

Pupil premium strategy statement – Castilion Primary School 25/26

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
School name	Castilion Primary
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	20.9% (48 pupils)
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)	Year 1 2025 - 2026 Year 2 2026 - 2027 Year 3 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Yvonne Bishop - Principal
Pupil premium lead	Yvonne Bishop - Principal
Governor / Trustee lead	Suzanne Ship - CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,832.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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>	£ 58,832.00

Part A: Pupil premium strategy plan

Statement of intent

At Castilion Primary School, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all pupils can achieve.

Our aims: The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those who have fallen behind and those with a specific need.
- Offering a rich and varied experience within the curriculum, to engage and motivate pupils.

Our objectives:

- To close the gap in attainment for PP pupils in core subjects and foundation subjects.
- To enable all pupils to be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background.
- To ensure no pupil's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension deficit.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children in particular struggle to retain knowledge and skills and therefore to make links reducing chances of good or better progress. Therefore, curriculum development continues as a priority.
2	Attendance and persistent absence for pupil premium children is a barrier to learning as this leads to gaps in their knowledge and skills meaning that their understanding is fragile.
3	Historical poor teaching and non-sequential curriculum coverage, has resulted in, particularly in EYFS and KS1, pupil premium children with multiplicity of need, there are gaps in social skills and speech and language which need closer targeting through small steps assessment and following up through targeted daily in class support, alongside teaching to address gaps at source.

4	A number of pupil premium children in both KS1 and KS2 who either are not on track to be phonic ready or need to make accelerated progress to be ready for the end of their primary schooling. These pupils need targeted support and resources (Phonics and Reading) in order to reduce the barrier their Literacy skills and knowledge pose to their wider learning.
5	A large group of pupil premium children have delay in developing early number and need increased concrete exemplars and resources in order to ensure this is more effectively delivered and that they can utilize skills taught more independently.

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
Pupil premium children will be able to further demonstrate their understanding of what they know and remember through the sequential approaches seen in the units of the wider curriculum Art, DT and Science. They will be able to evidence making links between learning to aid their cognitive load and have a firmer grasp of technical vocabulary.	Pupil premium children across the school will significantly increase their achievement at both expected and greater depth in Art, DT and Science
Attendance and persistent absence for pupil premium children will have significantly improved leading to improved outcomes and progress for pupil premium children in all year groups.	Pupil premium children are evidenced both through formative and summative assessment to have reduced gaps in their knowledge and therefore are more secure in their understanding.
Reduction of gaps in social skills and speech and language for pupil premium children targeted enabling access to full curriculum and reducing oracy barriers as well as cognitive overload.	Improved speech and language and social skills leading to improved mental health and wellbeing amongst the group and confidence evidenced through pupil voice and review, leading to improved outcomes.
There is improved support for pupil premium children both in phonics and wider reading through targeted support at EYFS and KS1 throughout daily teaching both through QFT and targeted additional adult support. The whole school reading strategy has been adapted through the introduction of new schemes for KS2 leading to more clearly sequenced approaches to learning to better support PP Pupils	PHONICS: Increased percentage of children achieving the expected standard in phonics in both year 1 and year 2. Increased percentage of children achieving age related expectations in reading Reading is no longer acting as a barrier to learning in the wider curriculum when children reach KS2, evidenced in increased outcomes for PP pupils in the wider curriculum. READING: All year groups evidence pupils making at least good and in many cases accelerated progress, leading to

	an increased percentage of children meeting expected in Year.
Training has been implemented to support teaching of Maths for children with a multiplicity of needs, ensuring all teachers are effectively targeting resources to support children's formative number development.	MATHS: All year groups evidence pupils making at least good and in many cases accelerated progress, leading to an increased percentage of children meeting expected in Year.

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: £9,661.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further adapt the approach to the curriculum for Art, DT and Science, feeding into Early Years to ensure sequential learning, systematic retrieval practices, support technical vocabulary instruction and increased clarity around what we want children to know and remember. Targeting related CPD, Resourcing and Subject Leadership support to improve outcomes for PP pupils.</p>	<p>Retrieval Practice: https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity</p> <p>Sequencing: https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</p> <p>Retrieval Practice: Kate Jones</p>	
<p>To further adapt the Reading approaches throughout the school targeting training and resourcing in Reading in KS2 to ensure that sequenced approaches better connect to support provision for PP pupils at class level.</p>	<p>Reading Comprehension: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Through connecting the curriculum coverage and adapting a more sequenced approach this matches EEF guidance which recognizes the specific need in this area for disadvantaged children.</p>	4
<p>Through Maths Hub support, to implement further training to support teaching of Math's for children with</p>	<p>This will be implemented alongside NCETM research: Developing your use of manipulatives in maths teaching NCETM</p>	5

<p>a multiplicity of needs, ensuring all teachers are effectively targeting resources to support children’s formative number development, through development of a targeted resource base.</p>	<p>What Makes Mathematics Manipulatives Effective? Lessons From Cognitive Science and Montessori Education (sagepub.com)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,620.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train and target staff to deliver targeted support for both phonics and reading at KS1 and KS2 for pupil premium children.</p>	<p>Effective Teacher Assistant Led Intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>4</p>
<p>Related Resources</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>To target additional adults to support the development of early reading, talk and engagement in EYFS and KS1. Embedding Intervention through consistent targeted support with individuals and small groups across the classes, with the most need.</p>	<p>EEF and Nuffield Trust both evidence that teaching assistants working with small groups of young children struggling to talk improved their language skills by several months in a short period</p> <p>Teaching assistants boost children's language skills EEF (educationendowmentfoundation.org.uk)</p> <p>It is also aimed that through building in targeted intervention in class in this way that we will reduce missed wider learning and so not reduce the breadth of the curriculum.</p>	<p>3</p>

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

Budgeted cost: £2,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the EWO service in order to closely target attendance and persistent absence for our pupil premium children.		
Access to wider PP pupils to support Extended Schools and Educational Visit Offer		

Total budgeted cost: £ 58,832.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 2 Summer 2025 Reading Data		YEAR 2 Summer 2025 Maths Data	
ALL		ALL	
	CAS		CAS
ON TRACK EXP	90%	ON TRACK EXP	85%
ON TRACK GD	45%	ON TRACK GD	50%
EXP PROGRESS+	95%	EXP PROGRESS+	90%
ACC PROGRESS	70%	ACC PROGRESS	75%
TERMS +/-	0	TERMS +/-	-0.33
PPREMIUM		PPREMIUM	
ON TRACK EXP	100%	ON TRACK EXP	100%
ON TRACK GD	0%	ON TRACK GD	50%
EXP PROGRESS+	100%	EXP PROGRESS+	33%
ACC PROGRESS	50%	ACC PROGRESS	50%
TERMS +/-	-1	TERMS +/-	-1

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	10	70%	47%	Above (non-sig)	69%	1	Positive gap	-
2024	8	25%	46%	Below (non-sig)	67%	-42	Widening	-
2023	16	25%	44%	Below (non-sig)	66%	-41	Not available	Low - Stability