



# Pupil Premium Strategy September 2025- July 2028

## 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	Castle Hill Infant
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Emma Fitzpatrick
Pupil premium lead	Emma Fitzpatrick
Governor / Trustee lead	Marion Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25656
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25656

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Hill Infant School our intent for the pupil premium strategy is to:

- Close / narrow the gap between pupil premium children and their peers within school and their peers nationally
- Provide early-targeted intervention for underperforming children
- Ensure high quality early intervention is received from experienced staff, to support both academic and social needs
- Analyse progress of children in receipt of pupil premium to determine and identify barriers to learning and strategies / interventions to address any issues in performance
- Track progress and provision of children in receipt of pupil premium funding
- Increase parental engagement with school, especially at information and parent evenings
- Enable pupil premium children to access a wide range of curriculum opportunities (including extra curricular) and resources

## Challenges

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

Challenge number	Detail of challenge
1	Phonics knowledge, retention and use in reading and writing
2	Language at all levels of attainment
3	Gaps in maths in relation to their peers
4	Social, emotional and mental health
5	Attention and concentration
6	Retaining information in long term memory
7	Parental well-being

## 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
Essential Letters and Sounds will be embedded in the school and will strengthen reading for all pupils	PP children make the same progress as non-pupil premium children in phonics and reading
Kinetic Letters is reintroduced to aid the children in becoming more fluent writers	Staff plan in handwriting and use the planning documents to deliver it. PP children's handwriting improves inline with their peers
Language development is strong and this is shown in the children's comprehension and across all curriculum subjects	PP children make the same progress as non-pupil premium children in reading and expressing themselves
Any gaps in maths are rapidly identified and closed	PP children make the same progress as non-pupil premium children in maths
Children are rapidly identified and their emotional needs are met	Children feel confident and resilient, which is reflected in improving Thrive Assessment scores
Children's barriers to learning are swiftly identified and appropriate resources are put in place to ensure that new learning and its retention are embedded	PP children make the same progress as non-pupil premium children across all curriculum subjects
Families are well supported and know where to turn to for advice. Other support services will be signposted	Families are confident to contact the PSA PSA is supporting families across the school

## 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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET for Kinetic Letters scheme	When Kinetic Letters was used consistently across the school, handwriting was much improved, leading to higher writing outcomes.	1
Monitoring by DHT and English lead of phonics to ensure fidelity to the scheme	EEF identifies that Phonics is high impact. The new phonics scheme needs to be implemented consistently across the school and additional training may need to be planned in.	1
Resources for the Handwriting	When Kinetic Letters was used consistently across the school, handwriting was much improved, leading to higher writing outcomes.	1
Establishing the Willow Room as additional provision	Some of the children require sensory input to regulate themselves and to this reduces the barrier to learning. In the Willow Room there are activities such as 'Bucket Time' that aid concentration and attention.	2,4,5
Continued focus in EYFS on introducing new vocabulary, providing NELI (LSAs to attend training) and Widget resources	EEF reports that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	2
Working with Maple Ridge Outreach to develop whole class and group techniques to develop attention and focus	The approaches from Maple Ridge have been suggested to the school within EHCPs, Educational Psychologists and the Speech and Language Therapy team.	5

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

Budgeted cost: £16,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link programmes for all Year Groups	EEF evidence shows that language intervention has a high impact on children's learning	2
Nuffield Early Language Intervention (for EYFS)	EEF evidence shows that language intervention has a high impact on children's learning	2
Catch up interventions: Paired Reading Precision Teaching Maths box	All interventions are selected to look at research behind them and what they offer the children	1, 2, 3, 5, 6

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

Budgeted cost: £9,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Approach	Evidence behind the Thrive Approach supports that it improves the emotional well-being of children	7
School Clubs	The children have access to clubs that they may not be able to attend outside of school. They can socialise with other children, while developing interests.	4
PSA	The PSA provides links with families. She has helped families within the school improve attendance. She is able to signpost families to a variety of services.	7
Forest Schools	Forest school helps children to explore the world around them, learn to take risks and improves mental health. Every year group will have access during the year.	4 and 7

**Total budgeted cost: £ 34,551**

# Part B: Review of outcomes

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Last year results across the school remained high, with in results for Year 1 phonics about National figures. There were no issues with PP children performing lower than their peers. Families were well supported by the PSA. Forest school and the development of the Willow room aided the emotional well-being of children.

## Externally provided programmes

Programme	Provider
Thrive	Thrive Approach

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

We currently have no service families