

Pupil premium strategy statement

Castlethorpe First 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.

Approved by Governors: 21.05.2025

School overview

Detail	Data
Number of pupils in school	36
Proportion (%) of pupil premium eligible pupils	11.11%
1	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Mrs Emma Wallace
Pupil premium lead	Mrs Adey Underwood (Inclusion Lead/ SENDCo)
Governor / Trustee lead	Mrs Ruth Ayling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5,820
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>	£ 375,732.06

Part A: Pupil premium strategy plan

Statement of intent

Castlethorpe First School engages children in an inspiring, skills-based curriculum, provides exceptional teaching and learning opportunities. Underpinning our learning is our vision and values which support children to take responsibility for their behaviour and attitudes. Our children develop independence and a positive attitude to challenge to enable them to flourish and experience life in all its fullness.

Castlethorpe First School adopts both a whole school and federation approach to our pupil premium pupils. Barriers to learning are quickly recognised from entry which in turn allows us to address issues and quickly provide any necessary support.

At Castlethorpe First School, we believe that all disadvantaged children should thrive and flourish within our schools. High expectations and high-quality first teaching and learning opportunities are a right of all our children of all abilities, and we can utilise pupil premium funding effectively to ensure our children's needs are met and they make good or better progress. We value the importance of understanding the vulnerabilities amongst some of our children, focusing on the development of the whole child when planning both whole school, cross federation and personalised provision which widens their experiences. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress Due to the COVID pandemic, our children did not receive the same level of education and experiences compared to previous cohorts. Foundations in learning was impacted due to playgroup, nurseries and school closures.
2	Overlap of additional needs Due to the COVID pandemic, many families did not have access to health services or educational opportunities compared to previous cohorts. Many of our pupil premium children also fit into another vulnerable group e.g. special educational need, attendance or having English as an additional language
3	Attendance and persistent absence In 2023/2024, attendance of disadvantaged pupils 92.4% was lower compared to school average of non-disadvantaged pupils 97.4%
4	Social, Emotional Mental Health Needs

	Due to the COVID pandemic, leaders and teachers have identified 'low self-esteem', 'poor social skills', 'poor regulation skills' and a 'lack of resilience' as barriers to success for a significant number of our disadvantaged pupils.
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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
1.	By the end of EYFS, disadvantaged children achieve at least expected progress in line with their peers, to reach 'a good level of development' (GLD)	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged pupils reduces, in contextual data. • The gap between disadvantaged and non-disadvantaged pupils is comparable to similar sized schools nationally
2.	By the end of KS1, disadvantaged children achieve at least expected progress in line with their peers - Reading - Writing - Maths - Science	<p>As above</p> <ul style="list-style-type: none"> • Our children must be ready for transition to the next school, confident and resilient to the challenges that lie ahead in the next part of their educational journey.
3.	Increased attendance rates for pupils eligible for pupil premium, to reach at least 97% (national expectation for 'good' attendance) Persistent absence for PP children is reduced to less than 10%	<p>Social, emotional, and behavioural needs are supported</p> <ul style="list-style-type: none"> • Improved attendance • Reduced persistence absence figures • Parental engagement increased • Communicating with and supporting parents
4.	Parental engagement increased	<p>Engagement tracked by Lead Teacher</p> <ul style="list-style-type: none"> • targeted families are identified early, to support their access and participation to events, workshops and information meetings, review meetings and parents' evenings.

5.	100% of children in receipt of pupil premium grant to have accessed Castlethorpe First School enrichment programme	<p>A wide range of curricular and extracurricular activities will be offered to allow children to explore and find their interests and passions.</p> <ul style="list-style-type: none"> • Curriculum and extracurricular opportunities are planned to narrow the gap for disadvantaged children increasing cultural capital for all • Pupil premium children have free access to all clubs • Clubs selected to best benefit PP children • Pupil premium children have free access to trips and visits • Pupil premium children have free access to learning the violin or cello in year 2
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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. Activities the school funds using the PPG are in line with the DfE's 'menu of approaches', in order to support:

- Effective identification of pupil needs
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

The menu of approaches categorises the overall strategy into 3 tiers:

- Tier 1: High-quality teaching
- Tier 2: Targeted academic support
- Tier 3: Wider Strategies

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,420

Activity	Evidence that supports this approach	Challenge number(s) addressed	EEF Link
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	Staff meeting sessions to develop understanding of internal progress data and 'plugging the gap' Assessment for learning Assessment as learning Assessment of learning	1, 2	4, 5, 8, 12, 15
	<ul style="list-style-type: none"> • Development of 'case studies' to unpick barriers, challenges and opportunities for specific pupils 	1, 2, 3, 4	6, 7
	<ul style="list-style-type: none"> • Development of the Continuous and Enhanced Provision, to strengthen our understanding and implementation of the importance of a 'learning through play' learning environment 	1, 2, 3, 4	2, 3, 4, 5, 10, 4
Developing teacher's knowledge of additional factors which could impact on progress and attainment	Provide a CPD session, each term, looking at additional vulnerabilities for PP children e.g. SEND, including SEMH needs, led by Inclusion Lead	3	1, 2
	<ul style="list-style-type: none"> • Provide CPD refresher session on Rosenshein's principles 	3	1, 13, 14
	<ul style="list-style-type: none"> • Provide a CPD session to investigate functions of behaviour, led Inclusion Lead 	3	1, 6, 7, 13, 14
	<ul style="list-style-type: none"> • Continued use of Zones of Regulation to build strategies, as a self-monitoring tool 	1, 2, 3	4, 5, 10, 15

Continuation of 'stage not age' phonics lessons, to	<ul style="list-style-type: none"> • Smaller phonics groups, with the use of additional adults • Facilitate learning at individual level • Phonics assessments completed half termly and monitored by the phonics lead. • Provide CPD sessions to develop understanding of SSP instruction for new members of staff, led by the phonics lead/ RWI reading advisor 	1, 2, 3, 4	8, 9
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	EEF Link
One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)	<ul style="list-style-type: none"> • Targeted interventions to support literacy and numeracy development 	1, 2, 3	4, 5, 12
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	<ul style="list-style-type: none"> • Specific phonics intervention for year 2 pupils who did not pass the year 1 phonics check • Enhancing the provision for our disadvantaged SEND pupils • Tracking of interventions is robust and monitors for impact – where impact is not made, further analysis is given to ensure additional SEND barriers are reduced with referrals to specialist services, as appropriate 	3	9, 15 6, 7

Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	<ul style="list-style-type: none"> • Targeted interventions to support knowledge and skills development • Tracking of interventions is robust and monitors for impact • Pre/post teaching for pupils requiring additional language development 	1, 2, 3	2, 4, 5, 9, 15
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed	EEF Link
Supporting pupils' social, emotional and behavioural needs	Use of Zones of Regulation to build strategies <ul style="list-style-type: none"> • Pastoral interventions for targeted children • Facilitation to health - school nurse workshops for emotional regulation 	2, 4	1, 6, 7, 13, 14
Enrichment activities e.g. after school clubs, school trips	<ul style="list-style-type: none"> • Extra-curricular clubs are monitored by the Lead teacher, to ensure positive discrimination for disadvantaged pupils • Increased attendance for those pupils who access additional clubs, as a motivator • Continued development of comms using ParentMail, website, class dojo, newsletter and face to face conversations to communicate events inviting parents to sign up to clubs, trips and opportunities 	3, 4	6, 7, 13, 14
Pupils with overlapping additional needs	EHT, Lead teacher, class teacher and Inclusion Lead identify additional needs early through monitoring	1, 2, 3	3

are identified quickly	meetings and scheduled assessment points <ul style="list-style-type: none"> • Additional inclusion meetings are scheduled between the Inclusion Lead, class teacher and parents, to unpick additional needs 	3,	6, 7
Breakfast clubs and meal provision	<ul style="list-style-type: none"> • Increased attendance for those pupils who access this provision 	3	6, 7,
Monitoring of parental engagement	<p>EHT and Lead Teacher will monitor families who are persistently late or persistently absent from school</p> <ul style="list-style-type: none"> • EHT and Lead Teacher will ensure parents with parental responsibility are signed up to ParentMail and Class Dojo, so that parents are informed of in school events • Lead teacher will monitor sign up for lunch/after school clubs provided by school and external providers • Lead Teacher will monitor parental attendance to parents' evenings, information meetings, report comments, additional workshop opportunities offered 	4	6, 7

Total budgeted cost: £5,820

Education Endowment Foundation (EEF) Evidence Reference

The school reflects on the most up to date research and experiences. The strategy map highlights the areas from the EEF that support the school intended actions.

<https://educationendowmentfoundation.org.uk/education-evidence>

	Toolkit strands	Impact (months)
1	Behaviour interventions	+ 4 months
2	Communication and language approaches (early years)	+ 7 months
3	Collaborative learning approaches	+ 5 months
4	Earlier literacy approaches (early years)	+ 4 months
5	Earlier maths approaches (early years)	+ 7 months
6	Parental engagement (early years)	+ 5 months
7	Parental engagement (primary)	+ 4 months
8	Phonics	+ 5 months
9	Phonics - reducing class size	+ 2 months
10	Play based learning (early years)	+ 4 months
11	Self-regulation strategies (early years)	+ 3 months
12	Small group tuition	+ 5 months
13	Social and emotional learning strategies (early years)	+ 3 months
14	Social and emotional learning strategies (primary)	+ 4 months
15	Teaching assistant interventions	+ 4 months

DfE - The Reading Framework – The Foundations of Literacy

Key findings from this document:

- Schools should prioritise reading and make it their mission to ensure every child becomes a fluent reader. Engaging children with reading is the single most effective way to raise their life chances.

- Book related talk will introduce the children to language they may not hear in everyday conversation. The only effective way to close any gap for those children who are not engaged with books at home is to fully immerse them in book talk from the moment they begin school.
- Comprehension is taught through talking, listening to and talking about stories, listening to and learning poetry and songs. Decoding must be taught through a synthetic phonics system consistently applied through school.
- Extending children's vocabulary with words across domains is particularly important for disadvantaged children who may not be exposed to that vocabulary.
- Children will also need to be explicitly taught the skills of listening through modelling, reinforcing and praise.
- Teachers should choose the stories and non-fiction texts they share with thought and care so that children are exposed to both familiarity and diversity. Reading can be for a range of purposes and elicit many feelings; well-chosen texts will engage children's curiosity and emotions.
- Schools should identify a core set of stories for each year group and revisit and refresh that list regularly. Supplement the story spine with additional books that are the teacher's choice.
- Storytelling should be an intrinsic part of classroom practice so that children can listen to language modelled, connect with characters and deepen understanding. Reading aloud should be a school priority.
- Schools should select a synthetic programme and keep fidelity to the scheme so to avoid any terminology confusions.
- Common exception words will be linked to the phonics programme. It is essential that pupil's reading books are pitched correctly to support their developing phonic knowledge. All these findings support new initiatives that we as a school have implemented.

Read, Write, Inc is a synthetic phonics program which allows for explicit decoding and has books matched to children's reading ability. These books are then used at home to consolidate reading fluency and comprehension.

In the Foundation Stage our Communication, Language and Literacy lessons are planned through the children's interests and covers all areas of the Foundation Stage curriculum.

In KS1 English is planned collaboratively across our six schools and led by the writing and reading leads. High quality texts are carefully chosen to develop knowledge of text types and sequenced lessons are planned in accordance with the National Curriculum in order to ensure coverage of skills.

Teachers embed grammar in the teaching of writing, making connections for writers between a particular grammar feature and its possible effect in writing. This is taught as part of the English lesson four times a week.

“Attention to grammar should be explicit, clearly explained and linked to meaning and effect, not the naming or identification of grammatical features.” Grammar for Writing Project Report, (Debra Myhill, University of Exeter, 2012). Each unit of work contains plenty of reading aloud to support children’s comprehension when reading a shared book. Suggestions and prompts are given for children and teachers reading their own work aloud, too. Children comment on the language choices in the whole texts they read. Children talk about their own language choices when writing and the children will often make choices in their writing based on the words that have been given in the lessons.

Varied and whole texts - “It is important to make sure that... children are ... given every opportunity to enjoy and benefit from excellent literature.” Independent Review of the Teaching of Early Reading (Jim Rose, 2006) “Traditional tales with clear narrative structures; Texts which have a strong musical quality and make use of ‘poeticised speech’; Emotionally powerful texts which deal with important human situations and strong feelings” The Reader in the Writer (Myra Barrs 1998-99, CLPE). In a survey of 1200 teachers, “62% of the teachers could name only two, one or no children’s picture fiction creators, and 58% only two, one or no children’s poets. Nearly a quarter of the sample named no writers at all in these 4 two categories.” Teachers as readers: building communities of readers (Cremin et al, 2009)

The texts we have used for our English lessons have been chosen through researching suggested texts. We ensure that we have a variety of different texts across the year and children get the opportunity to write for different purposes.

Our daily ‘start with a story’, reading lessons four days a week, end of day story time and carefully selected book baskets ensure reading is of the highest priority children are gaining all the skills they need in order to be a successful, confident and enthused reader.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary 23-24 We continue to feel the impact of the Pandemic which had a huge impact upon all children, and in particular the more vulnerable children. At the start of 2023-24 we were still aware of academic gaps, which differed according to year group. For the younger children the needs were in speech and language and with the older children the gaps were largely focussed in mathematical understanding and age-related expectations in writing.

Analysis 23-24 Foundation target GLD data V Baseline children on track for GLD

2 children in receipt of pupil premium both met GLD.

Year 1 target end of year target data v Baseline children on track

Reading

	End of Year 1 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	22%	42%		22%	50%
ARE +	78%	58%	75%	78%	50%
GD	26%	25%	25%	11%	11%

Writing

	End of Year 1 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	22%	42%		22%	44%
ARE +	78%	58%	69%	78%	89%
GD	11%	17%	15%	14%	0%

Maths

	End of Year 1 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	22%	42%		22%	33%
ARE +	78%	58%	76%	78%	89%
GD	11%	17%	22%	14%	0%

Year 2 target end of year target data v Baseline children on track

Reading

	End of Year 2 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	9%	18%		27%	36%
ARE +	91%	82%	75%	72%	63%
GD	18%	9%	25%	9%	0%

Writing

	End of Year 2 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	18%	18%		27%	36%
ARE +	82%	82%	69%	72%	63%
GD	18%	9%	15%	9%	0%

Maths

	End of Year 2 Target		National	Autumn Baseline	
	Target end of year - all	PP Target		Baseline-all	PP
WT	18%	18%		27%	36%
ARE +	82%	82%	69%	72%	63%
GD	18%	9%	15%	9%	0%

Attendance Year 22-23 and 23-24

	Attendance	Authorised	Unauthorised
Trend			
Overall 2023-2024	97.4%	2.6%	0.6%
Overall 2024-2025	95.8%	4.2%	1.0%

Enrichment and opportunities

Continued scrutiny will be given to ensure the 2024/25 enrichment opportunities on offer to disadvantaged pupils, to ensure that pupils are positively discriminated for inclusion in to these clubs. This will be monitored by Lead teachers.

Externally provided programmes

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

Programme
Maths Fluency – White Rose Maths Poetry Basket Socially Speaking

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

PP for service children will be used to facilitate enrichment for pupils using after school clubs to provide additional opportunities to develop social strategies, emotional wellbeing, self-esteem and sense of belonging within the school community.

The impact of that spending on service pupil premium eligible pupils

No incoming monies to Service Pupil Premium children were received at Castlethorpe First School.