



Pupil Premium Strategy

2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castlefield School
Number of pupils in school	381 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024 Reviewed November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Kann, Headteacher
Pupil premium lead	Jessica Wilson, Deputy Headteacher
Governor / Trustee lead	Raya Fadhil (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,410.00
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£201,410.00

Part A: Pupil premium strategy plan

Statement of intent

At Castlefield School, we want every child to reach their capability regardless of their circumstances. We strive to diminish differences and overcome barriers that may prevent pupils reaching their full potential while allowing for what the individual needs. We acknowledge that every child is unique and by knowing our pupils well, and having high expectations for all, we accept no excuses for poor performance.

Our curriculum offer is designed to inspire ambition and develop resilient, confident learners who respect themselves, others and the world around them. By placing experience at the heart of children's learning, we provide opportunities for pupils to experience that which they might not ordinarily and ensure pupils are socially, emotionally and academically ready for their next steps.

We endeavour to ensure all provision enables rapid acquisition and development of key skills in core subjects.

Challenges

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

Challenge number	Detail of challenge
1	65% of PP children do not have English as a first language
2	29.3% of PP children have SEN
3	Certain external influences on children hinder their readiness to learn. These include, but are not limited to, higher than usual CP issues, low parental engagement, transport/ distance from school issues.
4	Attendance rates for PP children average 96.9% (Sept – Nov 2025). The average attendance figure for All pupils is 95.9% (Sept – Nov 2025). While ill health accounts for a proportion of this absence, other factors (challenge 3) also contribute to this figure. This reduces the number of hours in class and raises the potential to fall behind.
5	Low levels of support with home learning hinder pupil progress
6	Low levels of language acquisition/ exposure to language hinder pupil progress

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
Develop pupils' language capability to support reading and writing	Progress of PP pupils in R and W greater than ALL
PP pupils with SEND receive targeted support to close gaps	Progress of PP children with SEND meet or exceed expected targets
Improved English language skills for all PP children, especially those with EAL	Progress made by EAL PP pupils is in line with EAL ALL pupils
Reduce external barriers to learning through focussed pastoral and parental support	PP children are in a frame of mind conducive to learning
Attendance rates of PP children will increase	Attendance rates of PP children will rise to be in line with other children

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered to improve quality of oracy across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5, 6
CPD delivered to develop the quality and impact of reading lessons	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1, 5, 6
CPD delivered to ensure provision of targeted support to SEND	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	2, 6
Recruitment and retention of effective class teachers	https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf	

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for PP pupils with SEND to close attainment gap</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	2, 6

<i>between them and ALL</i>		
<i>Targeted support for reading at home including trips to library, access to class libraries, praise postcards, homework etc</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	3, 5, 6

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

Budgeted cost: £101,410.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer undertaking first day absence calling</i>	https://dera.ioe.ac.uk/2945/3/110308section3en.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
<i>Bespoke LFL curriculum addresses wellbeing and resilience issues</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	3
<i>Safeguarding and welfare officer in position to support the needs of individuals and families</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf	4, 5

Total budgeted cost: £201,410

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Assessed outcome									
Develop pupils' language capability to support reading and writing	Progress of PP pupils in R and W greater than ALL	<p>Not met:</p> <table> <tr> <td>Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)</td><td>ALL</td><td>PP</td></tr> <tr> <td>R</td><td>6.3</td><td>5.9</td></tr> <tr> <td>W</td><td>6.2</td><td>5.8</td></tr> </table>	Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)	ALL	PP	R	6.3	5.9	W	6.2	5.8
Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)	ALL	PP									
R	6.3	5.9									
W	6.2	5.8									
PP pupils with SEND receive targeted support to close gaps	Progress of PP children with SEND meet or exceed expected targets	Partially met: All support staff are trained in the delivery of targeted interventions and have full timetables. Staff absences (planned and unplanned) impact the consistent delivery of interventions.									
Improved English language skills for all PP children, especially those with EAL	Progress made by EAL PP pupils is in line with EAL ALL pupils.	<p>Met:</p> <table> <tr> <td>Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)</td><td>EAL</td><td>EAL & PP</td></tr> <tr> <td>R</td><td>6.5</td><td>6.2</td></tr> <tr> <td>W</td><td>6.2</td><td>6.0</td></tr> </table>	Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)	EAL	EAL & PP	R	6.5	6.2	W	6.2	6.0
Ave steps progress Sum 2 24 - Sum 2 25 (Y2 -Y6)	EAL	EAL & PP									
R	6.5	6.2									
W	6.2	6.0									
Reduce external barriers to learning through focussed pastoral and parental support	PP children are in a frame of mind conducive to learning	<p>Partially Met: learning walks around the school at various times of the school day indicate children (including PP) display positive learning behaviours. Occurrences of poor behaviour choices are infrequent and very rarely take place during lessons.</p> <p>The school calendar includes many opportunities for parents to be invited into school including workshops, SEN coffee mornings, Meet the Teacher etc. Attendance data indicates a fluctuating</p>									

		pattern of parental engagement throughout the school.
Attendance rates of PP children will increase	Attendance rates of PP children will rise to be in line with other children	<p>Met: Attendance for PP is better than attendance for ALL.</p> <p>Attendance rates for PP children average 96.9% (Sept – Nov 2025). The average attendance figure for All pupils is 95.9% (Sept – Nov 2025).</p>

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following: (Sum 2 24 - Sum 2 25)

A smaller percentage of PP pupils made good progress (6 steps or more) in Reading than All pupils (PP ₉₇ =78.0%; All ₂₇₀= 85.0%)

A greater percentage of PP pupils made good progress (6 steps or more) in Writing than All pupils (PP ₁₀₅ =79.0%; All ₂₈₀= 76.0%)

A similar percentage of PP pupils made good progress (6 steps or more) in Maths than All pupils (PP ₉₄ =84.0%; All ₂₅₈= 88.0%)

A similar percentage of EAL PP pupils made good progress (6 steps or more) in Reading than EAL pupils (EAL PP ₆₃ =81.0%; EAL ₁₇₂ = 85.0%)

A greater percentage of EAL PP pupils made good progress (6 steps or more) in Writing than EAL pupils (EAL PP ₆₉ =83.0%; EAL ₁₇₉= 78.0%)

A similar percentage of EAL PP pupils made good progress (6 steps or more) in Maths than EAL pupils (EAL PP ₆₀ =85.0%; EAL ₂₅₈ =89.0%)

The smaller percentage of SEND PP pupils made good progress (6 steps or more) in Reading than SEND pupils (SEND PP ₃₁ = 61.0%; SEND ₇₁ = 71.0%)

A greater percentage of SEND PP pupils made good progress (6 steps or more) in Writing than SEND pupils (SEND PP ₃₄ = 67.0%; SEND ₇₇ = 65.0%)

A smaller percentage of SEND PP pupils made good progress (6 steps or more) in Maths than SEND pupils (SEND PP ₃₀ = 80.0%; SEND ₆₉= 86.0%)

Variation in pupil numbers is accounted for by disregarding pupil mobility and reflects the different data entry points of different subjects.

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Attendance figures are broadly in line for PP and All pupils. Attendance rates for PP children average 96.9% (Sept – Nov 2025). The average attendance figure for All pupils is 95.9% (Sept – Nov 2025).

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and all pupils at national and local level and to results achieved by all our pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the strategies employed by Castlefield School to reduce the disadvantage gap are working.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a rigorous attendance monitoring system incorporating early parent meetings with an Urdu speaker are having a positive effect on attendance, which in turn, means children are in lessons, learning. This has a positive impact on progress figures.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- actively seeking to promote parental engagement through, among other things, the development and delivery of workshops for supporting core subjects at home, inviting specific parents in to school to celebrate their children's achievements, and using a range of methods of communication to reduce barriers between home and school.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Attendance will be monitored and evaluated and feed into future planning.
- keeping the 'bottom 20%' of all pupils central to all planning, teaching and learning activities. This is a focus for teaching staff and is reflected in their performance targets.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

