

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Castle Batch Primary School Academy
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	2021-22 11% 45/405 2022-23 12% 54/416 2023 -24 14% 60/420 2024 -25 12.4% 53/428 2025 - 26 9.7% - 39/433
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	31/12/25
Date on which it will be reviewed	October 2026
Statement authorised by	Sally Taylor Principal
Pupil premium lead	Sally Taylor
Governor / Trustee lead	Claire Neale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 £70,189 2022-23 £68,551 2023-24 £80,556 2024-2025 £95,030 2025 -2026 £78,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021-22 £2,996 2022-23 £3,677 2023-24 £4,249

	2024-2025 £13,940 2025 - 2026 £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021-22 £81,242 2022-23 £79,188 2023 -24 £97,319 2024 - 2025 £108,970 2025 -2026 £78,630

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Batch Primary School, we are committed to ensuring that every child moves on at the end of KS2 'Secondary Ready', regardless of their background or circumstances. We recognise the challenges faced by disadvantaged pupils and are dedicated to providing targeted support to address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary schools outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

At Castle Batch Primary School, we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high

expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can thrive and succeed.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Some pupils have low attendance and/or punctuality which negatively impacts upon learning - 18% of PP group have attendance less than 90% with 5% less than 80%.
2 Oracy	Our assessments indicate that some children have limited oracy and vocabulary skills and knowledge which impacts upon learning. This is more prevalent though not limited to our disadvantaged pupils.
3 Cultural capital	In some families, there is a lack of access to resources such as books, IT, libraries and life experiences. Because of this, children's understanding of the world is limited, they have limited vocabulary beyond tier 1 words on entry to school and have limited early reading experiences.
4 Early years	Historically at CBPSA, on entry to EYFS disadvantaged pupils have lower starting points especially in language and communication. 33% of disadvantaged pupils achieved GLD at the end of 2024 compared with 62% of all.
5 Outcomes gap	Disadvantaged pupils consistently achieve below the non-disadvantaged pupils in the core subjects with the wider gaps being in writing and phonics (KS1). 33% of disadvantaged pupils achieved GLD at the end of 2024 compared with 62% of all. In Y1, 2024, 67% children achieved the expected standard in phonics compared with 80% of all children. Combined scores in RWM at end of KS2 2024 show a 19% gap between disadvantaged and non-disadvantaged pupils. This gap is broadly consistent across KS2.
6 Additional needs	31.1% of disadvantaged pupils have additional needs with 11 children having ECHP. This compares with 16.4% of non disadvantaged pupils

## 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
Increase levels of attendance to improve outcomes	<p>By 2027</p> <ul style="list-style-type: none"> <li>● all disadvantaged pupils have attendance &gt;96%</li> <li>● Persistent absenteeism has reduced amongst disadvantaged children from 5% to 0% for disadvantaged children</li> </ul>
Oracy skills are good and children are confident because of this.	<p>By 2027</p> <ul style="list-style-type: none"> <li>● Voice 21 is embedded as part of the school curriculum</li> <li>● All children are developing strong oracy skills</li> <li>● Outcomes at the end of EYFS, KS1 and KS2 are above national in all aspects</li> </ul>
Increase levels of attainment in all core areas percentage of children at ARE is 100%	<p>By 2027 –</p> <ul style="list-style-type: none"> <li>● All families will be engaging readily with school regarding attendance and punctuality because of this children have full access to QFT.</li> <li>● Data will show that all children attain at least in line with national expectations in reading, writing, maths and science.</li> <li>● The attainment gap between disadvantaged and non-disadvantaged will reduce from 19% to &lt; 10% at the end of KS2 for RWM combined.</li> </ul>
Increase levels of progress particularly from end of Key Stage One to end of Key Stage Two to improve outcomes and enhance life chances	<p>By 2027 -</p> <ul style="list-style-type: none"> <li>● Data will show that all children make at least expected progress from their starting points and disadvantaged children make better than expected in order to diminish the attainment difference</li> <li>● Appraisal targets for all staff will highlight progress and attainment of all children with a focus upon disadvantaged and be met</li> <li>● Dedicated PP champions – LT oversee the provision and impact of interventions to secure good progress and their impact is demonstrable through children, family and staff surveys</li> <li>● Quality first teaching is good with the majority of teaching being great across the school as identified through monitoring reports</li> <li>● Interventions will be SMART and impactful.</li> </ul>

All children will be secure in phonics and early reading	<ul style="list-style-type: none"> <li>● Phonics data will be above 90% for all children</li> <li>● By the end of KS1 all children will be secure readers.</li> <li>● All children will reach a good level of development by the end of EYFS</li> </ul>
Disadvantaged children have access to a wide range of experiences and resources including: extracurricular provision, IT equipment, access to trips, resources for reading,	<p><u>By 2027</u></p> <ul style="list-style-type: none"> <li>● All children have a growing understanding of their world and the world beyond them.</li> <li>● Most children have a sound knowledge of and use tier 2 words confidently.</li> <li>● Parents know how to access further support with regards to equipment and resources to support home learning.</li> <li>● Pupils are able to talk about their wellbeing and know how to ask for help.</li> </ul>

## Activity in this academic year 2025/26

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: £12,742**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Introduce Voice 21 - key staff are trained and then train staff in Phases. This will then develop over the next 3 years.	<ul style="list-style-type: none"> <li>● Education Endowment Foundation (EEF) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></li> </ul>	2,4,5	<p><i>Voice 21 introduced through a staff meeting.</i></p> <p><i>Key members of staff have attended the training because of this they are able to lead across the school. The discussion language - add build and challenge- has been introduced and staff are</i></p>

			<p><i>beginning to use it across the school.</i></p> <p><i>Teaching staff are implementing the techniques in classrooms and all have fed back in staff meetings.</i></p> <p><i>Further development needed to embed in all year groups.</i></p> <p><i>Termly focus linked to specific subjects is helping to embed strategies across the school.</i></p>
<p>Long term commitment to improving fluency in reading across the school. Work with English director to improve fluency in reading -linked to whole school CPD</p>	<ul style="list-style-type: none"> <li>● Consistency of quality first teaching across the school increases % at ARE - EEF toolkit - <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></li> </ul>	4,3,6	<p><i>Sophie Coulton has been in and led a staff meeting to launch fluency. Because of this, teaching of fluency is in place in each year group.</i></p> <p><i>SC has continued to support staff, particularly DB, to embed and monitor fluency across the school.</i></p> <p><i>Reading scores at the end of KS2 are above national. Reading outcomes across the school are improving.</i></p> <p><i>Fluency sessions are planned across the week and embedded at KS2</i></p>
<p>Embed Read Write Inc as a new phonics scheme - to secure stronger phonics teaching for all pupils alongside CPD ongoing for teaching</p>	<ul style="list-style-type: none"> <li>● Effective use of RWI phonics raises standards</li> <li>● Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</li> </ul>	3,4,5,6	<p><i>All staff working successfully using the RWI scheme.</i></p> <p><i>Children are making good progress. Y2</i></p>

<p>early reading. Include a strong focus on the use of interventions at KS2 to support early readers of any age.</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>Phonics   Toolkit Strand   Education Endowment Foundation   EE  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> </ul>		<p><i>retakes meant phonics at the end of KS1 was above national.</i></p> <p><i>GLD was above national at the end of EYFS - with word reading being 74%</i></p> <p><i>CPD for staff leading the sessions. JB has recently observed and fed back. Because of this, staff are increasingly skilled at delivering and assessing phonic sessions.</i></p> <p><i>SEND Review observed and acknowledged the successes.</i></p> <p><i>Continue to develop the impact of Fast Track Phonics to catch up with the now Y2 pupils.</i></p> <p><i>RWI development days continue to support RWI delivery to be high quality</i></p>
<p>Introduce NCETM across the school to ensure QFT in maths at all levels. This will roll out over 3 years to ensure consolidation of mathematical vocabulary specific to NCETM</p>	<ul style="list-style-type: none"> <li>Consistency of quality first teaching across the school increases % at ARE - EEF toolkit  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></li> </ul>	<p>3,4,5</p>	<p><i>NCETM is working well in KS1 and EYFS. - EYFS - 77%, Y1 -77% Y2 73%</i></p> <p><i>JC and EB introduced NCETM in a staff meeting ready for September. The next phase will launch in September across the school.</i></p> <p><i>Rolled out into KS2 - planning and</i></p>

			books show good progress is being made.
Continue to develop the use of Coaching 15 with class teachers and extend this out to support staff.	<ul style="list-style-type: none"> <li>●Consistency of quality first teaching across the school increases % at ARE - EEF toolkit <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></li> </ul>	2,4,5,6	<p><i>Coaching is working well and all teaching staff are using the Walkthrus. This is evident in lessons and the children are responding with a greater level of engagement</i></p> <p><i>JE has led staff meeting training modelling the add, build, challenge technique. Because of this staff are more skilled in facilitating a quality discussion.</i></p> <p><i>January INSET mapped out which Walkthrus to use when to be most impactful.</i></p> <p><i>Following school review the focus is was to refine strategies of specific Walkthrus.</i></p>
Identify children with additional needs swiftly and systems are in place to support these needs within the classroom environment where possible.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>		<p><i>Feedback given as part of the SEND review.</i></p> <p><i>Teachers follow the 'Initial Concerns' process working alongside the SENCO.</i></p> <p><i>Initial concerns form embedded, learning journeys now online.</i></p>
Ensure up to date and relevant CPD is in place for designated lead for PLAC and LAC to ensure processes are clear and	<ul style="list-style-type: none"> <li>● Promoting the education of looked after children and previously looked after children Statutory guidance for local authorities <a href="https://assets.publishing.service.gov.uk/media/5a9015d4e5">https://assets.publishing.service.gov.uk/media/5a9015d4e5</a></li> </ul>	4,5,6,7	<p><i>RB has attended training.</i></p> <p><i>ST has attended Trauma Informed Practice training.</i></p>

provision is at least good	<a href="#">274a5e67567fbe/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf</a>		<i>Paperwork, processes and attending Virtual Schools meetings is all clear and works well.</i>
Provide additional targeted support (LSA) in class to accelerate learning for all children	<ul style="list-style-type: none"> <li>• EEF - effective use of support staff <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></li> </ul>	2,4,5,6	<p><i>Support staff are deployed effectively and this is regularly reviewed on a termly basis.</i></p> <p><i>When cover is needed, staff deployment is always agreed quickly to support the children with the greatest need.</i></p> <p>Deployment of LSAs has been remodelled to small group rather than 1:1 in typical cases. Where a child requires 1:1 due to the highest level of need - this is the case.</p>

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

**Budgeted cost: £50,888**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Use targeted small group, in school, tutoring in phonics and number to accelerate learning and close the gap	<ul style="list-style-type: none"> <li>• EEF toolkit- <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> </ul>	2,4,5,6	<i>Fresh Start and Fast Track phonics interventions are in place across the school.</i>

<p>PP children in teacher supported group – PP LSA supporting in class</p> <p>PP identified and targeted through lesson planning</p> <p>Targeted and deliberate questioning of PP pupils during in class teaching</p> <p>After school small group targeting of PP children for core areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data</li> <li>• Additional support in lessons to support those pupils to succeed</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>		<p>KS2 using Fast track and Fresh start phonics and KS1 using 1:1 and small group tutoring for phonics.</p> <p><i>Focus for tutoring has been for UKS2 children in Reading.</i></p> <p><i>Impact on Year 6 children has been limited. It has been successful in other year groups</i></p> <p>2026 - Y6 children focussed tutoring in Reading Spring terms.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Early identification of attendance dropping below 96% for all pupils.</p> <p>Fortnightly meetings between Head teacher and attendance officer to spot trends quickly.</p>	<ul style="list-style-type: none"> <li>• Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics,</li> </ul>	<p>1</p>	<p><i>Fortnightly meetings and the process for identification is robust. As a result of this the % of those children with persistent absence has dropped.</i></p>

<p>School to follow DfE guidelines and work closely with Education Welfare Officer to robustly address difficult cases – meetings with attendance lead/Principal and EWO.</p>	<p>delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>		<p>PP attendance is above national for similar groups.</p>
<p>Use of PFSWs to make early contact with families, where attendance is low, to offer support regarding making improvements.</p> <p>Further engagement of parents through regular feedback and attendance meetings with attendance lead or PFSWs</p>	<ul style="list-style-type: none"> <li>● Marc Rowland - understanding attitudes to learning and family engagement is vital for the success of PP spending</li> <li>● Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,5,6</p>	<p><i>PFSWs making regular contact with families where there are concerns with attendance.</i></p> <p><i>In a lot of cases parents have been grateful for the help.</i></p> <p>Wellbeing groups happen once term lead by PFSWs.</p> <p>PFSWs regularly ring families of children offering support to families.</p>
<p>Ensure all disadvantaged families are able to access opportunities such as music tuition, after school clubs, trips and visitors - offer each child the opportunity to participate in one extra-curricular sporting activity per week and involvement in wider music opportunities- admin team to collate data on children's wishes and interests.</p> <p>Continue to provide a curriculum which is rich</p>	<ul style="list-style-type: none"> <li>● EEF toolkit- behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> <li>● Nurture programme</li> <li>● Character Education Framework Guidance <a href="https://www.gov.uk/government/publications/character-education-framework">https://www.gov.uk/government/publications/character-education-framework</a></li> </ul>	<p>3, 4</p>	<p><i>Club letters always go out first to disadvantaged pupils to have first refusal on places.</i></p> <p><i>Admin team monitor up take from PP children and direct families to certain clubs in line with specific interests</i></p>

<p>and diverse and creates the foundations for aspirational thinking.</p> <p>PP children access forest school to build confidence and resilience</p> <p>PLAC/LAC designated lead to engage with parents, and children, to review EPAC and set new targets.</p>			
<p>Individual/group emotional health and well-being through nurture sessions, in class use of Jigsaw either individually or in a group/class. Socially speaking/Fun Friends programmes where needed.</p>	<ul style="list-style-type: none"> <li>● EEF toolkit-social and emotional support <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> <li>● Nurture programme</li> <li>● Effective and targeted use of PFSW</li> </ul>	<p>3, 5</p>	<p><i>Jigsaw is taught across the whole school and all staff follow the programme.</i></p> <p><i>No Outsiders books are divided into one book per term and read / discussed in class.</i></p>

**Total budgeted cost: £78,630**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes-

At the end of key stage 1 and key stage 2 there continues to be an attainment gap between pupil premium and non pupil premium students. This gap is typically between 0 - 20% except in Writing where the gap is more significant. These attainment gaps have lessened across the year. There is a similar pattern in all year groups except the current Y6 where pupil premium students have higher attainment in all core subjects compared to non pupil premium. Over the past year the % of PP children achieving age related expectations at the end of Y6 has increased by 20%.

29% of all pupil premium children have additional needs with 16% having an EHCP. Through the use of targeted interventions and additional tutoring sessions, the majority of PP students made good or better progress: 87% of all pupil premium children made good progress from their starting points in reading with 14% making accelerated progress. 85% made good progress in writing with 24% making accelerated progress. In maths, 91% made good progress from their starting points with 25% making accelerated progress.

There has been a marked improvement in the % of PP children passing their Y1 phonics test over the past 3 years rising from 0% to 75%. The gap between non PP and PP students has closed to 5%. This reflects the introduction and successful delivery of Read Write Inc phonics together with the targeted training of Y1 staff in its delivery.

A clear strategy for improving attendance across the school combined with support from pupil family support workers resulted in attendance for PP students improving by 3% from 22/23 to 23/24. The gap between PP and non PP students has closed by 2% over the past 12 months. However, there continues to be a 16% difference in persistent absentees amongst PP than non PP pupils. This gap has not reduced over the past 12 months.

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Ruth Miskin
NCETM	NCETM
Times tables Rockstars	TTRS

My Concerns	The Safeguarding Company
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service children at our school
What was the impact of that spending on service pupil premium eligible pupils?	NA