

Pupil premium strategy statement – Castleton Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Olly Cooper
Pupil premium lead	Olly Cooper
Governor / Trustee lead	Jo Kevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£7,400

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

We have high aspirations for all learners and wish to ensure that those most disadvantaged, for whatever reason, are given all opportunities to be as successful as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in this school have a range of pastoral needs which require addressing in order they are happy, successful learners.
2	The proportion of disadvantaged learners that achieve the expected standard in maths is significantly lower than that of their peers.
3	Attendance of disadvantaged learners has typically been lower than that of their peers.

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
Disadvantaged learners are well supported with their individual needs, including special educational and pastoral needs.	Boxall profiles show progress in relation to these children's personal development and resiliency. Children's special educational needs are met, as evidenced in their individual educational plans or EHCPs.

	The school works alongside other agencies to support children with pastoral needs, so that fewer require this support.
Disadvantaged learners achieve well across the curriculum, especially in mathematics.	80% of disadvantaged pupils achieve the expected standard in reading, writing and maths. 20% of disadvantaged pupils achieve the higher standard in reading writing and/or maths.
Attendance improves for disadvantaged learners.	Attendance of disadvantaged learners is in line with their peers. Support strategies are successfully implemented to prevent persistent absence and to improve attendance of disadvantaged learners in line with national averages (accounting for their other needs, e.g. SEND).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of trust maths leader support to school development priority: Address gaps in pupils' mathematical knowledge in Key Stage 2, so that outcomes are further improved.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	1,2
CPD for staff to support the above from trust maths leader.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2
Employment of highly qualified support staff to support the above and to eradicate gaps in pupils' mathematical knowledge, especially	From EEF: Quality deployment of teaching assistants 1. Teaching assistants can provide a large positive impact on learner	1,2

amongst disadvantaged learners.	<p>outcomes, however, how they are deployed is key.</p> <p>2. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	
---------------------------------	--	--

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions implemented based on robust assessment systems.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,2
Use of pre/post teaching to enhance learners' consolidation of taught knowledge and concepts, including providing additional feedback on learner and misconceptions.	<p>From EEF:</p> <ol style="list-style-type: none"> 1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). 	1,2

	<p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
--	---	--

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

Budgeted cost: £ 1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Boxall profiling to understand children's individual needs and to inform nurture groups/interventions.	<p>Boxall is an evidenced based tool supporting whole school approach to assessing and addressing children and young people's social emotional and behavioural development.</p> <p>https://www.boxallprofile.org/help-support/news-evidence-impact/</p>	1
Support of SENDCo and DSL to support individuals with social, emotional and mental health strategies and interventions, alongside external agencies.	<p>Working Together to Safeguarding Children 2023</p> <p>EEF: https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice</p>	1,2
<p>Assigning of an attendance lead to embed the principles of working together to improve school attendance.</p> <p>This involves release time for staff to deliver interventions and support strategies for individual pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

<p>Students will continue to have full access to experiences and learning that advanced their cultural capital and gives them opportunity to succeed in a range of ways in school, as well as improve attendance.</p> <p>This includes access to free peripatetic music lessons and other trips/experiences they may otherwise not have access to.</p>		1,2,3
--	--	-------

Total budgeted cost: £ 7,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 100% of disadvantaged pupils achieved the expected standard in reading at the end of Year 6 in 23/24.
- 75% of disadvantaged pupils achieved the expected standard in writing at the end of Year 6 in 23/24. 100% of non-SEND disadvantaged pupils achieved this standard.
- 50% of disadvantaged pupils achieved the expected standard in maths at the end of Year 6 in 23/24. 67% of non-SEND disadvantaged pupils achieved this standard.
- 50% of disadvantaged pupils achieved the expected standard in reading, writing and maths (combined) at the end of Year 6 in 23/24. 67% of non-SEND disadvantaged pupils achieved this standard.
- 25% of disadvantaged pupils achieved the greater depth standard in reading at the end of Year 6 in 23/24.
- 60% of disadvantaged pupils (who are not in Year 6 – see above) achieved the expected standard in reading, writing and maths (combined).
- Emotional support was provided due to family circumstances, some impacted by Covid-19 pandemic. This was completed by the National Nurturing Schools approach. Children's personal development and progress was measured, developed and supported by the use of Boxall profiling and bespoke interventions, where required. Additional services/agencies were used to support individual pupils, where needed. The impact of this progress can be shown by individual Boxall profiles and the personal progress children made against their previous areas of need.
- Pupil premium children had access to a broad and balanced curriculum, alongside extra-curricular experiences to enhance their cultural capital. This included funded visits to a range of locations which enhance their knowledge of the curriculum and personal development.
- All pupil premium pupils were provided with free peripatetic music lessons, to ensure they learnt an instrument and to further enhance their cultural capital.
- A robust transition programme was enacted to ensure Year 6 children were successful on their next stage of learning, following a successful end to primary school.