

Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Academy
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	46% (72/156)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Blagden
Pupil premium lead	Lyndsey Cope
Governor / Trustee lead	Russell Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,840

Part A: Pupil premium strategy plan

Statement of intent

At Castle, we aim to ensure that all pupils, regardless of their background or the challenges they encounter, make strong progress and achieve excellent outcomes in all areas of learning. Our pupil premium strategy focuses on helping disadvantaged pupils, including those who are already high attainers, reach their full potential by providing tailored opportunities that are meaningful within the context of their lives and the local community. Every child deserves the chance to succeed every day.

We recognise that some pupils face specific challenges. Within the context of our school, these challenges include an increasing number of safeguarding issues and complex family situations including pupils living in temporary accommodation and dealing with frequent mobility, pupils with SEMH needs and poor attendance and punctuality. We are committed to addressing these barriers to learning with understanding and support for both disadvantaged and non-disadvantaged pupils who require support to thrive.

At Castle, we place high-quality, engaging teaching at the heart of our approach. By equipping staff with the skills to analyse data and outcomes effectively, we ensure a clear focus on identifying gaps in learning and implementing targeted support. This approach benefits all pupils, particularly those who face disadvantage, while maintaining high expectations and progress for every child. Our strategy is also integrated with wider school plans, particularly those aimed at supporting pupils through high-quality academic support and targeted intervention.

Our approach is responsive to both common challenges and individual needs, based on robust diagnostic assessments rather than assumptions about the impact of disadvantage. The strategies we have adopted complement one another to help pupils excel. To ensure their effectiveness, we will:

- Support pupils and families through the Early Help Framework
- Improve pupil attendance and reduce persistent absence for disadvantaged pupils
- Ensure disadvantaged pupils are appropriately challenged in the work they're set
- Identifying and addressing needs promptly through early intervention programs that are closely monitored for maximum impact
- Fostering a collective responsibility across the school, where all staff work to raise aspirations and improve outcomes for vulnerable pupils
- Support children with behaviour and SEMH needs and ensure they can form strong friendship groups and positive learning behaviours
- Improve children's self-esteem and emotional literacy
- Provide opportunities for pupils to explore life beyond the classroom through an enriched curriculum

By ensuring these strategies are embedded in our practice, we can help every pupil overcome challenges and achieve success.

Challenges

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

Challenge number	Detail of challenge
1	Historically poor attendance and PA of the disadvantaged pupil cohort
2	Below the national standard of outcomes in GLD and Phonics and the gap in reading and writing outcomes between pupils from disadvantaged backgrounds (PP children) and their peers has not been sufficiently narrowed. This is evident from assessments, discussions with students, and the analysis of workbooks. The disparity is particularly influenced by vocabulary, both in spoken and written forms, which contributes to varying academic outcomes across the school. This issue is notably seen in the lower starting points for children in the early years, which are significantly below the national average.
3	Pupils' understanding and use of mathematical terminology affects their ability to break down word problems and choose the most effective methods for solving both word problems and mental calculations. This challenge is evident during reasoning lessons, where children often struggle to select appropriate strategies and break problems into manageable steps.
4	External factors, including an increase in safeguarding and complex family issues, have a negative impact on pupils' social, emotional, and mental well-being. This has been observed through one-on-one conversations, Thrive assessments and feedback from external professionals. Teachers have also reported challenges in engaging pupils in daily learning and routines, with some pupils requiring additional emotional support to maintain well-being.
5	Observations and discussions with pupils and families identified that a growing number of parents are finding it challenging to effectively support their child's needs - a trend that has become more pronounced over the past two years due to the rising cost of living and the added financial pressure on families. As a result, pupils have limited access to enrichment and extracurricular opportunities.

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
<p>To achieve and sustain improved attendance and punctuality for all pupils but particularly our disadvantaged children to enable them to access learning,</p>	<p>Sustained high attendance leading up to 2027.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> • Whole school attendance is in line or above National expectation of 96%. • Reduced number of persistent absentees - particularly among pupils eligible for PP. • Improved overall PP attendance and fall in line with Non-PP pupils. • Engage our parent community in all aspects of school life. • Increase attendance at breakfast club, particularly by our disadvantaged pupils to ensure a punctual start to each day.
<p>Improved outcomes in GLD, Phonics, Reading and Writing for PP children</p>	<p>Raise achievement of all pupils, particularly our disadvantaged children.</p> <p>At the end of KS2, pupils achieve the expected standard in RWM combined and in Reading and Writing in line with National 75+%.</p> <p>At Y1, 80+% of pupils achieve the expected standard in phonics screen.</p> <p>In Early Years, 68+% of pupils achieve GLD</p> <p>To close the gap in outcomes between PP and non-PP children in all year groups.</p>
<p>Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.</p>	<p>A greater number of PP children to achieve the expected standard across school.</p> <p>Increased maths outcomes and a reduction between PP and non-PP children across school.</p>
<p>To support children's social, emotional and mental health and achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children able to engage in day to day learning whilst receiving appropriate support.</p> <p>The SEMH needs of pupils are met through early identification and targeted support and interventions delivered</p>

	<p>consistently and closely monitored to ensure maximum impact</p> <p>Provide support to vulnerable families in order to support the SEMH needs of identified pupils. The school's Early Help Practitioner will support identified families through the Early Help Assessment Framework.</p>
<p>Parents to be confident in supporting their child's well-being and learning.</p>	<p>All children have the opportunity to take part in enrichment and extra-curricular activities and be successful in wider areas:</p> <ul style="list-style-type: none"> • At least 2 school visits per year. • All children access weekly Enrichment session within school. • Children are made more aware of the world around them which in turn they can bring into their learning. • Development of musicality. • Forest School and Outdoor Learning sessions. <p>Regular monitoring of uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)</p> <p>Greater links with the community.</p> <p>Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</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: £41,203 (48% of total spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Leading Teaching and Responsive Teaching Programme.</p> <ul style="list-style-type: none"> • RWI Consultant support for phonics and reading. • Literacy Tree Curriculum and training events • Access to Astrea Central Training • Weekly CPD for Support Staff • Communication Champion Training • Subject Lead Training Events • Instructional Coaching Programme • Early Career Teaching Programme- supporting 1 ECT. • Externally provided programmes to support staff in delivering a varied and rich curriculum. 	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Effective Professional Development EEF</p> <p>The EEF Attainment Gap report, states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development. Closing the attainment gap EEF</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils Supporting the attainment of disadvantaged pupils</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>Ensure that CPD is informed by research in Cognitive Science, to support teachers to understand how pupils learn best and the implications for their teaching.</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf.</p> <p>EEF-Effective-PD-Mechanisms-Poster.pdf</p> <p>There is a strong link between spoken language skills and learning. This link applies across many</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>

	<p>areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children’s social and emotional development, with SLCN impacting long term on wellbeing and mental health.</p> <p>https://www.yjecommunicationtrust.org.uk/media/540327/tct-taking-about-generation-report-online.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group Improving Literacy in Key Stage 1 EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/ evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p> <p>Ensure that the learning environment, choices of texts create a love of reading culture, which drives oracy and language development. Oral language interventions EEF</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p>	
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<p>Monitoring Pupil Progress. (SENCO, Pupil Premium Lead, Maths Lead and English Lead, RWI Lead) Leader to complete NPQs</p> <p>Time allocated to improve outcomes for eligible pupils through:</p> <ul style="list-style-type: none"> • Pupil Premium Lead to attend Cluster Meetings • Lesson visits and book studies • Peer coaching, mentoring & feedback • Data analysis and intervention • Pupil Progress Meetings 	<p><u>Internal Evidence</u></p> <p>Improved use of data and intervention tracking has led to more positive outcomes for groups and individuals.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p><u>Feedback EEF</u> evidenced that support teachers to give effective feedback that closes the learning gap makes a positive impact on learners.</p> <p>Leader to access NPQ's to support their professional development, leading to improved outcomes for children.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>2, 3</p>
<p>Parent Workshops (virtual and in person) provided to empower parents to support children's learning at home:</p> <ul style="list-style-type: none"> • Positive Parenting • RWI Workshop and access to online support materials. • Maths- Sumdog. • Reading at home. • Communication Workouts <p>Half termly progress reports shared with parents with key indicators.</p>	<p><u>Parental engagement EEF</u> (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £21,460 (25% of total spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional teacher to reduced class	Reducing class size EEF (educationendowmentfoundation.org.uk)	3

<p>size for core subjects in Y6</p> <p>Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£8K)</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. Assessment and observations have provided further evidence to support this approach due to the high proportion of SEND within the Y6 class (46%)</p>	
<p>Speech and language therapy interventions in FS2 and KS1. Interventions to support language development, literacy, and numeracy.</p> <p>Phonics Interventions, including small group and 1:1 Fast Track Tutoring</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Read Write Inc. Fast Track Tutoring : Primary: Oxford University Press (oup.com)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p> <p>3</p> <p>4</p>
<p>Teaching Assistants deployed to deliver evidence based interventions for target children including more-able children based on secure assessment outcomes identifying next steps.</p> <ul style="list-style-type: none"> • Reading Fluency • Nuffield Early Language Intervention • Language Legends/Oracy 	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>Primary Reading Intervention, Project X CODE (oup.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months).</p>	<p>3</p> <p>5</p>

<ul style="list-style-type: none"> • Chatterboxes • Closing the Gaps – Ark Mathematics • Ready to Progress – Ark Mathematics 	<p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,177 (27% of total spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer:</p> <ul style="list-style-type: none"> • Weekly, half termly and annual attendance incentives. • School attendance lead to monitor through the use of the weekly tracker • Admin time to follow attendance policy, e.g. wellbeing calls; door step visits and meetings. • Coordinate with external services, including EWO. • Weekly BASI meeting with SLT 	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities guidance to schools to support them to improve school attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches The pupil</p>	<p>1 2 3 4 5</p>

	<p>premium: how schools are spending the funding successfully - GOV.UK</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	
<p>Parent Support Advisor:</p> <ul style="list-style-type: none"> Support families through Early Help Assessment Framework Coordinate with external agencies, including social workers to support pupils and families. Provide parenting workshops Weekly BASI meeting with SLT. Deliver SEMH interventions, e.g. Thrive. 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools' engagement with parents and their performance (Sharples et al., 2011). School culture and practice: supporting disadvantaged pupils - GOV.UK</p>	<p>1</p> <p>4</p> <p>5</p>
<p>CPD Training to support arising SEMH needs:</p> <ul style="list-style-type: none"> Informed Trauma Diploma Level 5 Rainbows Training Motional Practitioner CPD sessions 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
<ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs Provide pastoral support tailored to children's individual needs. Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<p>health and mental wellbeing.</p> <ul style="list-style-type: none"> • Access to the Trust behaviour lead around Thrive assessments and interventions All staff to engage children in positive play to build positive relationships. Playground leaders to be introduced during positive play, pastoral lead to train and monitor 		
<p>Enrichment Activities Including Outdoor Learning and Forest School sessions, Musical instruments, Young Voices and Extracurricular activities, including sports, outdoor activities, arts, culture and trips Support the funding of PP children to participate in after school clubs, residential visits etc</p>	<p>http://scholarworks.umass.edu/dissertations/AAI3179892/ demonstrates the importance of life experiences on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ demonstrates impact of developing a positive school ethos</p>	5
<p>Breakfast club held daily</p>	<p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £85,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome			
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	Attendance	2021-22 (3 Term)	2022-23 (3 Term)	2023 -24 (2 Term)
	Attendance	90.2	92.9 ↑	92.3
	National		93	94
	Absence	9.8	7.1 ↓	7.7
	National		7	6
	PA	32.9	24.5 ↓	24.2
	National		7	15.2
	Disadvantaged	86	91 ↑	89.9
	National			91.5
	Attendance	2021-22 (3 Term)	2022-23 (3 Term)	2023 -24 (2 Term)
	Attendance	90.2	92.9 ↑	92.3
	Disadvantaged	86	91 ↑	89.9
	Gap	4.2	1.9 ↓	2.4
	Persistent Attendance	2021-22 (3 Term)	2022-23 (3 Term)	2023 -24 (2 Term)
	PA	32.9	24.5 ↓	24.2
	PA	52	43 ↓	37.5
	Gap	19.1	18.5 ↓	13.3
	Punctuality	2021-22 (3 Term)	2022-23 (3 Term)	2023 -24 (2 Term)
	Castle	1.9	1.6 ↓	0.7
	Suspensions and Permanent Exclusions Data	2021-22	2022-23	2023-24
Total number of suspensions	37	10 ↓	30	
Total number of pupils with 1 or more suspensions	7 (4.0% of cohort)	2 ↓ (1.3% of cohort)	5 (2.8% of cohort)	
Total number of PP pupils with 1 or more suspensions		2	4	
Total number of pupils with 2 or more suspensions	6 (3.5% of cohort)	2 ↓ (1.3% of cohort)	5 (2.8% of cohort)	
Total number of pupils with 10 or more exclusions	1	0 ↓		
Total number of permanent exclusions	1	0 ↓	0	
<p>30% of PP pupils accessed Breakfast Club Provision</p>				

<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils</p>	<p>The school's Pastoral Team have worked collaboratively within a multidisciplinary team of both internal and external professionals to effectively support pupils and their families.</p> <table border="1" data-bbox="810 302 1409 517"> <thead> <tr> <th>SEMH</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>All SEMH</td> <td>6.3</td> <td>4.0</td> <td>5.6</td> </tr> <tr> <td>Disadvantaged SEMH</td> <td>13.5</td> <td>6.6</td> <td>7.9</td> </tr> </tbody> </table> <p>Although there was a reduction in the number of pupils with SEMH Needs from 2021-22 to 2022-23, there has been an increase in 2023-24. This increase does however, remain below 2021-22. There has been an increase in mobility within the school with a number of vulnerable families with complex family issues, joining the school mid-year due to relocation to temporary accommodation close by.</p> <p>69% of families have received support through the PSA Team of these 60% of families who received support were disadvantaged.</p> <p>88% of all PP families received support through the PSA Team.</p> <p>21 pupils accessed support through the Early Help Assessment Framework. 90% of pupils who accessed support through the Early Help Assessment Framework were disadvantaged pupils</p> <p>11 pupils accessed support through Social Care Involvement. 100% of these pupils were disadvantaged.</p> <p>All staff completed Thrive Assessment and the Thrive Approach CPD.</p>	SEMH	2021-22	2022-23	2023-24	All SEMH	6.3	4.0	5.6	Disadvantaged SEMH	13.5	6.6	7.9
SEMH	2021-22	2022-23	2023-24										
All SEMH	6.3	4.0	5.6										
Disadvantaged SEMH	13.5	6.6	7.9										
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p>	<p>Leader of Teaching role established within school.</p> <p>Leaders have completed further Leading Teaching CPD and Instructional Coaching development, grounded in teaching pedagogy and cognitive science in order to continue to drive QFT.</p> <p>Two Early Career Teachers have successfully completed their ECT programmes with quality support provided by ECT Mentors.</p> <p>A comprehensive suite of high quality CPD has been accessed by all staff, including support staff.</p> <p>Teaching and support staff continue to participate in the Instructional Coaching programme. Strategies continue to be built upon and become embedded in order to further evidence rapid improvement in quality of teaching.</p>												
<p>To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes.</p>	<p>Assessment Lead continues to accessed high quality CPD through the Trust in addition to termly Trust Assessment Briefings.</p> <p>CPD has been revisited with all teaching staff on the effective use of formative and summative assessment data to improve pupil outcomes.</p>												

	<p>A programme of half termly Pupil Progress Meetings have taken place enabling early identification of spotlight pupils and the evaluation of impact of intervention and QFT.</p>																																																																																																													
<p>To close the attainment gap between PP (all children) and National.</p>	<table border="1" data-bbox="810 277 1410 452"> <thead> <tr> <th>GLD</th> <th>2021-22</th> <th>2022-23</th> <th>2023 -24</th> </tr> </thead> <tbody> <tr> <td>Castle</td> <td>66</td> <td>58</td> <td>45</td> </tr> <tr> <td>National</td> <td>65</td> <td>67</td> <td>67</td> </tr> <tr> <td>Castle PP</td> <td>57</td> <td>63</td> <td>40</td> </tr> <tr> <td>National PP</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>45% (10/22) Pupils achieved GLD compared to 67% Nationally. Within the cohort 36% (8/22) pupils have SEND and 45% (10/22) pupils are PP with 22% 5/22 pupils with SEND and PP within this cohort.</p> <p>40% (4/10) of PP pupils achieved GLD.</p> <p>10/12 pupils who did not achieve GLD have SEND. All 12 pupils who did not achieve GLD made progress from their exceptionally low starting points.</p> <table border="1" data-bbox="810 786 1410 960"> <thead> <tr> <th>Phonics</th> <th>2021-22</th> <th>2022-23</th> <th>2023 -24</th> </tr> </thead> <tbody> <tr> <td>Castle</td> <td>68</td> <td>80</td> <td>64</td> </tr> <tr> <td>National</td> <td>75</td> <td>79</td> <td>80</td> </tr> <tr> <td>Castle PP</td> <td>50</td> <td>67</td> <td>70</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Within Phonics, good progress continues to be seen from the low starting points. The three PP pupils who did not pass the PSC also have SEND needs.</p> <p>Outcomes in Phonics were lower in 2023-24 due to cohort specific complex SEND and family needs with 14/22 pupils WA.</p> <p>3/8 pupils WT are PP 6/8 pupils WT are SEND 3/8 pupils WT are PP and SEND 1/8 pupils WT are PP, SEND and CP 2/8 pupils WT joined the cohort mid-year and are new to the country.</p> <p>An upward trend continues in KS2 with further significant improvement in KS2 Outcomes from 21% combined in 2022 to 67% combined in 2023 and 71% combined in 2024 - above National for the second consecutive year.</p> <table border="1" data-bbox="802 1509 1410 2047"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="2">2021-22</th> <th colspan="2">2022-23</th> <th colspan="2">2023-24</th> </tr> <tr> <th>Castle</th> <th>National</th> <th>Castle</th> <th>National</th> <th>Castle</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading ALL</td> <td>51%</td> <td>74%</td> <td>75% ↑</td> <td>73%</td> <td>86% ↑</td> <td>74%</td> </tr> <tr> <td>Reading PP</td> <td></td> <td></td> <td></td> <td></td> <td>71%</td> <td></td> </tr> <tr> <td>Writing ALL</td> <td>59%</td> <td>69%</td> <td>75% ↑</td> <td>71%</td> <td>76% ↑</td> <td>72%</td> </tr> <tr> <td>Writing PP</td> <td></td> <td></td> <td></td> <td></td> <td>62%</td> <td></td> </tr> <tr> <td>Maths All</td> <td>26%</td> <td>71%</td> <td>71% ↑</td> <td>73%</td> <td>72% ↑</td> <td>73%</td> </tr> <tr> <td>Maths PP</td> <td></td> <td></td> <td></td> <td></td> <td>57%</td> <td></td> </tr> <tr> <td>Combined ALL</td> <td>21%</td> <td>59%</td> <td>67% ↑ 16/24 pupils</td> <td>59%</td> <td>69% ↑ 20/29 pupils</td> <td>61%</td> </tr> <tr> <td>Combined PP</td> <td></td> <td></td> <td></td> <td></td> <td>50%</td> <td>46%</td> </tr> </tbody> </table>	GLD	2021-22	2022-23	2023 -24	Castle	66	58	45	National	65	67	67	Castle PP	57	63	40	National PP				Phonics	2021-22	2022-23	2023 -24	Castle	68	80	64	National	75	79	80	Castle PP	50	67	70					KS2	2021-22		2022-23		2023-24		Castle	National	Castle	National	Castle	National	Reading ALL	51%	74%	75% ↑	73%	86% ↑	74%	Reading PP					71%		Writing ALL	59%	69%	75% ↑	71%	76% ↑	72%	Writing PP					62%		Maths All	26%	71%	71% ↑	73%	72% ↑	73%	Maths PP					57%		Combined ALL	21%	59%	67% ↑ 16/24 pupils	59%	69% ↑ 20/29 pupils	61%	Combined PP					50%	46%
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<p>To improve the speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Early Years due to the pandemic.</p>	<p>EYFS Data shows that in Communication and Language 55% (12/22) of pupils achieved EXS in C&L, below National at 79.3%.</p> <p>80% (8/10 pupils who did not achieve the EXS in CL have SEND with specific CL needs, 1 pupil is EAL with very little English language and 1 undergoing SEND assessment.</p> <p>40% (4/10) of PP pupils achieved the EXS in C&L. 5 PP pupils who did not achieve the EXS in CL are PP and SEND with specific CL needs, and 1 PP pupil is undergoing SEND assessment.</p> <p>68 % of pupils (80% of PP Pupils) accessed intensive support from Speech and Language Therapist through the LINGO SALT Programme. Progress evidenced through small steps within support plans.</p>																
<p>To improve the reading attainment of pupils by offering high level targeted reading support to children not meeting expected levels.</p>	<p>Early Reading Lead provides high quality coaching and mentoring to all reading teachers, continuing to drive improvements in quality of teaching of early reading across KS1 and LKS2. Ongoing gap analysis continues to ensure that children are correctly placed, assessed and can progress quickly.</p> <p>Astrea Reading Strategy embedded across school to improve quality of teaching reading.</p> <p>Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings. 100% of pupils make rapid progress.</p> <p>Online Reading Record platform launched. Reading Lead continues to consult with pupils and parents and respond to feedback. 36% increase in engagement with reading at home.</p> <p>Parental workshops delivered, in person and online, to raise awareness of RWI and the importance of reading. 42% of parents in KS1 attended –this is an increase from 2022-23. We will continue to drive awareness and strive for greater attendance.</p> <p>Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session; book themed days; and Reading Challenge. Pupil voice is positive.</p> <p>All classes have taken part in at least one Author Event.</p> <table border="1" data-bbox="810 1570 1409 1715"> <thead> <tr> <th>KS2 Reading</th> <th>2021-22</th> <th>2022-23</th> <th>2023 -24</th> </tr> </thead> <tbody> <tr> <td>Castle</td> <td>51</td> <td>75 ↑</td> <td>86 ↑</td> </tr> <tr> <td>National</td> <td>74</td> <td>73</td> <td>74</td> </tr> <tr> <td>Castle PP</td> <td>25</td> <td>60 ↑</td> <td>71 ↑</td> </tr> </tbody> </table>	KS2 Reading	2021-22	2022-23	2023 -24	Castle	51	75 ↑	86 ↑	National	74	73	74	Castle PP	25	60 ↑	71 ↑
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<p>To offer children a range of extra-curricular and out of school cultural experiences.</p>	<p>All children have had the opportunity to take part in enrichment and extra-curricular activities and be successful in wider areas.</p> <p>Each class took part in at least 2 school visits last year.</p> <p>All children accessed weekly Enrichment sessions within school. Our Enrichment Curriculum offers a progressive, wide range of experiences for all pupils and our PD programme received an outstanding judgement from Ofsted July 24.</p>																

	<p>Development of musicality – 57 pupils (including 27 PP Pupils) accessed Music outreach services.</p> <p>All pupils in school, took part in weekly music sessions where they experienced learning to play the Glockenspiel and/or the recorder and participated in termly concerts.</p> <p>A Samba Drumming Workshop was delivered in addition to weekly sessions during the Spring term for the Year 4 class.</p> <p>All pupils across school took part in a programme of Forest School and Outdoor Learning sessions and a series of circus skills and skipping workshops.</p> <p>A wide variety of visitors came into school to deliver a range of activities and workshops including: Planetarium, Travelling Zoo, Indian dance workshops, northern ballet workshops, Fire Safety and family cooking</p> <p>Links were further strengthened within the community – Castle in the Community Programme further developed which included a establishing a Harvest Food Bank, partaking in the Remembrance Service, Community Christmas Tree and delivering a community carol service.</p> <p>The weekly newsletter, Twitter and Facebook account have been updated in order to share our ethos, curriculum and achievements with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</p>
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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
RWI	Ruth Miskin
Primary KC	Knowledge Schools Trust
Ark Curriculum Maths - MyMastery	Ark
Charanga Music	Charanga
SumDog	SumDog
Literacy Tree	Literacy Curriculum
StepLab	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.