

Pupil premium strategy statement – Castle Academy



This statement details our school's use of pupil premium for the period of 2025-28 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. I

School overview

Detail	Data
School name	Castle Academy
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	87 children 19%
LAC	0 Service children 1 Post LAC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	1st September 2025
Date on which it will be reviewed	20 th July 2026
Statement authorised by	Mr Dan Lugg (Executive Head) Mrs Ruth Brennan (Head of School)
Pupil premium lead	Mr Dan Lugg Mrs Ruth Brennan
Governor / Trustee lead	Mr Pepe Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,590
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	£138,590

Part A: Pupil premium strategy plan

At Castle Academy, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment. Our aim is for pupils to achieve, belong and thrive.

When creating our Pupil Premium Strategy we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies and their value for money.

Common barriers to learning for disadvantaged pupils can include weak language and communication skills, less support at home, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF, we acknowledge that 'good teaching' is the most important tool schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Decisions based on data and respond to evidence.
- Clear, responsive leadership setting high aspirations and responsibility for raising attainment to all staff

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all students (96%).
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum and enrichment opportunities.
- To support our pupil's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Approximately 83% of pupils speak English as an Additional Language.
2	Many new pupils have limited cultural and wider experiences.
3	Many disadvantaged pupils have lower prior attainment and gaps in their learning.
4	A significant proportion of disadvantaged pupils have SEND as well.
5	Some of our most disadvantaged pupils are not always fully supported at home, with parents not ensuring that learning and attendance are as strong as they could be.

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
All PP pupils make good rates of progress and attain well including those with English as an Additional Language.	• Pupils will be at or above National Standards for disadvantaged pupils. • School's targets for disadvantaged pupils as set out in the SIP are achieved in all year groups. • The gap between disadvantaged pupils and non-disadvantaged pupils diminishes. • Targeted interventions enable disadvantaged pupils make accelerated progress.
All disadvantaged pupils have opportunities and benefit from wider curriculum and enrichment.	• School trackers show that disadvantaged pupils, in all year groups, engage with extra curriculum and enrichment activities. • Pupil interviews show disadvantaged pupils have made positive attitudes towards learning. • Parent feedback, gathered through focus groups, indicates satisfaction with opportunities provided. • Attendance rates of disadvantaged pupils show measurable improvement.

Teachers have good knowledge of needs of PP pupils and have the skills to address them.	• Due to support, coaching, CPD staff have the training to adapt • Targeted interventions are planned appropriately and tracked to monitor impact • ISPs are deployed effectively to support disadvantaged pupils • Teachers provide timely feedback in learning to help disadvantaged pupils make good progress. • Staff receive training to meet specific needs of disadvantaged pupils including SEND
Parents more effectively support their pupils learning and engagement in school life.	• Parental workshop events are well attended. • Parents better understand how to support their pupils • Parents understand the importance of high attendance • Attendance improves above national average for disadvantaged pupils.

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: £29,591

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Staff receives support, training and coaching to improve high quality teaching.	£2,121	• WalkThrus evident in lessons • Coaching strategy showing positive impact on teaching practice • Consistent use of the Teaching and Learning Framework by all staff • EEF research findings applied to practice	1, 2, 3, 4
Targeted interventions and focussed tracking of progress	£3,888	• ISP Interventions and in class support • Pupil Progress meetings • Edukey audits • ISP Training and implementation • Pupil Voice Feedback • Daily Books Looks • Data analysis and monitoring	1, 3, 4

Staff receive training on pupils with multiple vulnerabilities	£3,888	- Targeted support strategies for SEND & PP pupils evidenced. - Intervention trackers on Edukey - Training for staff	1, 2, 3, 4
Family Support Worker increases parental engagement	£8,900	- Case studies and records of parental engagement - Improved communication logs and attendance at workshops/events	5
Staff training to support all classes providing a rich stimulation of language and vocabulary	£8,257	- Oracy and EAL strategies evident in all lessons - WalkThrus used deliberately to enhance vocabulary and language - Twinkl subscription for resources and intervention support - Widgets used to support all pupils - Working walls embedded in all classrooms as a tool to support pupils - Chatterway training is implemented by ISPs	1, 2, 3, 4, 5
Subject leadership training on supporting Pupil Premium Pupils across the curriculum	£2,537	- Adaptations and alterations made to ensure pupil progress - Planning scrutinise, book looks and pupil voice demonstrate that needs are being met	1, 2, 3

Targeted academic support (for example, support structured interventions)

Budgeted cost: £65,867

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
EAL strategy quickly identifies interventions needed for disadvantaged pupils with EAL	£19,000	- Intervention trackers on Edukey - EAL Baseline and progress assessments - EAL Lead to train staff on strategies for interventions and in class - Pupil Progress meetings	1, 2, 3,
Staff are trained in the specific	£9,308	Staff confidently identify pupils requiring the language programme.	1, 2, 3

language programme <i>Chatterway</i> to support disadvantaged pupils with EAL.		- Staff are trained and implement the programme effectively, leading to accelerated progress in language development - Pupil voice demonstrates increased confidence and improved use of language.	
ISPs are used in class interventions to support pupils with multiple vulnerabilities.	£22,800	- ISPs are trained to identify the specific needs of pupils in order to adjust and amend work in class, ensuring they achieve. - Widgets and targeted resources are used effectively to support pupils with multiple vulnerabilities. - Images and flashcards are used alongside working walls to engage and support pupils.	1, 2, 3
Analysing and monitoring the attendance of disadvantaged pupils.	£14,759	- Attendance officers share disadvantaged pupil attendance data with staff, comparing it against national benchmarks and non-disadvantaged pupils. - Attendance officers increase communication with teaching staff to identify reasons for absence and address barriers to attendance. - Attendance of disadvantaged pupils meets or exceeds national standards. - Meetings with parents of disadvantaged pupils by the class teacher and then attendance officer happens when attendance starts to become a concern. - Arbor AI system for attendance monitoring and tracking	4

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

Budgeted cost: £43,132

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Every disadvantaged pupil is provided with two pieces of uniform during the academic year.	£5,100	- School records confirm that all disadvantaged pupils receive at least one item of uniform each year. - Parent feedback highlights reduced financial pressure and increased support from the school. - Pupil voice reflects a sense of belonging and pride in wearing the school uniform. - Improved consistency in uniform standards across disadvantaged pupils is observed by staff.	2, 4, 5
Every disadvantaged pupil will receive financial support to access enrichment opportunities including 1 x curriculum trip	£12,369	- Finance records confirm funding has been allocated to ensure disadvantaged pupils can access trips, clubs and enrichment activities. - Participation data shows disadvantaged pupils engage in a wide range of enrichment opportunities at rates comparable to their peers. - Parent feedback highlights appreciation for financial support enabling their children to access experiences otherwise unaffordable. - Pupil voice reflects enjoyment and positive attitudes towards learning as a result of enrichment opportunities.	2, 4, 5
Parent workshops are well attended by disadvantaged pupils' parents.	£850	- Attendance registers show strong participation of disadvantaged pupils' parents at workshops. - Parent feedback surveys and focus groups highlight the value and relevance of workshops. - Increased parental engagement is evidenced through follow-up actions, such as improved home-school communication and support for learning at home. - Staff observations note greater confidence among parents in supporting their children's learning.	5

Full time Family Support Worker appointed to work with vulnerable families.	£24,813	• Case studies demonstrate positive outcomes for disadvantaged and vulnerable families supported by the Family Support Worker. • Records show increased parental engagement through meetings, workshops and targeted support sessions. • Improved attendance and punctuality of pupils from families receiving support.	5
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Total budgeted cost: £138,590

Part B: Review of outcomes in the previous academic year 2025/26

Pupil premium strategy outcomes

Desired outcomes	Chosen action/approach	Impact:
All PP pupils make good rates of progress and attain well including those with English as an Additional Language. Teachers have good knowledge of needs of PP pupils and have the skills to address them.	Staff receives support, training and coaching to improve high quality teaching.	All teaching staff have had training on the WalkThrus. These are starting to be used in lessons. Coaching strategy has shown a positive impact on teaching practice. Consistent use of the Teaching and Learning Framework by all staff.
	Targeted interventions and focussed tracking of progress.	ISPs have received training on SMART targets, Precision teach and are moving towards more in class support. Pupil Progress meetings have had a more deliberate focus on PP pupils. Following these more training has been delivered to ensure staff are adaptations and reasonable adjustments for PP pupils in class. SLT have completed Edukey audits and issued additional training around SMART targets has been delivered. Pupil voice, daily books look have been consistent and feedback has been timely to support further development. Data analysis and monitoring has been rigorous.
	Staff receive training on pupils with multiple vulnerabilities.	Targeted support strategies for SEND & PP pupils evidenced. Intervention trackers on Edukey are being used however we need to work on the SMART targets and notes. Training for staff around SEND and PP pupils have been delivered. Next year Educational Psychologist, SENDCo and Inclusion Lead will deliver more training on Ordinarily Available Provision.
	Staff training to support all classes providing a rich	EAL baselines and assessments are being used and analysed.

	stimulation of language and vocabulary.	All teaching staff have had training on oracy strategies using the WalkThrus. Twinkl subscription for resources and intervention support is being utilised. Widgets, communication boards and visuals are being used to support all pupils within lessons. Working walls embedded in all classrooms as a tool to support pupils Some ISPs have completed Chatterway training and has implemented groups.
	Subject leadership training on supporting Pupil Premium Pupils across the curriculum.	Adaptations and alterations are being planned and delivered to ensure pupil progress in all subjects. Planning scrutinise, book looks and pupil voice demonstrate that needs are being met.
	EAL strategy quickly identifies interventions needed for disadvantaged pupils with EAL.	EAL interventions are being tracked on Edukey as well as Arbor assessments. EAL Baseline and progress assessments are being used and showing impact of interventions. EAL Lead has trained staff on strategies for interventions and in class support for ISPs and teachers. Pupil Progress meetings have had a more deliberate focus on PP pupils.
	Staff are trained in the specific language programme <i>Chatterway</i> to support disadvantaged pupils with EAL.	Staff confidently identify pupils requiring the language programme. Staff are trained and implement the programme effectively, leading to accelerated progress in language development. Pupil voice demonstrates increased confidence and improved use of language.
	ISPs are used in class interventions to support pupils with multiple vulnerabilities.	ISPs are trained to identify the specific needs of pupils in order to adjust and amend work in class, ensuring they achieve. Widgets and targeted resources are used effectively to support pupils with multiple vulnerabilities.

		Images and flashcards are used alongside working walls to engage and support pupils.
Desired outcomes	Chosen action/approach	Impact:
All disadvantaged pupils have opportunities and benefit from wider curriculum and enrichment.	Every disadvantaged pupil will receive financial support to access enrichment opportunities including 1 x curriculum trip.	Finance records confirm funding has been allocated to ensure disadvantaged pupils can access trips, clubs and enrichment activities. Pupil voice reflects enjoyment and positive attitudes towards learning as a result of enrichment opportunities.
	Parent workshops are well attended by disadvantaged pupils' parents.	Attendance registers show participation of disadvantaged pupils' parents at workshops. Increased parental engagement is evidenced through registers for school events. Staff observations note greater confidence among parents in supporting their children's learning.
Desired outcome	Chosen action/approach	Impact:
Parents more effectively support their pupils learning and engagement in school life.	Family Support Worker increases parental engagement.	Case studies and records of parental engagement show they feel supported by the FSW. Improved communication logs are being completed on MyConcern and Arbor.
	Full time Family Support Worker appointed to work with vulnerable families.	Case studies demonstrate positive outcomes for disadvantaged and vulnerable families supported by the Family Support Worker. Records show increased parental engagement through meetings, workshops and targeted support sessions. Improved attendance and punctuality of pupils from families receiving support.
	Every disadvantaged pupil is provided with two pieces of uniform during the academic year.	School records confirm that all disadvantaged pupils receive at least one item of uniform each year. Pupil voice reflects a sense of belonging and pride. Improved consistency in uniform standards across disadvantaged pupils is observed by staff.

	Analysing and monitoring the attendance of disadvantaged pupils.	Attendance officers share disadvantaged pupil attendance data with SLT, comparing it against national benchmarks and non-disadvantaged pupils. Attendance officers increase communication with teaching staff to identify reasons for absence and address barriers to attendance. Attendance of disadvantaged pupils meets or exceeds national standards. Meetings with parents of disadvantaged pupils by the attendance officer happens when attendance starts to become a concern. Arbor AI system for attendance monitoring and tracking.
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Castle Academy Pupil Premium Data 2025 - 2026

	All (School)	All (National)	Pupil Premium (School)	Pupil Premium (National)	Non-Pupil Premium (School)	Non-Pupil Premium (National)
Attendance	95.5%	94.5%	93.3%	92.0%	96.0%	95.4%
EYFS Good Level of Development	67%	68%	73%	50%	65%	71%
Y1 Phonics Screening Check	93% (93%*)	80%	88%	68%	94%	84%
Y2 Phonics Screening Check	82% (91%*)	89%	92%	82%	79%	92%
Y4 MTC Average	21.7	21.0	19.5	19.3	22.2	21.7
Y6 Reading	89%	75%	78%	62%	91%	80%
Y6 Writing	81%	72%	78%	58%	82%	78%
Y6 Maths	87%	74%	67%	59%	91%	79%
Y6 SPAG	85%	73%	78%	59%	86%	78%
Y6 RWM	74%	62%	67%	47%	75%	69%