Pupil premium strategy statement Castlefield Campus

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027
Date this statement was published	10/11/26
Date on which it will be reviewed	10/11/27
Statement authorised by	Sean Noble
Pupil premium lead	Sean Noble
Governor / Trustee lead	Rebecca Friel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,850
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*	£4910,842

Part A: Pupil premium strategy plan

Statement of intent

Castlefield Campus aims for every disadvantaged pupil to make strong, sustained progress from their individual starting point, access a broad and ambitious curriculum, and leave school with the knowledge, qualifications, confidence and support needed for a successful next stage. Success means more than improving examination outcomes: pupils should also develop the communication, literacy, numeracy, emotional resilience, independence and aspirations needed to participate in education, training, employment and community life.

We recognise that pupils' circumstances and needs are individual. Pupil Premium eligibility is an indicator of economic disadvantage, not a description of a pupil's ability or potential. Our strategy will therefore focus on identifying and removing the barriers each pupil experiences, while ensuring that disadvantaged pupils are not overlooked or under-challenged.

Castlefield Campus will use the DfE Menu of Approaches as its planning framework:

1. **Tier 1 – High-Quality Teaching:** strengthen the quality, accessibility and consistency of everyday teaching, assessment and curriculum provision. This is the foundation of the strategy and is intended to benefit disadvantaged pupils across lessons.
2. **Tier 2 – Targeted Academic Support:** use assessment to identify specific gaps and provide additional, time-limited support that is closely connected to classroom learning.
3. **Tier 3 – Wider Strategies:** reduce barriers to learning and participation, including SEMH needs, attendance difficulties, limited access to resources and challenges in progressing successfully beyond school.

This approach reflects Castlefield's context. All pupils have an EHCP with a primary need of SEMH, and many have additional needs including ADHD, autism, speech, language and communication difficulties, and associated learning difficulties. Many pupils arrive after disrupted education, with gaps in knowledge, low confidence in school and poor attendance. The strategy will combine a predictable, relational and emotionally safe environment with ambitious teaching, targeted academic support and appropriate multi-agency work.

Key principles

- Start with the pupil's needs and starting point. Use assessment, pupil voice, EHCP outcomes, attendance information and knowledge of each pupil's history to understand what is preventing progress.

- Make high-quality teaching the first response. Teach the knowledge and skills pupils need, make learning accessible, check understanding regularly and address misconceptions promptly.

- Use targeted support purposefully. Interventions should be matched to diagnosed needs, connected to the curriculum and reviewed for impact. They should not become a substitute for effective classroom teaching.

- Provide relational, inclusive support. Staff will consider how SEMH, autism, communication needs, anxiety and previous experiences of school affect access to learning and relationships.

- Build on strengths and aspirations. Support should enable pupils to experience success, develop agency and make informed choices about their futures.

- Use evidence and review implementation. Leaders and governors will examine whether planned approaches are reaching the intended pupils, being delivered as intended and improving outcomes. This is consistent with the EEF's Guide to the Pupil Premium, which emphasises diagnosing needs, selecting approaches and monitoring their implementation and impact.

- Work in partnership. Families, primary schools, social care, relevant professionals, post-16 providers and careers advisers can all contribute to continuity and progress.

How current provision informs this strategy

Castlefield currently uses Pupil Premium funding for targeted literacy and numeracy interventions and for independent careers advice and support that continues post-16 to reduce the risk of pupils becoming NEET. These are existing provisions, not new activities in this strategy.

The strategy will build on and strengthen those approaches rather than describe them as new provision. Literacy and numeracy interventions will be made more systematic through baseline assessment, clearly defined learning targets, links to classroom teaching and regular reviews of progress. Existing careers support will be extended through earlier transition planning, stronger coordination with families and receiving providers, and follow-up of pupils' destinations and participation after they leave school.

The school's improvement priorities also inform the plan. In particular, the strategy connects to developing oracy and communication, extended writing, the mental health of teenage girls, staff understanding of autism, improved PSHE resources at Key Stage 3, collaboration with primary schools and the pursuit of a Therapeutic Schools Award. Where these priorities involve provision beyond Pupil Premium, the strategy will identify the specific contribution Pupil Premium makes to disadvantaged pupils' access, progress or outcomes.

The inspection comments supplied describe strengths and improvement points for the federation, and the inspection took place under a previous framework. They are not treated here as a current inspection judgement of Castlefield Campus under the framework in force from November 2025. However, the reported need to complete curriculum thinking, strengthen teachers' use of assessment and make SEND support targets and strategies

more specific is relevant to the strategy's focus on teaching, assessment and clear individual planning.

Challenges

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

Challenge number	Detail of challenge
1	**Disrupted prior education has left gaps in learning.** Many pupils arrive with interrupted schooling, poor attendance and negative experiences of education. Gaps in prior knowledge can make it difficult to access later curriculum content and sustain progress.
2	**Pupils begin significantly below age-related expectations and need to accelerate progress.** The school reports that pupils start, on average, around two years below age-expected levels, and that pupils are also working below expected progress. The school needs to identify individual gaps and help pupils make sustained progress from their starting points.
3	**Some pupils face a heightened risk of becoming NEET after leaving school.** SEMH needs, interrupted education, lower attainment and barriers to successful transition can affect pupils' ability to move into and remain in education, training or employment.
4	**High levels of deprivation restrict access to learning opportunities and resources.** Around three quarters of pupils receive free school meals, and the school serves communities experiencing high deprivation. Financial pressures may limit access to learning materials, enrichment and opportunities that support participation and future aspirations.
5	**SEMH needs, wellbeing and attendance can limit access to learning.** Pupils have a primary need of SEMH; the school reports poor attendance among many pupils on arrival and has identified teenage girls' mental health as a particular priority. Anxiety, emotional distress and difficulties attending can reduce continuity of learning and engagement.

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. Pupils close gaps arising from disrupted education and build secure knowledge across the curriculum.	Baseline assessments identify priority gaps for disadvantaged pupils. Subject plans specify the important knowledge and skills to be learned and when. Work scrutiny, assessment and pupil discussion show pupils retaining and applying taught knowledge, with fewer persistent misconceptions.
2. Disadvantaged pupils make sustained academic progress from their individual starting points.	Reading, writing and numeracy assessments are used to set and review individual or group targets. Termly reviews show progress against those targets and identify pupils who need a change in provision. An increasing proportion of disadvantaged pupils meet their agreed progress milestones, with progress considered alongside their SEND and EHCP outcomes.
3. Disadvantaged pupils improve communication, oracy and extended writing so they can participate more fully in learning.	Teachers plan regular opportunities for structured talk, vocabulary development and extended writing. Work samples and subject assessments show improvement in pupils' ability to explain ideas, use relevant vocabulary, organise writing and communicate learning across subjects.
4. Pupils are better prepared for and sustain their next steps after school.	Each pupil has an age-appropriate progression plan, access to independent careers guidance and recorded next steps. Transition arrangements are made with relevant providers and families. Destination and follow-up information shows whether pupils enter and remain in education, training or employment; pupils at risk of disengagement receive timely additional support.
5. Wellbeing and attendance barriers are identified early and addressed consistently.	Attendance and wellbeing information is reviewed regularly, with timely contact and tailored support for pupils whose attendance or engagement is a concern. Pupils report that they feel safe, listened to and able to seek help. Identified pupils, including teenage girls needing support, can access appropriate provision and referrals.
6. Deprivation does not prevent disadvantaged pupils from accessing learning and wider opportunities.	Disadvantaged pupils can access the learning resources and enrichment activities identified as necessary to participate in the curriculum and school life. Participation is monitored, barriers are followed up sensitively, and pupils report that financial circumstances do not prevent them from taking part.

Activity in this academic year

Activities below are organised under the three tiers of the DfE Menu of Approaches. References to literacy, numeracy interventions and post-16 careers support explicitly build on current provision; they are not presented as newly introduced activities.

Teaching – Tier 1: High Quality Teaching

Budgeted cost: £ *15,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete and strengthen curriculum planning, assessment and responsive teaching. Subject leaders will identify the essential knowledge and skills pupils should learn and when; plan how to check understanding; and agree how teachers will respond to gaps and misconceptions. Use low-stakes checks, feedback and planned opportunities to revisit important learning. This directly addresses the federation inspection feedback about unfinished curriculum thinking and inconsistent use of assessment.	The EEF Guide to the Pupil Premium supports diagnosing needs, selecting evidence-informed approaches and monitoring implementation. The EEF's Feedback Toolkit evidence supports feedback as a teaching approach; it should be applied through clear next steps and checks that pupils understand and act on feedback.	**1, 2**
Professional development and coaching in adaptive, explicit teaching for pupils with SEMH and additional needs. Provide staff development and follow-up coaching on clear explanations, modelling, scaffolding, checking understanding, vocabulary instruction and adapting tasks without lowering ambition. Include structured opportunities for teachers and support staff to discuss which approaches are working for disadvantaged pupils and pupils with disrupted learning.	The EEF Guide to Supporting Pupils with Special Educational Needs in Mainstream Schools offers evidence-informed recommendations on classroom teaching, scaffolding and additional intervention. The EEF Guide to the Pupil Premium places teaching quality at the centre of a coherent strategy.	**1, 2**
Develop staff understanding of autism and communication needs. Building on the school improvement priority to improve staff	The EEF SEND guidance report supports a focus on high-quality teaching,	**1, 2, 5**

understanding of autism, provide practical training and coaching on predictable routines, sensory and communication considerations, explicit instructions, task sequencing and checking individual pupil understanding. Review the effect through learning visits, pupil voice and discussion with families and relevant professionals.	appropriate adaptations and targeted support for pupils with SEND. Application at Castlefield should be informed by pupils' EHCPs and individual communication and sensory needs.	
Embed oracy, vocabulary and extended writing across subjects. Build on school improvement priorities by agreeing common approaches to structured talk, subject vocabulary, sentence construction, modelling and planning longer written responses. Subject teams will identify where these skills are taught, practised and assessed, and share examples of accessible scaffolds that pupils can increasingly use independently.	The EEF's Improving Literacy in Secondary Schools guidance supports explicit teaching of literacy across the curriculum. The EEF evidence on oral language interventions supports structured development of pupils' spoken language.	**1, 2**
Improve the clarity and usefulness of pupil support documentation. In response to the inspection feedback about targets and strategies in SEND support documents, provide staff guidance and review time so targets are specific, strategies are actionable and progress can be checked. Ensure that classroom adaptations and intervention plans connect to relevant EHCP outcomes and are shared consistently with the staff who teach the pupil.	The EEF SEND guidance supports aligning assessment, classroom teaching and additional support with pupils' identified needs. The EEF Guide to the Pupil Premium supports regular monitoring and refinement of provision.	**1, 2, 5**

Targeted academic support Tier 2 - Targeted academic support

Budgeted cost: £ *72882*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to monitor and refine the existing literacy and numeracy interventions. Building on the school's existing use of targeted literacy and numeracy interventions, establish clear entry criteria based on assessment, specific skill targets, agreed intervention periods and scheduled review points. Plan delivery so it reinforces classroom learning and minimises missed access to essential lessons. Adjust, continue or stop support in response to evidence of progress.	The EEF evidence on small-group tuition supports targeted tuition matched to assessed need and linked to classroom learning. The EEF evidence on teaching assistant interventions highlights the importance of training, targeting and communication with classroom teachers.	**1, 2**
Use diagnostic assessment to identify literacy and numeracy gaps, then select the right support. For pupils receiving the existing interventions, use appropriate checks to identify the particular skills that need development—for example, reading fluency or comprehension, spelling, written composition, number knowledge or calculation. Record a baseline and review progress using measures that match the skill being taught, alongside curriculum work and pupil feedback.	The EEF small-group tuition evidence recommends identifying pupils' specific needs and using diagnostic assessment to target support. The EEF secondary literacy guidance supports explicit, subject-connected literacy teaching.	**1, 2**
Provide targeted language and communication support where assessment identifies a need. Add structured one-to-one or small-group support for pupils whose speech, language, vocabulary or communication needs are limiting curriculum access. Agree the focus with relevant staff and, where appropriate,	The EEF evidence on oral language interventions supports targeted approaches to developing spoken language. The EEF SEND guidance supports matching additional provision to assessed needs and integrating it with high-quality teaching.	**1, 2**

speech and language professionals; reinforce the target skills in everyday lessons and review whether pupils are transferring them.		
Provide structured writing support for pupils who need additional practice. In addition to the school-wide literacy approach, offer targeted teaching of planning, sentence construction, vocabulary, paragraphing and revising writing. Use subject-relevant tasks and models, and gradually reduce prompts as pupils become more independent.	The EEF guidance on literacy in secondary schools supports explicit and disciplinary literacy instruction. The EEF evidence on small-group tuition supports small-group teaching when it is closely matched to pupil need.	**1, 2**

Wider strategies Tier 3

Budgeted cost: £ *41,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen relational and SEMH support, including a focused response to teenage girls' mental health. Building on the school's relational and nurturing approach and its improvement priority, establish clear referral and review arrangements for pupils who need additional emotional support. Work with pupils to identify helpful strategies, ensure trusted adults and appropriate support are available, and coordinate with families and relevant professionals. Monitor access and pupil experience without assuming that a single approach will meet every need.	The EEF evidence on social and emotional learning supports approaches that develop self-management and social interaction, while emphasising the importance of embedding provision and monitoring targeted support.	**5**
Use a coordinated, needs-led approach to attendance and re-engagement. Review attendance patterns promptly and work with pupils and families to understand individual barriers, including anxiety, emotional distress, transport or family pressures. Agree practical support and a named contact where appropriate, review the effect regularly and connect attendance work to the pupil's learning and wellbeing plan.	The EEF's attendance research and resources highlight the relationship between absence and attainment and the importance of context-specific, supported implementation. The EEF notes that evidence for particular attendance interventions is mixed, so Castlefield should monitor its own implementation and outcomes rather than assume impact.	**1, 2, 5**
Extend and embed the existing independent careers advice and post-16 support. Building on the school's existing independent careers advice and continued post-16 support, formalise a progression pathway that begins before pupils leave school. Coordinate advice with each pupil's goals and needs, involve families and prospective providers where appropriate, plan transition activity, and record follow-up on whether pupils have started and sustained their chosen destination.	The DfE's careers guidance for young people and the Gatsby Benchmarks provide frameworks for coherent careers provision and encounters. These are guidance and quality frameworks rather than direct proof that a particular intervention prevents NEET. The EEF evidence on mentoring provides relevant evidence for consistent supportive relationships, but does not establish a specific effect on post-16 destinations. Castlefield will therefore evaluate its own transition and destination data.	

Reduce financial barriers to participation in learning and enrichment. Identify, through staff and family communication, whether disadvantage is preventing pupils from accessing essential learning resources or planned enrichment. Use Pupil Premium support where needed to enable participation, and monitor which pupils take part and whether any barriers remain. Keep provision linked to curriculum access, personal development or progression goals rather than treating funding as an undifferentiated subsidy.	The EEF Pupil Premium guide supports diagnosing barriers and monitoring the impact of funded approaches. The EEF evidence on arts participation is relevant where enrichment includes arts provision; the school should assess participation and outcomes in its own context.	**4,5**
Build continuity with primary schools and strengthen transition into Castlefield. Building on the school improvement priority to collaborate with primary schools in the academy trust, share relevant information about prior learning, communication and SEMH needs, and identify likely curriculum gaps and transition barriers before pupils arrive. Use this information to plan initial assessment and provision, then review whether pupils are settling into learning and making progress.	The EEF Guide to the Pupil Premium supports early diagnosis and review of pupils' needs. The EEF SEND guidance supports coordinated use of assessment and information about pupils' needs to inform teaching and additional support.	**1,2,5**

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Pupil on average make more than expected progress in Literacy and Numeracy on average 1.9 years more than expected.*
- *96% of pupils left with an English and Maths Qualification.*
- *94% of pupil went onto a high-quality post 16 training or education.*
- *Attendance has increased 16% in the main school (currently 84%) in the last 3 years and 5% on our pathways programmes.*
- *Staff retention is high with low staff absence.*
- *PASS survey and Motional data have shown improvement in mental health in targeted groups.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
Careers Advice	Careers connect

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.