Pupil premium strategy statement – Castle Hill School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	31.5
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	17/09/26
Date on which it will be reviewed	17/09/27
Statement authorised by	Kieran Welsh
Pupil premium lead	Dan Pearce
Governor / Trustee lead	Jayne Askew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,503.50
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	£58,503.50

Part A: Pupil premium strategy plan

Statement of intent

Castle Hill School's aim is to enable all students to be effective communicators, to engage in meaningful learning and be empowered to positively influence their world. We recognise each student has unique strengths and challenges, but due to our child-centred approach, all groups of learners make good progress. Our pupil premium strategy is to therefore provide support to our main identified challenges that can affect all of our pupils: communication, physical and sensory needs, social needs, and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Means and motivation for communication
2	Access to physical activity and fulfilment of sensory needs
3	Development of social skills and building relationships
4	Wellbeing and feeling part of the wider community

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
For pupils to develop a confident approach to their personalised strategies of communication. Progress will be measured through Pupil in Progress tracking documents alongside MAPP.	This will be specific to each pupil. However, we will expect to see increased and more sustained interactions with adults and peers. Levels of maintenance should also increase; this will be measured through MAPP.
For pupils to develop tolerance linked to their specific physical and sensory needs.	This will be specific to individual pupils. Progress will be measured through MAPP, where we would expect to see a

Progress will be measured through Pupil in Progress tracking documents alongside MAPP.	gradual increase in scores taken from the baseline.
For pupils to demonstrate increased engagement when accessing a personalised curriculum. Progress will be measured through Engagement Model Profiles, Pupil in Progress tracking documents alongside MAPP.	This will be specific to each pupil. However, we will expect to see an increase in their engagement and fluency in communication. This will be measured through MAPP.
For pupils to develop confidence when engaging with the wider community. Progress will be measured through Pupil in Progress tracking documents alongside MAPP.	This will be specific to the individual pupils. However, we will expect to see an increase in MAPP scores for fluency and maintenance linked to focus.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
-		

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

Budgeted cost: £58,135.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Provision (£24,000)	Music therapy is a known approach for the delivery of communication and responses for pupils with SEND. The sessions support pupils' total communication strategies.	1,3
Dance Provision (£11,849.25)	Dance and physical movement encourages interaction and communication, participation in group activities and social skills as well as promoting good health, physical development and maintenance.	1,2,3
Outdoor Learning Provision (£11,286)	Children with PMLD typically learn best through direct sensory experiences. Outdoor environments naturally provide varied sights, sounds, textures, smells, movement and weather conditions that stimulate learning and exploration. Experiences such as feeling wind, touching leaves, listening to birds or smelling flowers	1,2,4

	offer meaningful sensory input that supports engagement and understanding of the world. Research and specialist practice suggest benefits across communication, physical development, engagement, wellbeing and independence.	
PP staff backfill (£11,000)	Depending on pupil targets, some necessary interventions will require a higher level of staffing in order to take place (eg Hydrotherapy, Rebound therapy, visits to the community).	1,2,3,4

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

Budgeted cost: £*368.25*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional expenses to support wider strategies (£368.25)	Additional needs arise throughout the year. For example, items to support sporting activities and community visits.	1,2,3,4

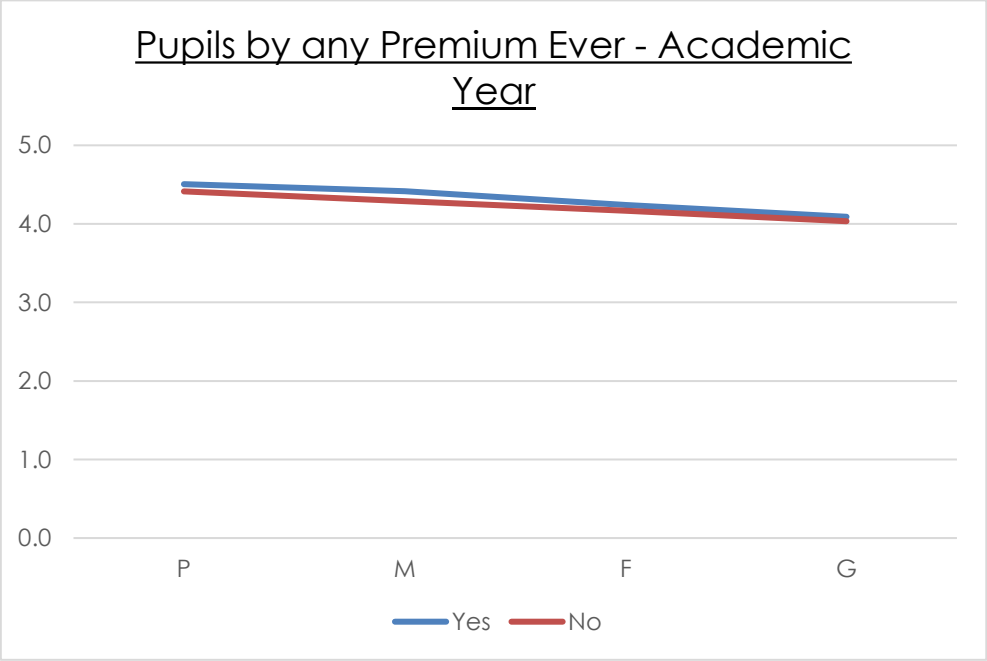
Total budgeted cost: £58,503.50

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.

MAPP is used to record and assess our pupils' progress over the course of the year. Each pupil's targets are unique to themselves, but a common methodology of assessment allows progress to be compared. The school's end of year assessment shows there is negligible difference in the outcomes for PP and non-PP pupils. This gives us confidence in the effectiveness of our approaches. See graph below.



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
This is not applicable for our setting.	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is not applicable for our setting.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.