

# Pupil premium strategy statement – Castle Hill Primary

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	210
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2025 – September 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K. Ettrick
Pupil premium lead	S. Bradford
Governor / Trustee lead	K. Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58170
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 58170

# Part A: Pupil premium strategy plan

## Statement of intent

### What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objective for our disadvantaged pupils is to ensure social justice in their education and future life. In order to facilitate this, we want to ensure that they receive the highest-quality education and pastoral support so they can thrive academically, socially, and emotionally. We prioritise **Quality First Teaching** and a **support-first approach**, ensuring early identification and timely intervention for any emerging needs. A wide range of staff contacts is available in school so that pupils and families always know where to turn for guidance. We also provide access to a comprehensive offer of services, including **Early Help** and **Young Minds Matter**, as part of a whole-school commitment to wellbeing. We emphasise the vital importance of **good attendance**, recognising it as a key driver of attainment, confidence, and long-term success. Alongside this, we offer regular opportunities for parents to engage with school life through events held both **within school and in the wider community**, helping strengthen relationships and promote shared aspirations. In addition, we actively support parents through opportunities such as our **Emotional Coaching course**, reinforcing the home–school partnership and ensuring consistent, positive support for every child.

### How does your current pupil premium strategy plan work towards achieving those objectives?

Our current Pupil Premium strategy is designed to ensure every child can thrive, regardless of background, through a carefully coordinated and evidence-informed approach. Regular pupil progress meetings allow us to monitor attainment closely and respond quickly with selected, targeted interventions that include clear, measurable lines of enquiry. These interventions focus on key academic and developmental areas identified as priorities for our disadvantaged learners. Alongside this, strong pastoral support, access to play therapy, and partnerships with services such as Young Minds Matter help address emotional and wellbeing needs that may present barriers to learning. We also provide emotional coaching for parents, strengthening the home-school relationship and empowering families to support their children effectively. Altogether, these strands reflect our belief and investment in every child's potential, ensuring that all pupils are given the opportunity to succeed.

### What are the key principles of your strategy plan?

- Equity – recognising that different people have different needs and providing support accordingly.
- Attendance – consistent attendance gives pupils the best possible chance to learn, progress and feel confident in their abilities.
- Quality First Teaching – rooted in having consistently high expectations for every pupil.
- Early Intervention – providing timely support to address emerging needs before they become significant barriers to learning or wellbeing.
- Positive relationships – building strong, supportive and trusting connections between pupils, teacher and other adults in their lives.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – Persistent Absence rate: Attendance for disadvantaged pupils was 92.1% in 2024-2025 compared to non-disadvantaged pupil attendance which was 96.9%; 28.2% of disadvantaged pupils were persistently absent; 2% were severely absent and a further 23.1% were classed as ‘at risk’ of persistent absenteeism</p> <p>Only 46.2% of disadvantaged pupils were classed as having good or excellent attendance. The data gap is widening in all KS2 assessments.</p>
2	<p>Vocabulary/Oracy skills – Reception baseline assessments and baseline assessments for NELI in KS1 have shown a declining picture for pupils entering school and moving into Y1. In Y6, there is a particularly noticeable vocabulary gap compared to previous Year 6 classes. These issues are more prevalent in disadvantaged pupils. There are an increasing number of disadvantaged pupils awaiting Speech and Language therapy.</p>
3	<p>Parental engagement/support – Observations by teachers and support staff note that amongst disadvantaged pupils the engagement at home for reading/PAWS homework is limited. Uptake for parent information events or courses over the last academic year demonstrated lack of interest amongst parents of disadvantaged pupils.</p>
4	<p>Wellbeing/behaviour at home – A local authority review of disadvantaged pupils throughout the school, confirmed that many disadvantaged pupils did not have a positive male role model outside of school. This included due to paternal bereavement, family separations and absent parent.</p>
5	<p>Socio-economic challenges for families – Some families of disadvantaged pupils are struggling with the cost of living and, therefore, school has seen a decline in the number of disadvantaged pupils participating in extra-curricular clubs and activities/opportunities outside of school.</p>

## 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 overall attendance of disadvantaged pupils including the reduction of persistent absenteeism.	<p>Monthly attendance reports demonstrate an improving picture for disadvantaged pupils.</p> <p>The persistent absence gap between disadvantaged and non-disadvantaged pupils is narrowed.</p>
Improve oral and language skills amongst disadvantaged pupils.	<p>Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.</p> <p>Higher % of disadvantaged pupils achieving EXS+ in KS2 SATS R and W and internal data shows an increase in the % of disadvantaged pupils to be 'on track' to be EXS+ in each year group.</p> <p>Higher % of disadvantaged pupils achieving GDS at KS2 in R and W.</p>
Improve parental engagement/participation	<p>Increase attendance of parents of disadvantaged pupils at parent workshops and events such as online safety talks, parents' evenings, attendance meetings and reading information meetings.</p> <p>Class teachers report that more disadvantaged pupils are receiving school reading certificates for reading at home.</p>
Signpost parents, and support applications where necessary, to other external services	<p>A decrease in the number of parental requests for in school pastoral support to help with home behaviours.</p> <p>Fewer behavioural incidents in school including school refusal linked to home life/parenting.</p>
Widen opportunities for disadvantaged pupils in order to build cultural capital	<p>Increase in the number of disadvantaged pupils participating in extra-curricular activities and other opportunities such as the Y6 residential.</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: £51,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff in good practice in improving school attendance	Working Together to Improve School Attendance 2024 Weekly/monthly attendance reports GCC Attendance network meetings with latest data/trends	1,3,4
Employing a high quality teacher in every classroom through a rigorous recruitment process	EEF Guide to Pupil Premium states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.	1,2,3
High quality CPD for teachers in the teaching of writing – GSP ‘The Write Project’	Research from the University of Exeter and UCL shows that nearly half of pupils who were identified as behind at the age of 5 fail to achieve a grade 4 at GCSE. Without the ability to write ‘effortlessly and fluently’, pupils are unable to communicate their ideas across the curriculum.	1,2,5
Deploying support staff most effectively	Pupil Premium Local Authority Review conducted in July 2025 indicated the key areas of need for disadvantaged pupils and identified trends and classes which required extra/certain types of support.	1,2,5

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

Budgeted cost: £ 2,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT training – Level 1 for support staff	The Ofsted document: ‘The Strong Foundations in the First Years of School’ (October 2024) states that: ‘Research is clear that high-quality <a href="#">early education</a> establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.’	2
Diagnostic activities such as NELI and Words Unite	As above.	2
Phonics additional sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> The ability for pupils to learn to recognise and blend phonemes is an essential early reading skill. The EEF review (October 2025) states that, based on extensive evidence, phonics teaching has a moderate impact for very low cost. It also specifically states: ‘ <i>Phonics can be especially beneficial for those who are lower attaining</i> ’.	2
Nessy	Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics.	2
Pegs to Paper	‘The Writing Framework’ (July 2025) stresses the importance of transcription skills and the need for pupils to become automatic, fluent writers. It states that: ‘ <i>To ensure children get off to the best start and have the best chance of later success in writing, it recommends a focus on building these foundations through oral composition and through developing handwriting and spelling.</i> ’	2
Targeted writing clinic	As above.	2

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

Budgeted cost: £ 4,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of breakfast club to some disadvantaged pupils	Research from the EEF, independently validated by the Institute of Fiscal Studies, shows that attendance at breakfast club can improve school attendance, attainment, behaviour and wellbeing for pupils.	1, 4
Free places at a variety of extra-curricular clubs eg. Forest School, Sports Active, Football, Multi-skills, Chess and Creative Writing or access to wider opportunities such as the Year 6 residential, visiting the Houses of Parliament	Evidence shows extracurricular activities benefit disadvantaged pupils by increasing confidence, improving social and emotional skills, and raising educational and career aspirations. Studies show participation is linked to better school attendance, behaviour, and academic progress, even finding that disadvantaged students who attend extracurricular activities make more progress by age 11 according to <a href="http://learninghive.co.uk">learninghive.co.uk</a> . Research from the <a href="#">Social Mobility Commission</a> highlights how these activities help build social networks and provide skills valuable to employers, which can create a more level playing field.	1,3,5
Parental emotion coaching workshops	Studies from the U.S. and Australia, show that use of an Emotion Coaching approach leads to better emotional regulation, problem-solving, self-esteem, and academic success. Research from the UK has also shown promising results in educational settings, including reduced behavioural problems and a decrease in the use of restraints according to Bath Spa University.	1,4,5
Play therapy	NHS England states that there is substantial and growing evidence of the role of play in children's health and wellbeing. It is key to their early learning and a primary medium for children's communication. School based evidence indicates improved attendance and behaviour outcomes for pupils receiving play therapy weekly.	1,2,4

<p>Play brick (Lego) therapy training</p>	<p>In 2023, a study of 250 autistic pupils from 98 mainstream settings was undertaken by the Leeds and York Partnership NHS Foundation Trust, alongside the University of Sheffield Clinical Trials Research Unit, to see if Play Brick (Lego) Therapy helped these pupils to socialise and engage with each other. Professor Barry Wright, who led the research funded by National Institute for Health Research, said:</p> <p>“The social skills of participants in the Play Brick Therapy groups were found to have improved in a small way when compared to usual support only. Parents/guardians and teachers liked the support it gave their children and said they thought it was enjoyable for them. So we have been very encouraged by these findings.” School based observations show a decrease in the number of behaviour incidents for certain pupils who are receiving/have received play brick therapy.</p>	<p>1,2,4</p>
<p>Pastoral support in school – Boxall Profile training</p>	<p>Nurture UK states that The Boxall Profile is ‘powered by 50 years of rigorous, evidence based research’ and is a ‘leading tool in assessing the SEMH needs of children’.</p>	<p>1,4</p>
<p>Trauma informed practice training for all staff – Virtual School</p>	<p>The NEU states that ‘trauma-informed practice in education focuses on understanding trauma’s impact, supporting affected students, and creating inclusive, safe environments.’</p> <p>A study from The University of Hull in March 2024 concluded that:</p> <p>‘Trauma-informed education is not merely a supportive strategy, but a vital component in crafting resilient futures.</p> <p>The benefits observed call for a concerted effort by education authorities and policymakers to consider the integration of these approaches....., offering constructive paths forward for children and communities affected by trauma’.</p>	<p>1,4</p>

**Total budgeted cost: £ 58,170**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a school, we have analysed the attendance and performance of our school's disadvantaged pupils in the academic year of 2024/25 using Key Stage 1 and 2 data and phonics screening results as well as our own assessments and progress measures.

- No national progress measures are available for Summer 2025.
- Our Y6 cohort (2024/2025), along with our current Year 6 (2025/2026) cohort, had been identified through internal assessments over the years, as a low performing cohort. They are a year group who had missed much of their foundational education in Reception and Year 1 through Covid lockdowns. Disadvantaged pupils did not generally engage as well with online learning as non-disadvantaged pupils despite being aided by the school in terms of providing devices and other support.
- Attendance data for our Year 6 disadvantaged pupils shows good attendance was maintained for 3/6 of our pupils from the previous academic year and attendance improved for the other 3/6 pupils (one traveller pupil was classed as severely absent which affected overall attendance data for disadvantaged pupils but their attendance was 6.3% higher than the previous academic year).
- Our Key Stage 2 SATS results for 2024/25 evidenced that the strategies identified in our pupil premium plan were successful. They built on our firm commitment on valuing whole class quality first teaching and pre-teaching our disadvantaged pupils.
- This resulted in 84% of the Year 6 class achieving expected standard in Reading and 29% reaching GDS in reading. 71% achieved expected standard in writing (broadly in line with national) showing that this cohort had made significant progress and 71% achieved the expected standard in Maths.
- 61% of all pupils achieved the age related expectation in Reading, Writing and Maths – again broadly in line with national and showing significant progress for this cohort.
- There were 6 pupil premium children. 5 of these sat the KS2 SATS tests. 1 pupil with an EHCP did not sit the test as they were below the level of the test and was attending alternative provision 4 days a week.
- Out of the 5 pupils who took the tests 3 pupils - 60% - achieved the expected standard in reading, writing and maths. 1 pupil achieved expected standard in reading and 1 pupil had a scaled score of 97 in reading and 99 in maths.
- 2 of these pupils' wellbeing was severely affected around the time of the KS2 tests due to events at home.

- In EYFS, 77% of pupils reached a good level of development (GLD). There were 3 disadvantaged pupils. Out of these 3 pupils, only 1 out of 3 reached the expected standard in speaking and 0 out of 3 reached the expected standard in word reading reinforcing the importance of continuing to implement interventions such as NELI and SALT.
- In Year 1, 86% of pupils passed their phonics screening check. There were 6 disadvantaged pupils in this cohort. 4 out of 6 of them – 67% - passed the PSC. Of the 2 pupils who did not pass, 1 pupil scored 30 and the other scored 16. These pupils will continue to receive additional phonics support and teaching.

Overall, the previous pupil premium strategy has been extremely successful with good outcomes for many pupil premium pupils by the end of Key Stage 2. There continues to be a need to improve the attendance rate of disadvantaged pupils and to engage and support parents in this. There is also a continued need for early language development and for support for a growing SEMH need amongst pupils. This has informed our current strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Nessy Reading and Spelling	Nessy
Number Stacks	Number Stacks
Boxall Profile	Nurture UK
Emotion Coaching	Emotion Coaching UK