Pupil premium strategy statement – Castleton Primary School

This statement details our schools' 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	Castleton – 49
Proportion (%) of pupil premium eligible pupils	Castleton – 12.2% Note: 2 additional pupils eligible for free school meals but not Pupil Premium – accounted for in this plan.
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)**	2026/27
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Olly Cooper
Pupil premium lead	Olly Cooper
Governor / Trustee lead	Mark Hollingworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Castleton: £6,870
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*	£6,870

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.

This is in-line with our schools' vision to be 'Beacons on the Moors': https://www.castletonprimaryschool.co.uk/about-our-school/our-oaths-aims-and-values/

Challenges

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

Due to the extension in criteria for Free School Meal eligibility, there are a greater number of pupils eligible. However, most of these pupils are not eligible for Pupil Premium funding. Nevertheless, they are accounted for within this spending plan.

Challenge number	Detail of challenge
1	Disadvantaged pupils in these schools have a range of pastoral needs which require addressing in order they are happy, successful learners.
2	Attendance of disadvantaged pupils varies with some of the newly identified Pupil Premium students having lower average attendance and have been (or at risk of) persistent absence.
3	37.5% of disadvantaged pupils in these schools are service children. There are potential challenges around transitions to new settings and previous gaps in learning.
4	Some Pupil Premium learners are capable of achieving the highest (greater depth) standard should barriers be reduced.
5	There are some learners with language development gaps, either through pastoral issues, special educational needs and/or because they speak English as an additional language.

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 pastoral needs.	Boxall profiles show progress in relation to these children's personal development and resiliency. The school works alongside other agencies to support children with pastoral needs, so that fewer require this support.
Attendance for disadvantaged learners is, at least, in line with National Averages and, in individual cases, is improving.	Attendance of disadvantaged learners in line with national average. Individual pupil's attendance is improving from previous years'.
Service children and those new to the school transition well into and out of the setting, achieving at least expected progress.	Service children achieve, at least, expected progress from their relative start point. Service children transition well into and out of the school.
Disadvantaged leaners language development is supported and any barriers are overcome through appropriate means.	Disadvantaged learners achieve well from their relative start points, developing their language to achieve, at least, the expected standard in English reading and writing, providing the gateway to learning in other subjects.
Disadvantaged learners capable of achieving the highest standards are supported to do so, with barriers being removed.	25% of disadvantaged learners achieve the greater depth standard in reading and maths – greater than disadvantaged pupils nationally and closer to the overall national average.

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of highly qualified support staff to support pupils with	From EEF:	4, 5

language development in the early years or amongst learners who speak English as an additional language. These highly qualified staff are also retained to impact on the progress of pupils who are capable of achieving the highest standards. Attendance at, engagement with and implementation of English Hub training on early interactions.	Quality deployment of teaching assistants 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 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.	

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions implemented based on robust assessment systems. Individual support and interventions for pupils capable of achieving the highest standards.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	3 and 4

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

Budgeted cost: £ 1,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Boxall profiling to understand	Boxall is an evidenced based tool supporting whole school approach to assessing and addressing children	1

children's individual needs and to inform nurture groups/interventions.	and young people's social emotional and behavioural development. https://www.boxallprofile.org/help-support/news-evidence-impact/	
Support of SENDCo and DSL to support individuals with social, emotional and mental health strategies and interventions, alongside external agencies.	Working Together to Safeguarding Children 2023 EEF: https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice	1
Creative strategies to support transitions of new and leaving pupils.		1,3
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. This includes access to free peripatetic music lessons and other trips/experiences they may otherwise not have access to.		1,2,3,4,5
Strategic oversight of attendance from attendance lead and other leaders. Dedicated time to identify and spot trends and barriers and address with individual pupils.	EEF: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2

Total budgeted cost: £ 6,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- During the previous academic year (2025/26), there were fewer than 5 pupils eligible for Pupil Premium. To protect their anonymity, public records of reviews of pupil premium spending are withheld. The school reviews these arrangements internally, to help inform spending for future years. Please contact the school for more details, especially if you are a parent of a pupil eligible for Pupil Premium and wish to know more on how your child has progressed.