

Pupil premium strategy statement – Castle Primary School

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	94
Proportion (%) of pupil premium eligible pupils	14.9%
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 - 2029
Date this statement was published	01/01/2026
Date on which it will be reviewed	15/12/2026
Statement authorised by	Sally Dakin
Pupil premium lead	Sally Dakin
Governor / Trustee lead	Anthony Roche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£19, 695
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Our approach is underpinned by our core values of **Curiosity, Kindness, Resilience, and Collaboration**:

- **Curiosity**: We nurture a love of learning and encourage children to ask questions and explore ideas.
- **Kindness**: We foster a supportive and inclusive environment where every child feels valued and respected.
- **Resilience**: We help children develop perseverance and confidence to overcome challenges and thrive.
- **Collaboration**: We promote teamwork and partnerships between pupils, staff, and families to achieve shared goals.

Our aim for all pupils, including those entitled to Pupil Premium, is to develop our school values so that they achieve the very best outcomes, regardless of their starting points or barriers to learning. Disadvantage should never be a barrier to success.

Our Pupil Premium strategy works towards this goal by ensuring:

- **Ordinarily Available Inclusive Practice** is at the heart of everything we do, providing consistently high standards of learning for all pupils.
- **Targeted Interventions** are implemented where necessary to close gaps and accelerate progress.
- **Enriching Opportunities** are offered to broaden experiences and raise aspirations for disadvantaged children.

Language acquisition, vocabulary development, phonics, and reading are central to our curriculum and prioritised throughout the school environment. We place a strong emphasis on **reading and early mathematics**, aiming for all children to achieve the highest outcomes across all areas of the curriculum.

We recognise that significant non-academic challenges, such as attendance, behaviour, and social and emotional needs, can negatively impact academic achievement. Therefore, addressing these wider barriers is an essential part of our Pupil Premium strategy.

Challenges

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

Challenge number	Detail of challenge
1	Children's social and emotional wellbeing: resilience, self-esteem, mental health, adverse childhood experiences, retention of new concepts, insecure attachments.
2	Attendance: Emotionally based school non-attendance, frequent lateness, working in partnership with parents to support daily attendance.
3	An increase in the number of pupils with co-occurring needs resulting in an increase in the pupil of pupil premium pupils also being identified as having a SEND need.
4	Pupils unable to participate in enrichment activities due to cost.
5	Pupils in receipt of pupil premium funding not attaining in line with those who are not pupil premium.

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
Pupil premium pupils achieve outcomes that are in line with non-pupil premium children.	<p>There will be little disparity in the attainment of pupils' outcomes in the following areas:</p> <ul style="list-style-type: none"> • GLD in Reception • Year 1 Phonics Screening • End of KS1 judgements • Multiplication checker in Year 4 • End of KS2 SATS.
All pupil premium pupils below ARE make accelerated progress in all areas to meet, or exceed, the progress of their non-pupil premium peers. Pupil premium children who are working at age related expectations or above make at least good progress.	<p>Through accelerated progression, the gap in attainment between PP and non-PP children is closing.</p> <p>Pupils who are working below ARE will make at least expected progress over the academic year in reading, writing and maths.</p>
Attendance of pupil premium children is improved.	<ul style="list-style-type: none"> • Pupil premium attendance figures are in line with that of non-pupil children. • Number of children who are persistently late to school is significantly lowered to be in line with national average

	<ul style="list-style-type: none"> • Persistent absence figures are significantly lowered to be in line with national average
All pupils have access to enrichment activities provided by the school.	<ul style="list-style-type: none"> • Pupil premium pupils are offered a place in an after-school club; there is an 85% uptake from the PP population. • All pupil premium pupils attend trips and at least one residential during their time at Castle.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – writing and maths. The Literacy Company Rethink maths.	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.</p> <p>CPD is provided by accredited training providers, so that they have more credibility. Research tells us that where information is derived from impacts how motivated teachers are to use it. The more credible the source, the more likely they are to change their practice.</p>	5

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

Budgeted cost: £4195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Catch up – Little Wandle	<p>The Little Wandle Rapid Catch-up programme has a strong evidence base for supporting Pupil Premium (PP) strategies, primarily drawing on internal school data, alignment with DfE guidance, and the Education Endowment Foundation (EEF) toolkit recommendations.</p>	3 / 5
Precision teaching – trained staff to deliver.	<p>This approach aligns with the Education Endowment Foundation's (EEF) recommendations, which emphasise that targeted support—particularly when informed by high-quality assessment and delivered in small, structured sessions—can lead to significant gains in pupil progress.</p> <p>Precision teaching mirrors the EEF guidance by offering short, frequent, highly focused sessions that respond directly to assessment insights. This is consistent with the EEF's emphasis on using <i>reliable research evidence and diagnostic assessment</i> to select and implement interventions that meet the precise needs of learners.</p> <p>Furthermore, the EEF's wider guidance on Pupil Premium use also stresses the importance of <i>diagnosing pupils' needs</i> and implementing structured, well-monitored strategies as part of an evidence-informed cycle. Precision teaching sits firmly within this approach by enabling staff to identify and address very specific skill gaps, monitor progress closely, and adapt teaching responsively.</p>	3 / 5

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

Budgeted cost: £10,500

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

<p>The introduction of an ELSA to support pupils' SEMH needs.</p>	<p>By addressing the underlying emotional and social barriers, the ELSA strategy can help ensure that disadvantaged pupils are emotionally available to learn and thus benefit fully from the whole-school's educational offer.</p> <p>The Education Endowment Foundation (EEF) endorses social and emotional learning approaches, noting they can have a positive impact on academic outcomes.</p> <p>At Castle, we use ELSA as a targeted intervention for pupils with identified social, emotional, or mental health needs, rather than a universal approach. The support provided is structured, evidence-based (drawing on the ELSA training and network resources available on the ELSA Network website), and delivered by a well-trained assistant.</p>	<p>1 / 2 / 3</p>
<p>Employ an attendance lead to implement robust attendance processes.</p>	<p>The Education Endowment Foundation (EEF) provides guidance that highlights the strong correlation between attendance and academic achievement and can be used to inform the evidence base for these strategies.</p>	<p>2</p>

Total budgeted cost: £19,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the 2024/25 academic year, there were 2 pupils who were eligible for pupil premium which made up 13% of the cohort. Of these pupils, one did not meet the expected standard; this pupil also had co-occurring needs. It is challenging to compare this data to national and local data sets due to the low proportion of PP eligible pupils.

During the 24/25 academic year, a proportion of the school's pupil premium funding was spent on providing play therapy and counselling to pupil's who were experiencing difficulties with their mental health. Soft data from before and after these interventions were put in place provide us with positive feedback. Engagement in school, mental wellbeing and self-esteem were all improved.

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