support option choice prior to options evening in January. Families are contacted by school admin to remind families of options evening to secure attendance. Following suspension parents / guardians must attend a formal reintegration meeting with HOH or AHT / DHT.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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National tutoring programme	CoachBright
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