



Pupil premium strategy statement - 2025/2026

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 View Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	59.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Mallender CEO
Pupil premium lead	Amie Wilton
Governor Meeting Ratification	TBC

Funding overview

Detail	Amount
Total budget for this academic year Pupil premium funding allocation this academic year	£107,080

Part A: Pupil premium strategy plan - Statement of intent

Ultimate Objectives for Disadvantaged Pupils:



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- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Supporting pupils who are PP and have Special Educational Needs (28% of pupils who are PP are also identified as SEND).
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as behaviour.
- Addressing the inequality of pupils entering school who are not school ready and significantly below Age Related Expectations (ARE) from the outset.
- Addressing the regression rates over the holiday periods – retention rates are low.

Challenges

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

Challenge number	Detail of challenge
1	Evidence indicates that limited early vocabulary acquisition significantly impedes pupils' progress in reading and mathematical reasoning. A substantial proportion of the lowest-performing 20% of readers within each cohort are from disadvantaged backgrounds.
2	Social, emotional, and mental health needs among a group of pupils have restricted their access to the full curriculum. In some cases, pupils' emotional wellbeing adversely affects not only their own academic progress but also that of their peers.
3	Many disadvantaged pupils are supported by external agencies, including social care and EH, necessitating ongoing coordination, collaboration, and communication between school and professionals.
4	A number of pupils receive minimal or no support with learning at home, and within certain areas of the community, there exists a culture of low aspiration
5	Limited life experiences contribute to a deficit in vocabulary, reduced cultural capital, and a lack of general awareness of current affairs.

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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
Improved communication, oracy and reading skills leading to children's increased ability to fully access the curriculum and thereby improve attainment	Increased PP children achieving ARE. In-school gaps narrowing.
Children are better able to self-regulate their emotions and behaviour allowing them to engage in learning more effectively	Reduction in negative behaviour incidents Increased PP children achieving ARE
Parents & families engage in their children's learning and share the school's high aspiration for their children and are supported to do so if required.	PP children attaining in line with national benchmarks: children & parents are ambitious for academic success and next stages.
All children have equal access to a wider range of life experiences and enrichment opportunities, including visits and after school clubs.	PP children can articulate meaningful links between learning experiences and develop their own talents and interest through opportunity.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge nos addressed



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Provide middle leader and subject leader class release for teachers to monitor and strategically plan and implement proven teaching strategies: Phonics & reading lead and maths lead. Strategies to include Read Write Inc, vocabulary, dual coding (inc. Widget) and concrete hands-on manipulatives and meaningful experiences. (£10,000)	Nationally proven intervention strategies Small group tuition EEF educationendowmentfoundation.org.uk EEF toolkit shows phonics teaching has high impact Phonics EEF educationendowmentfoundation.org.uk	1 2 4 5
SMT leading Pupil Progress Meeting including pupil premium specific termly reviews through pupil progress & diminishing the difference analysis. (£5,000)	EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF educationendowmentfoundation.org.uk	1 2 4
Phonics CPD to support teachers and TAs to assess and deliver phonics sessions for children who have missed vital steps. Support from Trust literacy lead & training for phonics lead (£5,000)	EEF toolkit shows phonics and reading comprehension strategies have very high impact Reading comprehension strategies EEF educationendowmentfoundation.org.uk Phonics EEF educationendowmentfoundation.org.uk	1 5

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

Budgeted cost: **£32,500**

Activity	Evidence that supports this approach	Challenge number addressed
Daily reading for lowest 20% of readers to include one pre-reading of whole class text and shared reading for pleasure of pupils chosen book. (£1,500 x 7 Tas and Reading Lead = £12,500)	EEF toolkit shows phonics and reading comprehension strategies have very high impact Reading comprehension strategies EEF educationendowmentfoundation.org.uk	1 4 5



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Additional phonics support for PP identified as not reaching expected level– Read Write Inc Fast Track (2 TA and Reading Lead - £10,000)	EEF toolkit shows phonics teaching has high impact Phonics EEF (educationendowmentfoundation.org.uk)	1 4 5
Mastering Number delivered to pupils to support number fluency £10,000	Nationally proven strategy which accelerates progress in maths Small group tuition EEF (educationendowmentfoundation.org.uk)	1 4

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

Budgeted cost: **£53,500**

Activity	Evidence that supports this approach	Challenge addressed
Pastoral Manager to support children to regulate their behaviour in order that they can access learning effectively, through direct in lesson support, regulation strategies and a values and relational trauma informed led approach. (£36,000)	Support from learning mentor for children who find classroom routine challenging has led to reduced incidents, increased engagement in learning and improved outcomes. 🔗 Behaviour interventions EEF (educationendowmentfoundation.org.uk) RELATIONAL CLASSROOMS - whole-school neuro-developmental & trauma informed Tickets, Multiple Dates Eventbrite	1 2



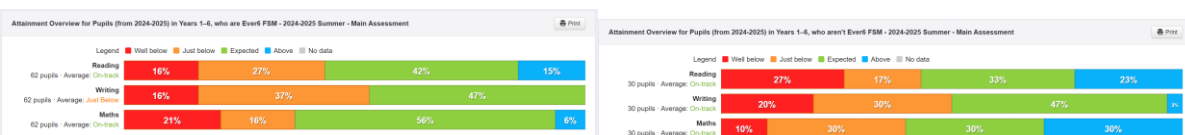
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Family Support Worker to focus on disadvantaged pupils for attendance and readiness for learning. To include working with parents to raise aspiration and engagement. (£6,000)	Early Help and direct work with families to support attendance and aspiration. Signposting to other services and liaison assistance. Parental engagement EEF (educationendowmentfoundation.org.uk)	2 3
Support PP families through purchase of school uniform, subsidising education visits/residentials and providing free access to after school clubs. (£7,500)	Pupil voice shows that wider experiences, such as visits and visitors have led to experiential knowledge acquisition; this is what children remember. Through a mapped visit curriculum windows and mirrors to our world are assured. This raises aspiration through opportunity and ensures British Values are promoted. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform	2, 4, 5
Funded breakfast and after school club provision for specific PP children which includes reading and vocabulary support. (£4000)	Structured routine to start the day supports engagement in learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2 4 5

Total budgeted cost: £106,000

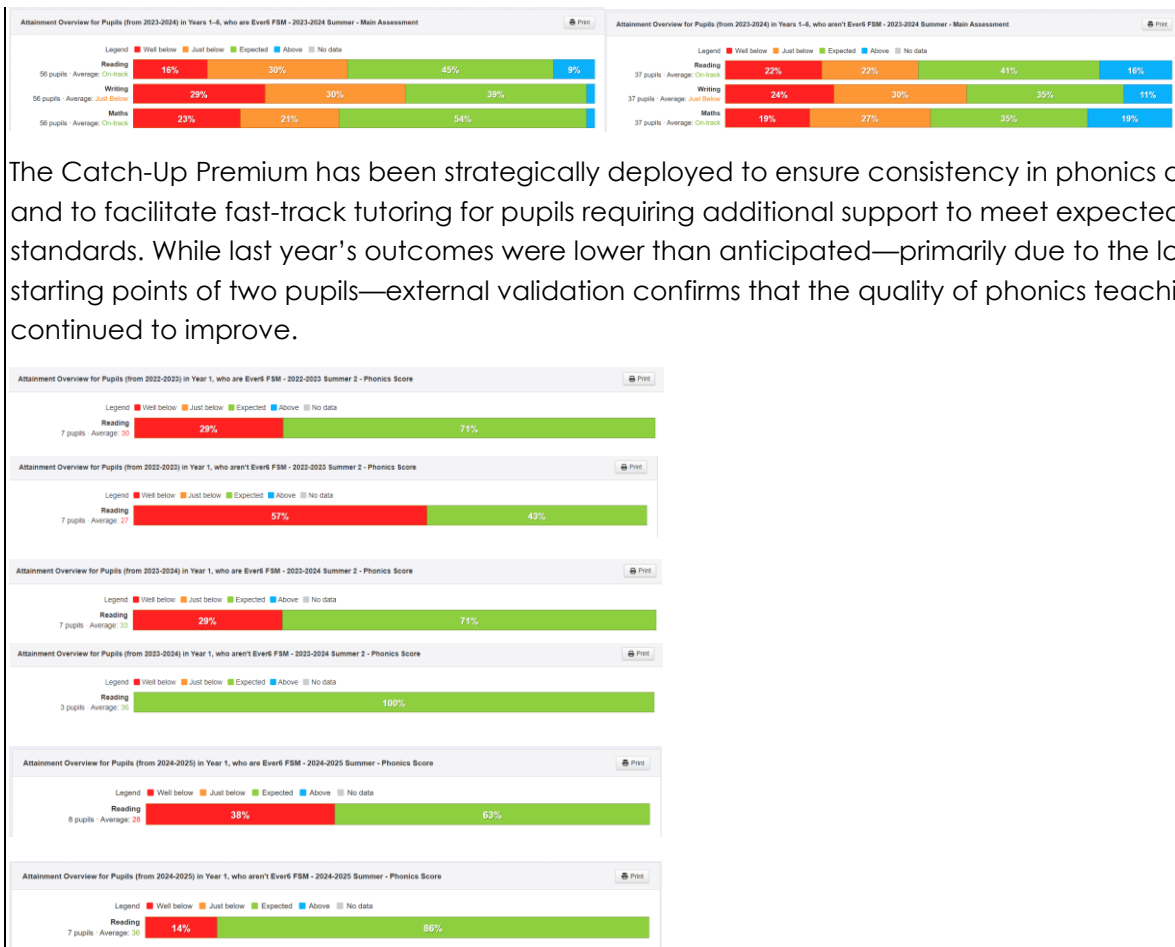
Part B – Review of outcomes in 2024/2025

During 2024/25, the attainment of disadvantaged pupils closely mirrors that of their non-disadvantaged peers across all phases of the school. This reflects a continued narrowing of the gap compared to the previous academic year, evidencing the sustained impact of targeted provision and inclusive practice.

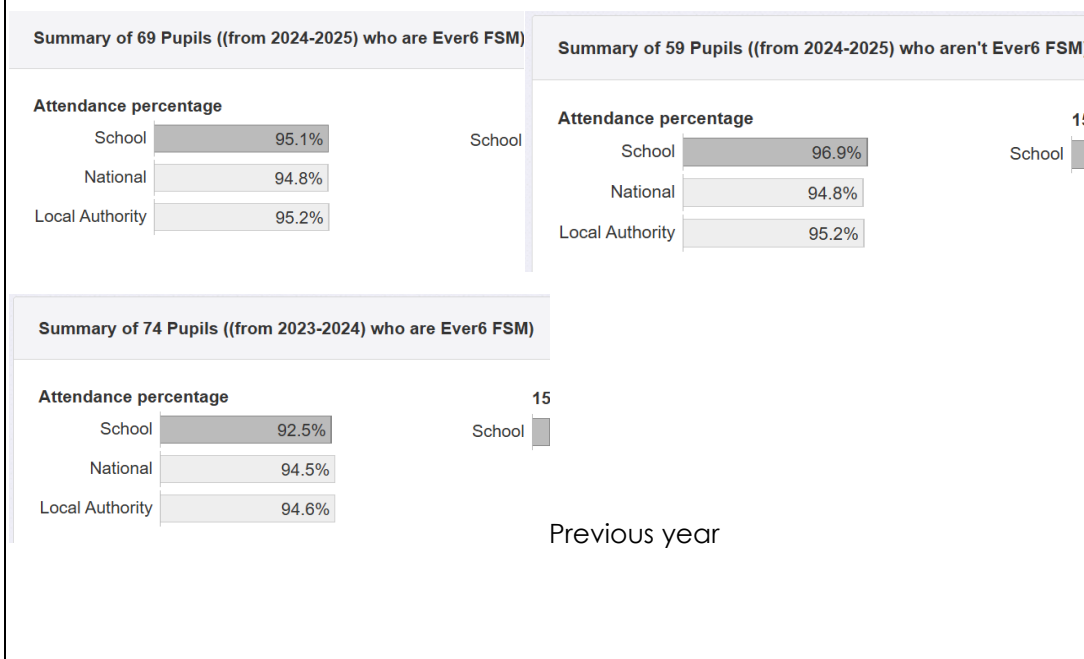




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Attendance across the school remains exceptionally strong, with rates exceeding national figures. This is particularly notable for disadvantaged pupils, whose high attendance ensures consistent access to the full curriculum and minimises lost learning. The data reflects the success of our inclusive culture and proactive attendance strategies.





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Our outcomes for our 3 year pupil premium plan are raged as follows:

Phonics teaching is of high quality and interventions are in place to address gaps and support any children who are behind in catching up quickly.

Ensure there is quality first teaching in every classroom, which meets the needs of all learners.

Improve English and Maths outcomes

Pupil's retention rates increase

Improve the number of pupils who are school ready.

To ensure all PP children can access learning at every opportunity – not hindered by poor attendance.

All children, but especially those who are disadvantaged, are well regulated and supported with social and emotional development. Playtime and dining gives opportunity to model positive behaviour and relationships