



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Castlechurch Primary School
Number of pupils in school	261 YR-Y6
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 – 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	Jan 2025 March 2025 July 2025
Statement authorised by	Mrs E Goodyear
Pupil premium lead	Mrs E Goodyear
Governor / Trustee lead	Mrs T Drinkwater (Chair) Mrs Z Parrish (Inclusion)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,520
Recovery premium funding allocation this academic year	£ 0
Post LAC funding	£ 2,570
Service Premium	£ 340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,060
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	£ 155,490

Part A: Pupil premium strategy plan

Statement of intent

Castlechurch Primary School offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Castlechurch Primary School aims to achieve the following for all DA pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

Our Key principles to achieve this success are:

- Quality First Teaching including deployment
- Aspirational Mindset
- Leadership
- Cultural Capital
- Attendance & Behaviour

Castlechurch has an Inclusion Link and the Children First Learning Partnership has an Inclusion Champion whose roles include ensuring our multi academy trust provides ambitious provision which aspires to close any attainment gaps and ensures all pupils who are disadvantaged access their full curriculum entitlement. This will be done via termly monitoring of the PP budget and PP strategy alongside observing provision, talking to pupils and talking to staff.

Challenges

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

Challenge number	Detail of challenge																																																																													
1	Poor Attendance, in particular Persistent Absenteeism is above the national average and has been consistently over the last few academic years																																																																													
2	<p>53% of all identified children are working below the national average attainment level and 15% are on the SEND register. (Sept 23)</p> <p>Needs tend to be centred around poor communication and literacy and becomes very apparent when looking at year group attainment data:</p> <p>Writing (Summer 2024)</p> <p>KS1</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>DA</th> <th>Non DA</th> <th>GAP</th> <th>DA</th> <th>Non DA</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Y1 12 DA</td> <td>58.3%</td> <td>84.2%</td> <td>25.9%</td> <td>58.3%</td> <td>78.9%</td> <td>20.6%</td> </tr> <tr> <th>Year Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>DA</th> <th>Non DA</th> <th>GAP</th> <th>DA</th> <th>Non DA</th> <th>GAP</th> </tr> <tr> <td>Y2 16 DA</td> <td>70.6%</td> <td>90%</td> <td>19.4%</td> <td>64.7%</td> <td>90%</td> <td>15.3%</td> </tr> </tbody> </table> <p>KS2</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>DA</th> <th>Non DA</th> <th>GAP</th> <th>DA</th> <th>Non DA</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Y3 (20 DA)</td> <td>55%</td> <td>73.1%</td> <td>18.1%</td> <td>45%</td> <td>75.7%</td> <td>20.7%</td> </tr> <tr> <td>Y4 (15 DA)</td> <td>53.3%</td> <td>77.8%</td> <td>24.5%</td> <td>46.7%</td> <td>72.2%</td> <td>25.5%</td> </tr> <tr> <td>Y5 (15 DA)</td> <td>87.5%</td> <td>86.7%</td> <td>0.8%</td> <td>81.3%</td> <td>83.3%</td> <td>2%</td> </tr> </tbody> </table> <p>There are particular cohorts such as current Y4 & which have significant numbers of SEN and children working below</p>	Year Group	Reading			Writing				DA	Non DA	GAP	DA	Non DA	GAP	Y1 12 DA	58.3%	84.2%	25.9%	58.3%	78.9%	20.6%	Year Group	Reading			Writing				DA	Non DA	GAP	DA	Non DA	GAP	Y2 16 DA	70.6%	90%	19.4%	64.7%	90%	15.3%	Year Group	Reading			Writing				DA	Non DA	GAP	DA	Non DA	GAP	Y3 (20 DA)	55%	73.1%	18.1%	45%	75.7%	20.7%	Y4 (15 DA)	53.3%	77.8%	24.5%	46.7%	72.2%	25.5%	Y5 (15 DA)	87.5%	86.7%	0.8%	81.3%	83.3%	2%
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3	<p>We have low baseline data scores for our EYFS children with large numbers working below in the PRIME areas of the EYFS curriculum</p> <ul style="list-style-type: none"> • <i>YN CAL – 0%, PSED – 0%, PD – 0% All Children who are entitled to EYPP are classed as SEN (Sept 24)</i> <p>These areas need addressed before our EYFS children are ready to learn in the specific areas</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5	<p>Transitions between classes and schools cause difficulties with many children in this cohort. They typically show that they regress in their both their ability and confidence levels meaning accelerated progress is needed just to make expected progress. Children struggle to reflect on their learning, acknowledge their strengths and apply skills in different areas</p>
6	<p>There is a lack of appropriate engagement from parents in additional school learning activities coupled with low parental expectations for learning behaviours and outcomes</p>
7	<p>Access to and involvement in a full curriculum entitlement is restricted for some. This includes quality extra curricular clubs, school trips and residential, learning resources, appropriate kit and uniform and pupil leadership roles</p>
8	<p>Demand for SEMH support is increasing amongst our pupils, including our most disadvantaged cohort.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce • the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers

Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2	KS1 and KS2 Writing outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children
Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.	Phonics Screenings data, KS1 and KS2 Reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children
Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1	Assessments and observations indicate significantly improved oral language, physical, personal and social development among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Evidence me and ongoing formative assessment.
Improved self assessment, motivation and belief in their learning capabilities among disadvantaged pupils	Sustained high levels of participation in pupil conferences and marking and feedback from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in assessment and learning activities, particularly among disadvantaged pupils
Regular attendance of disadvantaged parents in a wide variety of school engagement activities	Records show: <ul style="list-style-type: none"> • An increased engagement in activities • Increased completion of parent surveys • Thriving PTFA committee • Use of social media to promote the school and parental events
Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership	Increased number of disadvantaged children on registers for clubs, trip, residential School is represented in local sporting clubs by disadvantaged pupils

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: £ 67, 745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed recent CPD on:</p> <ul style="list-style-type: none"> • mastery learning, deepening opportunities & retrieval practice • effective facilitation of learning • scaffolding, bridging • feedback <p>...into practice to improve pupil outcomes.</p>	<p>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Improving Literacy and Mathematics in Early Years, KS1 & KS2 guidance reports cite the importance of: accurate assessment for learning, building on pupils’ prior knowledge and providing appropriate support/scaffolding when facilitating learning Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>
<p>Continue to implement Little Wandle (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils and a higher % of DA</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

children met the expected standard Ensure all children have access to high quality resources		
Embedding self assessment, reflection and responses to marking and feedback in order for children to evaluate their own work effectively in order to improve engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	5
CPD for staff to introduce mastery approach in lessons initially in Maths, English and moving to Non core lessons to increase the number of children working at ARE. Ensure children receive pre-teach sessions to ensure they keep up with ARE objectives	Mastery learning EEF (educationendowmentfoundation.org.uk)	2
Use 'National College' and 'Thinking Differently' CPD in conjunction with staff training in order to refine practice for disadvantaged learners.	As the Pupil Premium Guidance states-ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. National College and Thinking Differently CPD ensures staff, including new staff and early career staff can ensure they are aware of the latest research and effective practice when supporting disadvantaged pupils, as well as, being able to view their practice through the eyes of a disadvantaged learner. This will enable them to tailor /adapt classroom practice and new initiatives to ensure best possible outcomes for PP pupils. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	2, 6, 7

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

Budgeted cost: £ 67, 745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Use of Speakwrite (Private Speech and Language therapist) to assess children with low communication and language skills initially in the Early Years. Interventions will be recommended and provided for children	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Additional physical development sessions targeted at disadvantaged pupils who require both fine and gross motor support in the Early Years in readiness for writing	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches	3,2
Additional reading opportunities for targeted children to support and develop reading fluency. Targeted pre-teach sessions to support	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/working-together-to-improve-school-attendanceadvice	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Use OWL (Outdoor Wisdom and Learning) to provide Forest School sessions in order to promote self reflection, resilience, problem solving and teamwork in practical situations	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://literacytrust.org.uk/resources/early-words-together-two-outdoors/	3, 4
Incentives to encourage pupil school attendance and parental engagement in school activities, learning workshops and PTFA events	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Deploy funding appropriated to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and engagement in learning.	Uptake in clubs, forest school, careers experiences, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. % of DA engagement is lower where activities have a related cost. Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including:	7

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	<ul style="list-style-type: none">• Guidance on the knowledge, skills, and characteristics required to achieve future goals.• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.• Opportunities for pupils to encounter new experiences and settings.• Additional academic support. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
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Total budgeted cost: £ 155, 490

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 2022 to 2023 academic year.

See PP impact report Summer 2024

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