

Pupil premium strategy statement – Castlefields Primary School

This statement details our school's use of pupil premium (and recovery 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	208
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	18.09.2025
Date on which it will be reviewed	15.07.2026
Statement authorised by	R. Lee
Pupil premium lead	R. Lee
Governor / Trustee lead	H. Barnshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,440
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£23,440

Part A: Pupil premium strategy plan

Statement of intent

- The key intention of the Castlefields Primary School Pupil Premium Strategy is to improve the educational outcome of pupils in receipt of Pupil Premium. High-quality, inclusive teaching ensures the needs of all learners are met.
- We aim to achieve this through improving attendance amongst those pupils in receipt of Pupil Premium to ensure they are accessing high quality teaching and not missing learning. School attendance remains a high priority.
- Pupils receive support across all areas of the school curriculum and therefore develop the cultural capital to succeed in life. The school aims to broaden horizons through enrichment opportunities which raise aspiration and ambition.
- We aim to improve mental health and wellbeing. Pupils in our school will feel valued and develop their sense of belonging.
- Castlefields Primary School aims to ensure that staff are appropriately trained to enable pupils to overcome barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	There is a historic and ongoing discrepancy in attendance figures where attendance is on average lower among those pupils receiving Pupil Premium.
2	From analysis of internal and external data, there is a risk of pupils in receipt of pupil premium making less than expected progress than their peers with similar starting points in reading and writing.
3	From analysis of ELG, phonics screening and GPS in KS2, there is a risk of pupils in receipt of pupil premium making less than expected progress than their peers with similar starting points in phonics, and spelling.
4	From analysis of internal and external data, including KS2 SATs, there is a risk of pupils in receipt of pupil premium making less than expected progress than their peers with similar starting points in maths.
5	Emotional resilience and potential emotional vulnerability. For some, support is required to develop social skills and to improve or maintain good mental health and wellbeing.
6	Additional costs could limit access to extra-curricular opportunities e.g. clubs, music tuition, etc. These experiences and opportunities are necessary to improve cultural capital.

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
Improve attendance amongst PP pupils so that their attendance is closer to that non-PP pupils.	Attendance will be in line with the school average and higher than the national average. PP pupils who are persistently absent, or at risk of becoming persistently absent will reduce. Additional support (including free Breakfast Club) will be offered where necessary. This is tracked and analysed.
Pupils in receipt of Pupil Premium achieve their expected target in line with their peers with similar starting points.	Pupils make at least expected progress across the curriculum and especially in reading, writing and maths. This is tracked through analysis of KS2 SATS results, NTS tests, Y4 Multiplication Check, Phonic Screening and EY data.
A higher proportion of PP pupils to gain a Good Level of Development at the end of Reception, a higher proportion to pass the phonics screening and an improvement in the GPS KS2 test results.	A higher proportion of PP pupils will achieve a GLD in Literacy at the end of Reception. A higher proportion of PP pupils will pass the phonics screening check. The gap between PP and non-PP pupils in GPS scores will decrease.
Support pupils so that they have a positive attitude to learning and to increase their emotional resilience.	Pupils with emotional needs will be identified. Pupils will be well supported and will therefore show increased resilience in their learning. Pupils show improved emotional resilience.
Pupils are able to access all aspects of school life, maximising potential opportunities.	Pupils have the equipment they require for school, e.g. book bag, PE kit. Pupils are able to access Breakfast Club and Wrap Around Care to ensure they maximise extra-curricular opportunities. Cultural Capital will be improved through these offers.

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: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and training for staff to increase knowledge. Impact of CPD to be recorded and monitored.	Provision of interventions and quality of teaching will be improved. Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs), Masters, Apprenticeship https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	1, 2, 3, 4, 5, 6
Ensure all staff have access to high quality training to enable quality first phonics teaching	EEF research shows high quality phonics teaching has a +5 month impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4
Additional phonics teaching in small, focussed groups	Small group tuition for phonics is shown to have an impact of +4 months, EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4
Ensure all staff have access to high quality training to enable quality first spelling teaching	EEF improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3, 4
Further invest in CPD to increase staff expertise when supporting mental health and emotional wellbeing.	Mental Health lead to work alongside external agencies to provide support. ELSA training and supervision for staff	1, 2, 3, 4, 5, 6

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing additional Teaching Assistant hours to run intervention programmes.	<p>The Education Endowment Foundation: Small Group Tuition (+4)</p> <p>Teaching Assistant Interventions (+4)</p> <p>Department for Education:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-ERR411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2, 3, 5, 6
ELSA Support	<p>Pupils who require support to increase their emotional literacy will have access to an ELSA trained member of staff. Pupils learn better and are happier in school when their emotional needs are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
Purchasing additional TA hours to run intervention programmes	<p>The Education Endowment Foundation - Teaching & Learning Toolkit – Small Group Tuition (+3) and Teaching Assistant Interventions (+3) Department for Education- Supporting the attainment of disadvantaged pupils:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-ERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1, 2, 3, 4, 5

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase membership of the 'Shropshire Virtual School' to support staff with implementing and evaluating PEPs for LAC pupils.	<p>https://www.shropshire.gov.uk/looked-afterchildren/shropshire-virtual-school/</p> <p>Department for Education - Promoting the education of looked after children and previously looked after children:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_lookedafter_children_and_previously_looked-after_children.pdf</p>	1, 2, 3, 4, 5, 6
Funding for pupils to access after school clubs.	<p>The Education Endowment Foundation - Provision of a range of initiatives to extend children's experiences - Arts participation (+3) and Physical activity (+1)</p> <p>Department for Education:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	1, 2, 3, 4, 5, 6
Funding for pupils to access residential school trips in Years 3, 4, 5 and 6 to help increase cultural capital.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	1, 5, 6
Funding for breakfast club and wrap-around club for pupils.	<p>Department for Education- Evaluation of Breakfast Clubs:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf</p> <p>EEF research (breakfast clubs)</p> <p>https://educationendowmentfoundation.org.uk/news/eefs-statement-re-publication-of-the-evaluation-of-school-breakfast-clubs</p>	1, 5, 6

Total budgeted cost: £32,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for the year 2023-25

PP – 93.2% (National 92.2%)

Non-PP – 96.6% (National 94.8%)

Phonics Pass Mark

Y1 – PP 50%

Cohort – 80%

KS2 SATS

Maths expected standard all pupils 100%

Reading expected standard all pupils 100%

Writing expected standard all pupils 100%

Further information

Further information is found in the School Improvement Plan, the Strategic Objectives and curriculum policies.

All pupils receiving Pupil Premium are tracked as part of the cohort and separately in internal data tracking documents. Academic and social/ emotional wellbeing is tracked.