

This statement outlines Castlebridge School's use of pupil premium funding. This funding is to help improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to use and spend the funding over the next three years.

School Overview	Data
Number of pupils in school	30
Proportion of pupil premium eligibility	33%
The academic years to which this statement refers	2026/27, 2027/28 and 2028/29
Date this statement was published	07/09/2026
Date of review	July 2029
Statement authorised by	Bridget Williams (Head of Provision)
Pupil Premium lead	Bridget Williams (Head of Provision)
Governor/ Trustee Lead	TBC

Funding Overview	Data
Pupil Premium funding allocation this academic year	£17,330.00
Recovery premium funding allocation this academic year	£0
Any PP carried forward from last year	£0
Total budget for this academic year	£17,330.00

Part 1 – Strategy Plan

Statement of Intent

Our aim is to use Pupil Premium funding to help achieve and sustain positive outcomes for all eligible pupils, regardless of their background or the barriers they have faced. We recognise that many of our pupils have experienced significant challenges that can affect their learning, wellbeing and engagement in education.

We are committed to ensuring that every pupil has access to a safe, nurturing and inclusive environment where they feel a sense of belonging and are supported to thrive. Through evidence-informed practice, targeted interventions and high-quality teaching, we will address barriers to learning, improve attendance and engagement, support

social, emotional and mental health needs, and promote positive outcomes across academic achievement, personal development and preparation for adulthood.

Our strategy is designed to meet the individual needs of our pupils, ensuring that they receive the right support at the right time so they can reach their full potential and achieve the best possible outcomes.

With Pupil Premium funding we will:

- Implement targeted interventions to support learners' behavioural, academic, therapeutic, sensory, mental health, physical activity and wellbeing needs, drawing on multi-agency support where necessary
- Remove barriers that might prevent children and young people fully participating in all areas of school life
- Support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning
- To offer a consistently high-quality learning offer, including access within their community and strong links between learning in school and at home

Contextual Challenges

Baseline Information

As a growing specialist provision, the number of disadvantaged pupils has increased significantly. Due to the very small cohort of eligible pupils in our first year, historical pupil premium performance data is limited and cannot be used to make reliable comparisons. Baseline measures for attendance, literacy, emotional wellbeing and engagement have therefore been established for the current cohort and outcomes will be measured against these starting points.

Our analysis of disadvantaged pupils at our school has identified several common barriers to achievement. Importantly, 100% of our disadvantaged cohort experience at least one of the challenges outlined below, with many pupils experiencing multiple and interconnected challenges that can impact their engagement, attendance, wellbeing and academic progress.

Challenges	School Context and Response
1. Interrupted Education and EBSA	As a specialist provision for pupils experiencing Emotionally Based School Avoidance (EBSA), many disadvantaged pupils have experienced significant periods out of education prior to joining us. This absence from school has limited access to a broad and balanced curriculum and has often impacted academic progress,

	social development and confidence as learners. We work closely with families, schools and external agencies to re-engage pupils with education through personalised support, therapeutic intervention and carefully planned reintegration pathways.
2. Limited Access	Many disadvantaged pupils have had fewer opportunities to access educational visits, cultural experiences and enrichment activities outside of the classroom. These experiences are vital in broadening horizons, developing social skills and building confidence. We ensure all disadvantaged pupils have access to a wide range of enrichment opportunities throughout the school year, supporting both their personal development and progress towards EHCP outcomes, particularly within the area of SEMH needs.
3. Barriers to Learning and Curriculum Access	Some disadvantaged pupils face significant barriers to learning, including previous negative educational experiences, school-based trauma, low literacy levels, low self-esteem and gaps in learning resulting from disrupted education. These factors can reduce engagement and confidence in learning. Through high-quality teaching, targeted interventions, adaptive curriculum approaches and personalised support, we work to remove these barriers and enable pupils to access learning successfully.
4. Emotional Literacy, Regulation and Wellbeing	Many disadvantaged pupils experience challenges relating to emotional regulation, mental health and wellbeing, which can impact attendance, engagement and achievement. We provide access to high-quality emotional literacy support, therapeutic interventions and bespoke wellbeing provision to help pupils develop self-awareness, resilience and effective coping strategies. This enables them to regulate successfully, engage positively with learning and achieve improved outcomes both academically and socially.

Strategic Rationale

The challenges identified above demonstrate that disadvantage within our setting is closely linked to attendance, emotional wellbeing, educational disruption and access to wider opportunities. Our Pupil Premium strategy therefore prioritises interventions that improve engagement, remove barriers to learning, strengthen emotional wellbeing and ensure all pupils can access the full educational and enrichment offer available to

them. This approach supports pupils to achieve positive outcomes academically, socially and emotionally while preparing them for successful futures.

Intended Outcomes

These outcomes are those intended by the end of the current strategy plan. Highlighted below is how we will measure whether they have been achieved. These outcomes refer directly to targets in relation to our PP children.

Intended Outcome	Success Criteria
Outdoor Learning: Increase engagement, wellbeing and personal development through access to outdoor learning opportunities.	All disadvantaged pupils access planned outdoor learning experiences. Pupils demonstrate improved engagement and participation in learning activities. Increased confidence, independence and social interaction are evident. Outdoor learning contributes positively towards EHCP outcomes and wider wellbeing. Evidence Link: Research indicates that learning in natural environments supports engagement, motivation, wellbeing, social interaction and educational outcomes. These benefits are particularly relevant for pupils with SEND, SEMH needs and disrupted educational experiences. [publicatio...and.org.uk], [gov.uk], [tandfonline.com], [open-acces....bcu.ac.uk]
Improve attendance, engagement and participation for disadvantaged pupils.	Attendance of disadvantaged pupils will improve from baseline by the end of each academic year where attendance is below expected levels.

	Persistent absence among disadvantaged pupils is reduced. Pupils identified with EBSA demonstrate improved engagement with education through personalised attendance pathways. Pupils report an increased sense of belonging, safety and connection to school. Families engage positively with support plans and attendance interventions. Evidence Link: Build a culture of community and belonging for pupils EEF
Improve literacy engagement, vocabulary development and reading outcomes for disadvantaged pupils.	100% of disadvantaged pupils access Bedrock Learning weekly. Pupils complete learning activities consistently throughout the academic year. Reading assessments will demonstrate progress for most disadvantaged pupils from their starting points. Pupils show increased confidence and engagement in reading activities. Teachers report improved use of subject-specific vocabulary across the curriculum. Evidence Link: Explicit vocabulary instruction is identified as an important component of literacy development. Bedrock Learning provides structured and adaptive vocabulary and reading instruction to support language acquisition, reading comprehension and curriculum access.

	Schools using Bedrock have reported improvements in literacy outcomes, including positive engagement from SEND and Pupil Premium pupils. [bedrocklearning.org],
Emotional Literacy and Wellbeing	80% of pupils receiving ELSA intervention will meet or partially meet their intervention targets. Pupils develop and use effective self-regulation strategies. Reduction in incidents linked to emotional dysregulation. Pupils report improved wellbeing and confidence. Increased readiness to learn and engagement within lessons. Evidence Link Emotional Literacy Support Assistant (ELSA) interventions have been shown to support emotional literacy, emotional regulation, self-esteem, social skills and wellbeing. Research also suggests that ELSA can positively contribute to engagement in school and wider educational outcomes when embedded within a whole-school approach to wellbeing. [tandfonline.com], [elsanetwork.org], [tandfonline.com], [suffolk.gov.uk]

Planned Activities during the Academic Year 2026/ 2027

Targeted Support – Teaching cost: £8950

Activity	Evidence	Challenge Number
ELSA intervention. School trained ELSA will work with	ELSA impact evidence more resilience around	4

teaching team to develop targets for intervention.	self-regulation and recognition of physical and emotional changes that can be proactively de-escalated before crisis. Less reported incidents of behaviours tracked on Arbor.	
Staff CPD on Mental Health ambassadors provided by normal magic	Staff able to better support pupils' mental health to help them overcome daily challenges. Give them access to help within the local community both inside school and outside school	4
Training for forest school/ outdoor education for staff member.	Accredited outdoor learning training for staff to enable the safe and effective delivery of curriculum-based outdoor learning and wellbeing activities.	2
All classes to use Bedrock as a reading and vocabulary platform	All pupils can access reading and vocabulary work. Reading and vocabulary development can be closely assessed and monitored.	3

Wider Strategies – Attendance and Wellbeing Budgeted cost: £8380

Activity	Evidence	Challenge Number
Pupils in the DL will be offered the opportunity to take part in the Duke of Edinburgh Award Scheme.	Staff trained in providing the DofE award. Pupils receiving Duke of Edinburgh award at the end of the program.	2
Offering Outreach to pupil with EBSA	Maintaining educational engagement through outreach and personalised pathways supports reintegration and reduces barriers associated with EBSA.	1

Weekly Farm visits for our pupils	Following EHCP plans to deliver outdoor learning opportunities.	2
Offer lifeskills lessons that are targeted towards independence in later life and gain confidence in daily skills.	Preparation for adulthood and independence outcomes are identified priorities within EHCP provision and contribute to successful long-term outcomes.	3

Costs per intervention:

Activity	Cost
ELSA Intervention	£2,500
Mental Health Ambassador Training	£2,000
Forest School Training	£2,000
Bedrock Learning	£2,450
Outreach Support	£3,000
Duke of Edinburgh	£1,500
Farm Visits	£2,380
Life skills Programme	£1,500

Review of Previous Strategy

Review of Previous Pupil Premium Strategy

Due to the small number of disadvantaged pupils in previous years (fewer than five eligible pupils), meaningful comparative analysis of outcomes and spending impact has not been possible. As a result, this strategy establishes a clear evidence-informed framework based on current pupil need, baseline assessments and identified barriers to learning. Progress and impact will be measured from individual starting points and reviewed annually.