



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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	242 YR-Y6
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	Every term
Statement authorised by	L.Anderson-Pugh
Pupil premium lead	L.Anderson-Pugh
Governor / Trustee lead	Mrs T Drinkwater (Chair) Mrs Z Parrish (Inclusion)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,240
Recovery premium funding allocation this academic year	£ 0
Post LAC funding	£ 0
Service Premium	£ 0
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	£ 160,240

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	A number of disadvantaged pupils are persistently absent. The main barriers to regular attendance include financial pressures leading to extended family holidays during term time and the additional challenges associated with some pupils' special educational needs and disabilities (SEND), which can impact their ability to attend school consistently.
2	A proportion of the pupils in KS1 and KS2 working below age-related expectations in writing, reading and mathematics are disadvantaged. The gaps in their knowledge, skills and understanding are due to varying factors, some include: life experiences, lack of consistent and sequential quality first teaching, fewer positive role models, financial pressures and lower levels of parental support.
3	Not all disadvantaged pupils achieve a Good Level of Development (GLD) by the end of the EYFS. Contributing factors include PSED, language and communication delays. Pupils who join Reception without attending our school nursery often have lower starting points.
4	A proportion of disadvantaged pupils enter school with varying levels of early literacy experience and are less likely to engage regularly with reading beyond school. They may have fewer opportunities to access a broad range of texts and language-rich experiences, which can affect vocabulary development, cultural capital and readiness to access the wider curriculum.
5	A proportion of our disadvantaged pupils have experienced a range of challenges, including instability, trauma, or disrupted attachments, which can impact their emotional wellbeing, behaviour, engagement with learning, and academic progress.

6	Engagement in the wider curriculum is impacted by a lack of parental engagement, aspiration and affordability. For seasons such as lack of finances to support the wider curriculum, lack of role models.
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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.	The PA gap between disadvantaged and non-disadvantaged pupils will be maintained below national and close further for those disadvantaged pupils that also have a SEND.
Improved attainment in R W and Maths amongst disadvantaged pupils across Key Stages 1 and 2	Pupils working below ARE are identified early teaching is adapted to meet need. Progress and attainment data is tracked accurately, with precision and reviewed frequently. Progress from the starting points of our DA pupils in R W and M is typically above that of our non DA pupils.
Disadvantaged pupils joining Nursery and Reception below ARE make accelerated progress from their relevant starting points.	DA pupils working below ARE are identified early Personalised provision is provided with typicality to support accelerated progress. Progress of N and R DA pupils is above that of their non DA peers.
Disadvantaged pupils display improved levels of independence, resilience and self-regulation amongst our DA pupils	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.
To develop and embed parental engagement and positive home-school partnerships.	Evidence indicates DA parents are provided with regular opportunities to engage with school life and share their views. Effective communication systems support positive relationships between home and school. The school promotes participation in events, activities and initiatives, and parental feedback is used to inform ongoing development.
To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum and enrichment offer.	Data indicates our disadvantaged pupils access our wide-ranging curriculum and enrichment offer (see Enrichment Offer on website). Team around the Disadvantaged Child meetings (TADAC) meetings demonstrate positive impact in relevant areas.

	Pupil feedback indicates pupils have the resources and support to complete home learning activities.
Staff are well-equipped to identify pupils whose barriers to learning include those linked to emotional wellbeing: low self-esteem, resilience, self-regulation and independence.	Observations and pupil voice activities indicate our DA pupils operate with increased confidence, independence, motivation and purpose within lessons. An increase in Healthy Body & Mind scores on the Triple A Strategy. Pre and post intervention assessments demonstrate positive impact e.g. WAVES

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and training for SENCo to lead effective SEND provision across the school. Provide CPD for NPQ SENDCo award	Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2,5
Implement CPD for all staff on foundational knowledge and transcriptional skills which includes motor screening programme CPD in EYFS.	Strong foundations in the first years of school - GOV.UK The writing framework	3,4
Provide CPD for EYFS staff on the new graduated response for effective practice and provision to ensure accurate assessment, earlier intervention and increased rates of progress for DA pupils in EYFS.	Getting it right for disadvantaged children – getting it right... EEF	3,4
Embed into practice and support new members of staff to improve pupil outcomes across all subjects. Source and deliver high quality CPD to all staff on: - AFL and retrieval across the curriculum - Scaffolding learning effectively - Effective marking and feedback - Getting the best from metacognitive approaches - Adaptive teaching	EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Assessment and feedback EEF (educationendowmentfoundation.org.uk) Worked Examples provide pupils with a structured, completed example of how to complete a task. The pupils have a chance to explore and understand a strategy before putting it into action themselves, add additional scaffolding to support them on their journey to independence. Supporting pupils with worked examples EEF (educationendowmentfoundation.org.uk) Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	2,3,4

	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 educationendowmentfoundation.org.uk/projects-and-evaluation/projects/deeper-thinking Mastery learning EEF (educationendowmentfoundation.org.uk) Making adaptive teaching work EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	
Support leaders to further develop case sampling capacity to identify barriers to learning and support effective early intervention for DA pupils.	EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils. EEF – interventions should be carefully targeted through identification and assessment. Interventions should be applied using the principles of effective implementation - EEF Implementation Guidance Report 2019.pdf	All
Continue use of 'National College' and 'in conjunction with staff training in order to refine, support and enhance CPD	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 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)	1,2,3,4,5,6

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources to support the effective implementation of the motor skills programme for EYFS pupils and for those working below in other year groups.	Strong foundations in the first years of school - GOV.UK Getting it right for disadvantaged children – getting it right... EEF	2,4
Research and purchase handwriting and spelling	The writing framework	2,4

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programmes of study and resources including relevant interventions e.g. CFLP handwriting progression document		
Employ outside specialist agencies to ensure early identification and advise effective strategies to support the progress of disadvantaged pupils including those who are also SEND.	Research indicates that high-quality teaching informed by specialist assessment and advice has the greatest impact on improving outcomes for pupils with SEND. Effective approaches include adaptive teaching, explicit instruction, scaffolding, metacognitive strategies and targeted intervention aligned with identified need. The use of external professionals alongside a robust Graduated Response and clear EHCP pathway strengthens early identification, provision planning and access to specialist support. Research links • EEF SEND in Mainstream Schools • EEF High Quality Teaching for Pupils with SEND • EEF Effective Professional Development • EEF Guide to the Pupil Premium	2,3,5
Employ and provide cpd package for new to school teachers and teaching assistants to support and develop a mastery curriculum and effectively support the develop of foundational skills and knowledge Embed the Castlechurch Teaching and Learning Framework, adaptive teaching, responsive teaching through high-quality professional development, coaching and monitoring. Ensure disadvantaged pupils access an ambitious curriculum and receive timely support to overcome barriers to learning	The EEF identifies high-quality teaching as the most important lever for improving outcomes for disadvantaged pupils. Adaptive teaching, effective scaffolding, assessment, feedback and metacognitive strategies improve access to learning and support strong progress. High-quality professional development strengthens teacher expertise and improves pupil outcomes. Research links • EEF Guide to the Pupil Premium • EEF Effective Professional Development • EEF SEND in Mainstream Schools • EEF High Quality Teaching for Pupils with SEND • EEF Metacognition and Self-Regulation • EEF Assessment and Feedback	3,2,4
Employ teaching assistants to deliver high quality 1:1 and small group support in response to need: • physical development/motor skills • transcriptional skills, writing, spelling • foundational knowledge • phonics/reading • SEND specific targets	EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months' progress.	3,2,4

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

Budgeted cost: £20,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a clearly defined disadvantaged pupil leadership model to ensure all disadvantaged pupils are known, championed and supported to access the full curriculum and wider school offer. Strengthen the use of termly Team Around the Disadvantaged Child (TADAC) meetings termly, the RADY/Uplifting programme and diagnostic tools to identify barriers, plan ambitious actions and evaluate impact. Monitor participation in clubs, leadership opportunities, enrichment activities and educational experiences, using pupil voice and school data to increase engagement, aspiration, belonging and achievement.	A broad and inclusive enrichment offer can improve engagement, confidence, self-efficacy, belonging and aspirations, particularly for disadvantaged pupils. Research suggests that access to wider opportunities, leadership experiences and extra-curricular participation can positively influence attitudes to learning and personal development. Monitoring participation and addressing barriers helps schools ensure disadvantaged pupils benefit equitably from the wider curriculum. The EEF highlights that aspiration-focused approaches are most effective when combined with high-quality teaching, strong pastoral support and opportunities for pupils to develop confidence, self-regulation and future-focused goals. Providing access to new experiences, positive role models and leadership responsibilities can contribute to improved engagement and increased participation in school life. Research links • DfE Enrichment Framework • EEF Aspiration Interventions • EEF Social and Emotional Learning • Sutton Trust Research on Extracurricular Participation	1,2,5,6
Provide WAVES CPD to increase capacity and continue to develop WAVES, MHST provision, trauma-informed practice, emotional literacy interventions and SEMH Graduated Response pathways. Provide targeted support to improve wellbeing, emotional regulation, readiness to learn and positive behaviour. Ensure pupils' basic needs—safety, nutrition, and emotional security—are met, alongside timely specialist support for those affected by trauma and ACEs, in line with assessed needs and professional guidance.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning EEF Improving Behaviour in Schools Public Health England: Emotional Health and Wellbeing The Education Endowment Foundation (EEF) offers several guidance reports that support effective provision for children affected by Adverse Childhood Experiences (ACEs). These reports focus on creating inclusive, emotionally supportive environments and evidence-based strategies that align with trauma-informed practice.	2,5

	Maslow's Hierarchy of Needs:	
Continue to employ attendance officer to to continue valuable family-based work with targeted families in conjunction with school leaders including support plans, clinics and increased data analysis.	The Department for Education identifies attendance as a key driver of educational success, with pupils who attend regularly more likely to achieve positive outcomes. Early identification of attendance concerns, strong family engagement and targeted intervention can reduce persistent absence and improve engagement for disadvantaged pupils. Research links • DfE Working Together to Improve School Attendance • EEF Attendance Interventions Rapid Evidence Assessment	1
Develop Castlechurch in enrichment plan to provide leadership opportunities, enrichment activities, clubs, educational visits, residential and careers-related learning. Remove financial barriers and ensure disadvantaged pupils can participate fully in the wider curriculum	Enrichment opportunities increase engagement, confidence, aspirations and belonging. Access to cultural experiences, leadership opportunities and extra-curricular participation supports personal development and broadens opportunities for disadvantaged pupils.] Research links • DfE Enrichment Framework • EEF Aspiration Interventions • EEF Arts Participation • Sutton Trust Research	5,6
Develop Community Hub provision, parent engagement events and targeted family support. Strengthen partnerships with families to improve attendance, engagement and outcomes for disadvantaged pupils.	Effective parental engagement improves pupil outcomes when focused on learning, attendance and positive relationships between home and school. Strong partnerships help improve attendance, engagement and attainment for disadvantaged pupils. Research links • EEF Parental Engagement • EEF Working with Parents to Support Children's Learning • DfE Working Together to Improve School Attendance	1,5,6

Total budgeted cost: £ 160,240

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 2025 to 2026 academic year.

Attendance for disadvantaged pupils remained above the national figure at 93.8%, with overall school attendance at 94.7%. Persistent absence for disadvantaged pupils reduced from 18.2% in February to 14.2% in May, demonstrating the positive impact of targeted attendance support, family engagement and the graduated response process. The school continues to perform below the national persistent absence figure of 15.2%.

Internal assessment shows disadvantaged pupils have made progress in writing across the year. Moderation activities confirmed teacher assessments are secure and pupils are demonstrating increasing independence and control in writing. Targeted support through the graduated response and adaptive teaching has enabled disadvantaged pupils to make accelerated progress and close gaps from baseline.

Reading attainment for disadvantaged pupils has remained strong across the school. In Year 1 and Year 6 PP pupils working at age-related expectations in reading, in line with their non-disadvantaged peers. Consistent implementation of Little Wandle, targeted reading interventions and assessment-informed support have accelerated progress for pupils at risk of falling behind. A review of the school's reading offer confirmed consistent use of phonics, guided reading and reading for pleasure across all phases.

PP pupils in EYFS demonstrate good readiness for Key Stage 1, with PP in line with their peers in speaking and managing self. Monitoring and triad evidence show increased confidence, independence, engagement and positive learning behaviours, supporting successful transition into more formal learning.

Disadvantaged families continued to engage well with school events including Sports Day, Year 6 productions, transition activities, Stafford Castle visits, parental workshops and PTA events. The school has maintained a wide programme of community and parental engagement activities, including weekly drop-ins, community hub sessions, breakfast provision and Mental Health Support Team family support. 100% of PP parents have accessed parents evening.

Increased number of disadvantaged pupils attended at least one extra-curricular club, narrowing the gap with non-disadvantaged pupils. 100% disadvantaged pupils also participated in Health and Sports Week, Forest School, educational visits, athletics events and enrichment activities across the year.

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