

Pupil premium strategy statement 2025-26



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 | Castle Academy |
| Number of pupils in school | 143 |
| Proportion (%) of pupil premium eligible pupils | 47% (67/143) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 (Reviewed and updated December 24) (Reviewed and update December 25) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Claire Blagden |
| Pupil premium lead | Lyndsey Cope |
| Governor / Trustee lead | Russell Gray |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £102,410.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £102,410.00 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

At Castle, we aim to ensure that all pupils, regardless of their background or the challenges they encounter, make strong progress and achieve excellent outcomes in all areas of learning. Our pupil premium strategy focuses on helping disadvantaged pupils, including those who are already high attainers, reach their full potential by providing tailored opportunities that are meaningful within the context of their lives and the local community. Every child deserves the chance to succeed every day.

We recognise that some pupils face specific challenges. Within the context of our school, these challenges include an increasing number of safeguarding issues and complex family situations including pupils living in temporary accommodation and dealing with frequent mobility, pupils with SEMH needs and poor attendance and punctuality. We are committed to addressing these barriers to learning with understanding and support for both disadvantaged and non-disadvantaged pupils who require support to thrive.

At Castle, we place high-quality, engaging teaching at the heart of our approach. By equipping staff with the skills to analyse data and outcomes effectively, we ensure a clear focus on identifying gaps in learning and implementing targeted support. This approach benefits all pupils, particularly those who face disadvantage, while maintaining high expectations and progress for every child. Our strategy is also integrated with wider school plans, particularly those aimed at supporting pupils through high-quality academic support and targeted intervention.

Our approach is responsive to both common challenges and individual needs, based on robust diagnostic assessments rather than assumptions about the impact of disadvantage. The strategies we have adopted complement one another to help pupils excel. To ensure their effectiveness, we will:

- Support pupils and families through the Early Help Framework
- Improve pupil attendance and reduce persistent absence for disadvantaged pupils
- Ensure disadvantaged pupils are appropriately challenged in the work they're set
- Identifying and addressing needs promptly through early intervention programs that are closely monitored for maximum impact
- Fostering a collective responsibility across the school, where all staff work to raise aspirations and improve outcomes for vulnerable pupils
- Support children with behaviour and SEMH needs and ensure they can form strong friendship groups and positive learning behaviours
- Improve children's self-esteem and emotional literacy
- Provide opportunities for pupils to explore life beyond the classroom through an enriched curriculum

By ensuring these strategies are embedded in our practice, we can help every pupil overcome challenges and achieve success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Historically poor attendance and PA of the disadvantaged pupil cohort |
| 2 | Below the national standard of outcomes in GLD and Phonics and the gap in reading and writing outcomes between pupils from disadvantaged backgrounds (PP children) and their peers has not been sufficiently narrowed. This is evident from assessments, discussions with students, and the analysis of workbooks. The disparity is particularly influenced by vocabulary, both in spoken and written forms, which contributes to varying academic outcomes across the school. This issue is notably seen in the lower starting points for children in the early years, which are significantly below the national average. <u>(Updated December 24)</u> |
| 3 | Pupils' understanding and use of mathematical terminology affects their ability to break down word problems and choose the most effective methods for solving both word problems and mental calculations. This challenge is evident during reasoning lessons, where children often struggle to select appropriate strategies and break problems into manageable steps. <u>(New December 24)</u> |
| 4 | External factors, including an increase in safeguarding and complex family issues, have a negative impact on pupils' social, emotional, and mental well-being. This has been observed through one-on-one conversations, Thrive assessments and feedback from external professionals. Teachers have also reported challenges in engaging pupils in daily learning and routines, with some pupils requiring additional emotional support to maintain well-being. <u>(New December 24)</u> |
| 5 | Observations and discussions with pupils and families identified that a growing number of parents are finding it challenging to effectively support their child's needs - a trend that has become more pronounced over the past two years due to the rising cost of living and the added financial pressure on families. As a result, pupils have limited access to enrichment and extracurricular opportunities. <u>(Updated December 24)</u> |

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 |
|---|---|
| <p>To achieve and sustain improved attendance and punctuality for all pupils but particularly our disadvantaged children to enable them to access learning,</p> | <p>Sustained high attendance leading up to 2027.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> Whole school attendance is in line or above National expectation of 96%, with a target of above 95% (New target for 2025-26). Reduced number of persistent absentees - to below 13.5% (New target for 25-26) and particularly among pupils eligible for PP. Improved overall PP attendance and fall in line with Non-PP pupils. Engage our parent community in all aspects of school life. Increase attendance at breakfast club, particularly by our disadvantaged pupils to ensure a punctual start to each day. |
| <p>Improved outcomes in GLD, Phonics, Reading and Writing for PP children</p> | <p>Raise achievement of all pupils, particularly our disadvantaged children.</p> <p>At the end of KS2, pupils achieve the expected standard in RWM combined 62%+ and in Reading and Writing in line with National 75+%. Target for 25-26 70% (updated for 25-26).</p> <p>At Y1, 80+% of pupils achieve the expected standard in phonics screen with a target of 92% (New target for 25-26).</p> <p>In Early Years, 68+% of pupils achieve GLD with a target of 79% (New target for 25-26)</p> <p>To close the gap in outcomes between PP and non-PP children in all year groups.</p> |
| <p>Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.</p> | <p>A greater number of PP children to achieve the expected standard across school.</p> <p>Increased mathematics outcomes in line with KS2 National 75+%, an average score of 21+ in Year 4 MTC and a</p> |

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| | <p>reduction between PP and non-PP children across school. (New Target 25-25)</p> |
| <p>To support children's social, emotional and mental health and achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Children able to engage in day to day learning whilst receiving appropriate support.</p> <p>The SEMH needs of pupils are met through early identification and targeted support and interventions delivered consistently and closely monitored to ensure maximum impact</p> <p>Provide support to vulnerable families in order to support the SEMH needs of identified pupils. The school's Early Help Practitioner will support identified families through the Early Help Assessment Framework.</p> |
| <p>Parents to be confident in supporting their child's well-being and learning.</p> | <p>All children have the opportunity to take part in enrichment and extra-curricular activities and be successful in wider areas:</p> <ul style="list-style-type: none"> • At least 2 school visits per year. • All children access weekly Enrichment session within school. • Children are made more aware of the world around them which in turn they can bring into their learning. • Development of musicality. • Forest School and Outdoor Learning sessions. <p>Regular monitoring of uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)</p> <p>Greater links with the community.</p> <p>Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</p> |

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: £49,156.80 (48% of total spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Effective Professional Development EEF | 2 3 4 5 |
| Leading Teaching and Responsive Teaching Programme. <ul style="list-style-type: none">• RWI Consultant support for phonics and reading.• Literacy Tree Curriculum and training events• Access to Astrea Central Training• Weekly CPD for Support Staff• Communication Champion Training• Subject Lead Training Events• Instructional Coaching Programme• Early Career Teaching Programme- supporting 1 ECT.• Externally provided programmes to support staff in delivering a varied and rich curriculum. | The EEF Attainment Gap report, states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development. Closing the attainment gap EEF Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils Supporting the attainment of disadvantaged pupils https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes. Ensure that CPD is informed by research in Cognitive Science, to support teachers to understand how pupils learn best and the implications for their teaching. Cognitive science approaches in the classroom - A review of the evidence.pdf. EEF-Effective-PD-Mechanisms-Poster.pdf There is a strong link between spoken language skills and learning. This link applies across many | |

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| | <p>areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children's social and emotional development, with SLCN impacting long term on wellbeing and mental health.</p> <p>https://www.yjecommunicationtrust.org.uk/media/540327/tct takingaboutgeneration report online.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group Improving Literacy in Key Stage 1 EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/ evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p> <p>Ensure that the learning environment, choices of texts create a love of reading culture, which drives oracy and language development. Oral language interventions EEF</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective -</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/mathematics-ks-two-three/</p> | |
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| <p>Monitoring Pupil Progress. (SENCO, Pupil Premium Lead, Maths Lead and English Lead, RWI Lead)</p> <p>Leader to complete NPQs</p> <p>Time allocated to improve outcomes for eligible pupils through:</p> <ul style="list-style-type: none"> • Pupil Premium Lead to attend Cluster Meetings • Lesson visits and book studies • Peer coaching, mentoring & feedback • Data analysis and intervention • Pupil Progress Meetings | <p><u>Internal Evidence</u></p> <p>Improved use of data and intervention tracking has led to more positive outcomes for groups and individuals.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>Feedback EEF evidenced that support teachers to give effective feedback that closes the learning gap makes a positive impact on learners.</p> <p>Leader to access NPQ's to support their professional development, leading to improved outcomes for children.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> | <p>2, 3</p> |
| <p>Parent Workshops (virtual and in person) provided to empower parents to support children's learning at home:</p> <ul style="list-style-type: none"> • Positive Parenting • RWI Workshop and access to online support materials. • Maths- Sumdog. • Reading at home. • Communication Workouts <p>Half termly progress reports shared with parents with key indicators.</p> | <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> | <p>1 2 3 4 5</p> |

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

Budgeted cost: £25,602.50 (25% of total spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Deploy additional teacher to reduced class | Reducing class size EEF (educationendowmentfoundation.org.uk) | 3 |

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| <p>size for core subjects in Y6</p> <p>Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£8K)</p> | <p>Reducing class size has a small positive impacts of +2 month, on average.</p> | |
| <p>Speech and language therapy interventions in FS2 and KS1. Interventions to support language development, literacy, and numeracy.</p> <p>Phonics Interventions, including small group and 1:1 Fast Track Tutoring</p> | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Read Write Inc. Fast Track Tutoring : Primary: Oxford University Press (oup.com)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | <p>2</p> <p>3</p> <p>4</p> |
| <p>Teaching Assistants deployed to deliver evidence based interventions for target children including more-able children based on secure assessment outcomes identifying next steps.</p> <ul style="list-style-type: none"> • Reading Fluency • Nuffield Early Language Intervention • Language Legends/Oracy | <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>Primary Reading Intervention, Project X CODE (oup.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months).</p> | <p>3</p> <p>5</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Chatterboxes • Closing the Gaps – Ark Mathematics • Ready to Progress – Ark Mathematics | <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,650.70 (27% of total spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance Officer:</p> <ul style="list-style-type: none"> • Weekly, half termly and annual attendance incentives. • School attendance lead to monitor through the use of the weekly tracker • Admin time to follow attendance policy, e.g. wellbeing calls; door step visits and meetings. • Coordinate with external services, including EWO. • Weekly BASI meeting with SLT | <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities guidance to schools to support them to improve school attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches The pupil</p> | 1 2 3 4 5 |

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| | <p><u>premium: how schools are spending the funding successfully - GOV.UK</u></p> <p>Attendance is seen as one of the <u>7 Building Blocks</u> for Success when supporting the attainment of disadvantaged pupils</p> | |
| <p>Parent Support Advisor:</p> <ul style="list-style-type: none"> • Support families through Early Help Assessment Framework • Coordinate with external agencies, including social workers to support pupils and families. • Provide parenting workshops • Weekly BASI meeting with SLT. • Deliver SEMH interventions, e.g. Thrive. | <p><u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools' engagement with parents and their performance (Sharples et al., 2011). <u>School culture and practice: supporting disadvantaged pupils - GOV.UK</u></p> | <p>1 4 5</p> |
| <p>CPD Training to support arising SEMH needs:</p> <ul style="list-style-type: none"> • Informed Trauma Diploma Level 5 • Rainbows Training • Motional Practitioner CPD sessions | <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> | <p>2 3 4 5</p> |
| <p>• Supporting pupils' social, emotional and behavioural needs Provide pastoral support tailored to children's individual needs. Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their</p> | <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> | <p>1 2 3 4 5</p> |

| | | |
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| <p>health and mental wellbeing.</p> <ul style="list-style-type: none"> Access to the Trust behaviour lead around Motional assessments and interventions All staff to engage children in positive play to build positive relationships. Playground leaders to be introduced during positive play, pastoral lead to train and monitor | | |
| <p>Enrichment Activities Including Outdoor Learning and Forest School sessions, Musical instruments, and Extracurricular activities, including sports, outdoor activities, arts, culture and trips Support the funding of PP children to participate in after school clubs, residential visits etc</p> | <p>http://scholarworks.umass.edu/dissertations/AAI3179892/ demonstrates the importance of life experiences on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ demonstrates impact of developing a positive school ethos</p> | 5 |
| <p>Breakfast club held daily</p> | <p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | All |

Total budgeted cost: £102,410.00

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 2024 to 2025 academic year.

| Aim | Outcome | | | |
|--|--|--|---|---|
| | Attendance | 2022-23 (3 Term) | 2023-24 (3 Term) | 2024 -25 (3 Term) |
| | Attendance | 92.9 ↑ | 92.3 | 94.2 ↑ |
| | National | 93 | 94 | |
| | Absence | 7.1 ↓ | 7.7 | |
| | National | 7 | 6 | |
| | PA | 24.5 ↓ | 24.2 ↓ | 18.7 ↓ |
| | National | | 15.2 | |
| | Disadvantaged | 91 ↑ | 89.9 ↓ | 92.4 ↑ |
| | National | | 91.5 | |
| To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children. | Attendance | 2022-23 (3 Term) | 2023-24 (3 Term) | 2024 -25 (3 Term) |
| | Attendance | 92.9 ↑ | 92.3 | 94.2 ↑ |
| | Disadvantaged | 91 ↑ | 89.9 | 92.4 ↑ |
| | Gap | 1.9 ↓ | 2.4 | 1.8 ↓ |
| | Persistent Attendance | 2022-23 (3 Term) | 2023-24 (3 Term) | 2024 -25 (3 Term) |
| | PA | 24.5 ↓ | 24.2 ↓ | 18.7 ↓ |
| | PP PA | 43 ↓ | 37.5 ↓ | 28.4 ↓ |
| | Gap | 18.5 ↓ | 13.3 ↓ | 9.7 ↓ |
| | Punctuality | 2022-23 (3 Term) | 2023-24 (3 Term) | 2024 -25 (3 Term) |
| | All | 1.6 ↓ | 0.7 ↓ | 1.1 ↓ |
| | PP | | | 1.7 |
| | Gap | | | 0.6 |
| | Suspensions and Permanent Exclusions Data | 2022-23 | 2023-24 | 2024-2 |
| | Total number of suspensions | 10 ↓ | 30 | 29 ↓ |
| | Total number of pupils with 1 or more suspensions | 2 ↓ (1.3% of cohort) | 5 (2.8% of cohort) | 3 ↓ (3.43% of cohort) |
| | Total number of PP pupils with 1 or more suspensions | 2 | 4 | 3 ↓ |
| | Total number of pupils with 2 or more suspensions | 2 ↓ (1.3% of cohort) | 5 (2.8% of cohort) | 3 ↓ (3.43% of cohort) |
| | Total number of pupils with 10 or more exclusions | 0 ↓ | | 1 |
| | Total number of permanent exclusions | 0 ↓ | 0 | 0 |

| | <p>61% (44/72) of PP pupils accessed Breakfast Club Provision a significant increase from 30% in 23/24</p> | | | | | | | | | | | | |
|--|---|---------|---------|---------|---------|----------|-----|-----|-----|--------------------|-----|-----|-----|
| | <p>The school's Pastoral Team have worked collaboratively within a multidisciplinary team of both internal and external professionals to effectively support pupils and their families.</p> <table border="1" data-bbox="794 404 1397 617"> <thead> <tr> <th>SEMH</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>All SEMH</td><td>4.0</td><td>5.6</td><td>5.7</td></tr> <tr> <td>Disadvantaged SEMH</td><td>6.6</td><td>7.9</td><td>8.5</td></tr> </tbody> </table> <p>The increase in the number of pupils with SEMH is reflective of the mobility within the school - with a number of vulnerable families with complex family issues, joining the school mid-year due to relocation to temporary accommodation close by.</p> <p>88% of families have received support through the PSA Team - of these 61% of families who received support were disadvantaged.</p> <p>100% of all PP families received support through the PSA Team.</p> <p>20 pupils accessed support through the Early Help Assessment Framework. 85% of pupils who accessed support through the Early Help Assessment Framework were disadvantaged pupils</p> <p>11 pupils accessed support through Social Care Involvement. 100% of these pupils were disadvantaged.</p> <p>Two members of staff completed Motional Assessment and the Motional Approach CPD.</p> | SEMH | 2022-23 | 2023-24 | 2024-25 | All SEMH | 4.0 | 5.6 | 5.7 | Disadvantaged SEMH | 6.6 | 7.9 | 8.5 |
| SEMH | 2022-23 | 2023-24 | 2024-25 | | | | | | | | | | |
| All SEMH | 4.0 | 5.6 | 5.7 | | | | | | | | | | |
| Disadvantaged SEMH | 6.6 | 7.9 | 8.5 | | | | | | | | | | |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils | <p>Three members of staff have completed NPQ qualifications – two members of staff completed NPQLTD (Leading Teacher Development). One member of staff completed NPQLL (Leading Literacy)</p> <p>The Leader of Teaching role is now well established within school and the Leader of Teaching has completed a suite of CPD and further Instructional Coaching development, grounded in teaching pedagogy and cognitive science in order to continue to drive QFT.</p> <p>A robust range of high quality CPD has been accessed by all staff, including support staff.</p> <p>Teaching and support staff continue to participate in the Instructional Coaching programme. Strategies continue to be built upon and become embedded in order to further evidence rapid improvement in quality of teaching.</p> | | | | | | | | | | | | |
| To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes. | <p>Assessment Lead continues to access high quality CPD through the Trust in addition to termly Trust Assessment Briefings.</p> <p>CPD has been revisited with all teaching staff on the effective use of formative and summative assessment data to improve pupil outcomes.</p> | | | | | | | | | | | | |

| | A programme of half termly Pupil Progress Meetings continues to take place, enabling early identification of spotlight pupils and the evaluation of impact of intervention and QFT. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---|----------|----------------------|----------|----------|----------|-----|-----|-----|----------|-----|-----|-----|-----------|-----|-----|-----|-------------|--|--|--|---------|---------|---------|----------|--------|-----|-----|-----|----------|-----|-----|-----|-----------|-----|-----|-----|--|--|--|--|-----|---------|--|---------|--|---------|--|--------|----------|--------|----------|--------|----------|-------------|------|-----|------|-----|-----|-----|------------|--|--|-----|--|-----|-----|-------------|------|-----|------|-----|-----|-----|------------|--|--|-----|--|-----|-----|-----------|------|-----|------|-----|-----|-----|----------|--|--|-----|--|-----|-----|--------------|----------------------|-----|----------------------|-----|-----|-----|-------------|--|--|-----|-----|-----|-----|
| | <table border="1"> <thead> <tr> <th>GLD</th><th>2022-23</th><th>2023-24</th><th>2024 -25</th></tr> </thead> <tbody> <tr> <td>Castle</td><td>58%</td><td>45%</td><td>75%</td></tr> <tr> <td>National</td><td>67%</td><td>67%</td><td>68%</td></tr> <tr> <td>Castle PP</td><td>63%</td><td>40%</td><td>60%</td></tr> <tr> <td>National PP</td><td></td><td></td><td></td></tr> </tbody> </table> <p>75% (9/12) Pupils achieved GLD compared to 68% Nationally. 60% (3/5) of PP pupils achieved GLD. 2/3 pupils who did not achieve GLD have SEND with 1/2 PP&SEND. All 3 pupils who did not achieve GLD made progress from their exceptionally low starting points.</p> <table border="1"> <thead> <tr> <th>Phonics</th><th>2022-23</th><th>2023-24</th><th>2024 -25</th></tr> </thead> <tbody> <tr> <td>Castle</td><td>80%</td><td>64%</td><td>65%</td></tr> <tr> <td>National</td><td>79%</td><td>80%</td><td>80%</td></tr> <tr> <td>Castle PP</td><td>67%</td><td>70%</td><td>60%</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Within Phonics, good progress continues to be seen from the low starting points. The four PP pupils who did not pass the PSC also have SEND needs. Outcomes in Phonics were low in 2024-25 due to cohort specific complex SEND and family needs with 8/23 pupils WA. 4/8 pupils WT are PP & SEND 6/8 pupils WT are SEND 1/8 pupils WT is PP, SEND and LAC 1/8 pupils WT joined the cohort mid-year and is new to the country.</p> <p>An upward trend continues in KS2 with further significant improvement in KS2 Outcomes from 21% combined in 2022 to 67% combined in 2023, 71% combined in 2024 and 74% combined in 2025 - above National for the third consecutive year.</p> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th><th colspan="2">2022-23</th><th colspan="2">2023-24</th><th colspan="2">2024-25</th></tr> <tr> <th>Castle</th><th>National</th><th>Castle</th><th>National</th><th>Castle</th><th>National</th></tr> </thead> <tbody> <tr> <td>Reading ALL</td><td>75%↑</td><td>73%</td><td>86%↑</td><td>74%</td><td>78%</td><td>75%</td></tr> <tr> <td>Reading PP</td><td></td><td></td><td>71%</td><td></td><td>54%</td><td>63%</td></tr> <tr> <td>Writing ALL</td><td>75%↑</td><td>71%</td><td>76%↑</td><td>72%</td><td>74%</td><td>72%</td></tr> <tr> <td>Writing PP</td><td></td><td></td><td>62%</td><td></td><td>62%</td><td>59%</td></tr> <tr> <td>Maths All</td><td>71%↑</td><td>73%</td><td>72%↑</td><td>73%</td><td>74%</td><td>74%</td></tr> <tr> <td>Maths PP</td><td></td><td></td><td>57%</td><td></td><td>54%</td><td>61%</td></tr> <tr> <td>Combined ALL</td><td>67%↑ 16/24 pupils</td><td>59%</td><td>69%↑ 20/29 pupils</td><td>61%</td><td>74%</td><td>62%</td></tr> <tr> <td>Combined PP</td><td></td><td></td><td>50%</td><td>46%</td><td>54%</td><td>47%</td></tr> </tbody> </table> | GLD | 2022-23 | 2023-24 | 2024 -25 | Castle | 58% | 45% | 75% | National | 67% | 67% | 68% | Castle PP | 63% | 40% | 60% | National PP | | | | Phonics | 2022-23 | 2023-24 | 2024 -25 | Castle | 80% | 64% | 65% | National | 79% | 80% | 80% | Castle PP | 67% | 70% | 60% | | | | | KS2 | 2022-23 | | 2023-24 | | 2024-25 | | Castle | National | Castle | National | Castle | National | Reading ALL | 75%↑ | 73% | 86%↑ | 74% | 78% | 75% | Reading PP | | | 71% | | 54% | 63% | Writing ALL | 75%↑ | 71% | 76%↑ | 72% | 74% | 72% | Writing PP | | | 62% | | 62% | 59% | Maths All | 71%↑ | 73% | 72%↑ | 73% | 74% | 74% | Maths PP | | | 57% | | 54% | 61% | Combined ALL | 67%↑ 16/24 pupils | 59% | 69%↑ 20/29 pupils | 61% | 74% | 62% | Combined PP | | | 50% | 46% | 54% | 47% |
| GLD | 2022-23 | 2023-24 | 2024 -25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle | 58% | 45% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National | 67% | 67% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle PP | 63% | 40% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics | 2022-23 | 2023-24 | 2024 -25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle | 80% | 64% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National | 79% | 80% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle PP | 67% | 70% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS2 | 2022-23 | | 2023-24 | | 2024-25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Castle | National | Castle | National | Castle | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading ALL | 75%↑ | 73% | 86%↑ | 74% | 78% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading PP | | | 71% | | 54% | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing ALL | 75%↑ | 71% | 76%↑ | 72% | 74% | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing PP | | | 62% | | 62% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths All | 71%↑ | 73% | 72%↑ | 73% | 74% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths PP | | | 57% | | 54% | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined ALL | 67%↑ 16/24 pupils | 59% | 69%↑ 20/29 pupils | 61% | 74% | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined PP | | | 50% | 46% | 54% | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>To improve the speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Early Years due to the pandemic.</p> | <p>EYFS Data shows that in Communication and Language 83% (10/12) of pupils achieved EXS in C&L, above National at 79.5%. 17% (2/12 pupils who did not achieve the EXS in CL have SEND with specific CL needs. 80% (4/5) of PP pupils achieved the EXS in C&L. 1 PP pupil who did not achieve the EXS in CL is PP and SEND with specific CL needs. 58 % of pupils (80% of PP Pupils) accessed intensive support from Speech and Language Therapist through the LINGO, NELI and Chatterbox SALT Programmes. Progress evidenced through small steps within support plans.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------|----------|---------|----------|--------|-----|-----|-----|----------|-----|-----|-----|-----------|-----|-----|-----|--|--|--|--|-------------|---------|---------|----------|--------|------|------|-----|----------|-----|-----|-----|-----------|------|------|-----|
| <p>To improve the reading attainment of pupils by offering high level targeted reading support to children not meeting expected levels.</p> | <p>Early Reading Lead provides high quality coaching and mentoring to all reading teachers, continuing to drive improvements in quality of teaching of early reading across KS1 and LKS2. Ongoing gap analysis continues to ensure that children are correctly placed, assessed and can progress quickly. Astrea Reading Strategy embedded across school to improve quality of teaching reading. Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings. 100% of pupils make rapid progress. Online Reading Record platform now embedded. Reading Lead continues to consult with pupils and parents and respond to feedback. Engagement with reading at home is sustained. Parental workshops delivered, in person and online, to raise awareness of RWI and the importance of reading. 39% of parents in KS1 attended –this is a slight decrease from 2023-24. We will continue to drive awareness and strive for greater attendance. Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session; book themed days; and Reading Challenge. Pupil voice is positive.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To offer children a range of extra-curricular and out of school cultural experiences.</p> | <p>All classes have taken part in at least one Author Event.</p> <table border="1" data-bbox="811 1394 1402 1724"> <thead> <tr> <th>Phonics</th><th>2022-23</th><th>2023-24</th><th>2024 -25</th></tr> </thead> <tbody> <tr> <td>Castle</td><td>80%</td><td>64%</td><td>65%</td></tr> <tr> <td>National</td><td>79%</td><td>80%</td><td>80%</td></tr> <tr> <td>Castle PP</td><td>67%</td><td>70%</td><td>60%</td></tr> <tr> <td> </td><td> </td><td> </td><td> </td></tr> <tr> <th>KS2 Reading</th><th>2022-23</th><th>2023-24</th><th>2024 -25</th></tr> <tr> <td>Castle</td><td>75%↑</td><td>86%↑</td><td>78%</td></tr> <tr> <td>National</td><td>73%</td><td>74%</td><td>75%</td></tr> <tr> <td>Castle PP</td><td>60%↑</td><td>71%↑</td><td>54%</td></tr> </tbody> </table> <p>All children have had the opportunity to take part in enrichment and extra-curricular activities and be successful in wider areas. Each class took part in at least 2 school visits last year. All children accessed weekly Enrichment sessions within school. Our Enrichment Curriculum offers a progressive, wide range of experiences for all pupils and our PD programme received an outstanding judgement from Ofsted July 24.</p> | Phonics | 2022-23 | 2023-24 | 2024 -25 | Castle | 80% | 64% | 65% | National | 79% | 80% | 80% | Castle PP | 67% | 70% | 60% | | | | | KS2 Reading | 2022-23 | 2023-24 | 2024 -25 | Castle | 75%↑ | 86%↑ | 78% | National | 73% | 74% | 75% | Castle PP | 60%↑ | 71%↑ | 54% |
| Phonics | 2022-23 | 2023-24 | 2024 -25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle | 80% | 64% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Castle PP | 67% | 70% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Reading | 2022-23 | 2023-24 | 2024 -25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle | 75%↑ | 86%↑ | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National | 73% | 74% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle PP | 60%↑ | 71%↑ | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|
| | <p>Development of musicality – 68% (49/72) PP pupils took part in a Carol Concert at St Peters Church in the local community.</p> <p>All pupils in school, took part in weekly music sessions where they experienced learning to play the Glockenspiel and/or the recorder and participated in termly concerts.</p> <p>A Samba Drumming Workshop was delivered in addition to weekly sessions during the Spring term for the Year 4 class.</p> <p>All pupils across school took part in a programme of Forest School and Outdoor Learning sessions and a series of circus skills and skipping workshops.</p> <p>A wide variety of visitors came into school to deliver a range of activities and workshops including: Travelling Zoo, Indian dance workshops, northern ballet workshops, Fire Safety and family cooking.</p> <p>Links continued to be further strengthened within the community – Castle in the Community Programme further developed which included establishing a Harvest Food Bank, partaking in the Remembrance Service, Community Christmas Tree and delivering a community carol service.</p> <p>The weekly newsletter, Twitter and Facebook account have been updated in order to share our ethos, curriculum and achievements with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</p> |
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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 |
|----------------------------------|-------------------------|
| RWI | Ruth Miskin |
| Primary KC | Knowledge Schools Trust |
| Ark Curriculum Maths - MyMastery | Ark |
| Charanga Music | Charanga |
| SumDog | SumDog |
| Literacy Tree | Literacy Curriculum |
| StepLab | |
| Chapter One | Reading Provider |
| Boom Reader | Reading Records |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| 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? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.