

Pupil premium strategy statement

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 24/25	Data 25/26	Data 26/27
School name	Casterton Primary Academy		
Number of pupils in school	294	290	
Proportion (%) of pupil premium eligible pupils	38.1% (112)	35% (101)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 2024-25 Year 2 2025-26 Year 3 2026-27		
Date this statement was published	November 2024	November 2025	
Date on which it will be reviewed	November 2025	November 2026	
Statement authorised by	Paul Whaling		
Pupil premium lead	Raz Taj	Raz Taj	Raz Taj
Governor / Trustee lead	K. Ahmed	K. Ahmed	

Funding overview

Detail	Data 24/25	Data 25/26	Data 26/27
Pupil premium funding allocation this academic year	£165,760	£157,560	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£165,760	£157,560	
---	----------	----------	--

Part A: Pupil premium strategy plan

Statement of intent

Children at Casterton Primary Academy will achieve highly across the curriculum through quality first teaching, targeted academic support and wider activities. Disadvantaged pupils will access quality teaching and support led by trained professionals, as well as a robust curriculum offer which supports all children in achieving their full potential.

We provide pastoral support for both children and families, which are identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils, and work with our dedicated Child and Family Wellbeing Lead to ensure that children and their families are appropriately supported. In this way, we aim to diminish the differences between our disadvantaged pupils and their non-disadvantaged peers, providing them with support to enable them to experience the full learning experience that the school has to offer.

We offer a wide range of opportunities both in and out of school to raise the cultural capital and broaden the ambitions of our disadvantaged children and their families. We work in conjunction with our parents to raise the expectations for our children. In doing this, we impact positively upon children's academic outcomes as well as their mental health and well-being.

Our ultimate objectives are:

- Ensure all pupil premium pupils are able to access their learning through positive attendance and positive mind-set towards their learning.
- Ensure all pupils have opportunities to participate in curriculum enrichments and the wider curriculum.
- Pupils to reach their full potential from individual starting points.

The main actions to achieve these include:

- Full Time Child and Family Wellbeing Lead on site and with increased involvement during transition and induction.
- Access to before and after school club for identified needs.
- Fully participating in curriculum enrichments and the wider curriculum, Eg after school clubs, educational visits and parental involvement.
- Strong leadership of the pupil premium strategy.
- Targeted interventions that meet the pupils' individual needs.
- Quality first teaching and classroom support.

Challenges

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

Challenge number	Detail of challenge
1	General mental health and resilience. (Evidence base CPOMs)
2	Attendance and attitude to school can be a barrier to progress.
3	Historically disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2.
4	Lower access to wider experiences including learning, arts, and sport. Low fundamental skills in PE for younger 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
Successful mental health support.	Feedback from staff, parents and pupils shows a positive impact on the child both in and out of school over time.
Improve attendance and punctuality.	PA attendance for disadvantaged pupils is in line with whole school and national.
Disadvantaged pupils to achieve well in end of KS2 outcomes.	Disadvantaged pupils are expected to make good progress across the curriculum.
Provide first hand experiences to support the curriculum.	All disadvantaged pupils access education visits and curriculum enrichments. Pupils have increased capacity to access learning independent of additional support. Children show increased participation in school sports leading to increased health and fitness.
Increased gross motor skills in PE	100% disadvantaged pupils reach fundamental skills for ARE excluding Physical SEND Pupils.

Activity in this academic year 2025/26

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils <i>including use of TAs within whole class teaching.</i>	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.	1,2,3,4
Members of staff to access regular CPD.	EEF tiered approach states that teaching is the top priority, including CPD. We recognise that supporting staff to develop their pedagogy is important to ensuring the quality of teaching.	1,2,3,4
Continued on going Phonics development, including CPD for all staff members to refresh/retrain on teaching phonics and the principles of this.	EEF - Evidence shows that teaching phonics is the best way to teach children to read. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress(+5 months). <i>Training and Resources to Implement Little Wandle Mastery in Phonics for EYFS to Year 2 and interventions in KS2.</i>	3
Maths teaching development including CPD for all staff.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact. Eg Continue the work from <i>Development stage of White Rose Mastery and mastery through Abacus Hub</i>	3
Provide mentoring for all staff where needed especially ECTs and when change is implemented.	EEF Effective Professional Development Guidance report including ECT mentoring and support ensures consistency and impact as planned.	3

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist employed to work on communication skills with targeted children	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge (+6 months).	3
Additional Staff Trained in Speech and language – supported by Speech and language therapist.	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge (+6 months).	3
Structured targeted interventions in groups and 1:1 from specific TAs	EEF –high impact on phonics interventions, high impact for reading interventions for comprehension as well as behaviour interventions and collaborative learning impact.	3

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

Budgeted cost: £ 72000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Child and Family Lead to support pupils and families.	EEF Teaching and Learning Toolkit states that supporting parental engagement, including general support with reading and supporting families in crisis can have a moderate effect on pupil progress (+4 months), as well as improving attendance.	1,2,3

Access to Shine Club to enable a wrap around support for targeted children.	Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.	1,2,3,4
Additional Sports Coach employed by school and bought in services from Burnley Sports Coach	Skilled professionals providing role model and skilled support developing motor skills and positive attitudes to learning. Role model support in class to raise aspirations.	2,3,4
Developing writing - Widening horizons for pupils to draw on wider experiences in writing.	Pupils need experiences to be able to draw upon knowledge and create aspirations.	1,2,3

Total budgeted cost: £ 162000

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.

(National average if published)

KS2 Data	Reading	Writing	Maths	RWM	EGPS
% at EXS / 100+	86% (75%)	79% (72%)	74% (74%)	72% (62%)	79% (73%)
Pupil Prem % at EXS / 100+	94% (63%)	100% (59%)	83% (61%)	83% (47%)	89% (60%)
% at GDS / 110+	23% (33%)	14% (13%)	28% (26%)	12% (8%)	40% (30%)
Pupil Prem % at GDS / 110+	17%	6%	17%	6%	N/A

Quotes from pupils accessing breakfast club and residential through this funding:

“I love breakfast club because it gives me a good breakfast and helps me start the day well. I like going outside and getting fresh air before class and playing games with my friends.” (Yr5)

“I love to come to breakfast club so much. I love to eat the food and I make my own breakfast. I help other children too and like to do jobs. All the staff make me laugh and look after me. I like doing jobs for Mr Arnfield (recycling bins)” (Yr5)

“It is the best because you get toys and pens to draw, then going out to play and the best part is the breakfast and you can watch videos.” (Yr5)

“I love going to breakfast club because you get to play and eat and you get to colour, I can talk too if I’m not feeling right”(Yr4)

“I like to see my friends and children in other years. I love helping Mr Arnfield. I like breakfast, I have toast and porridge.” (Yr3)

I will still be coming everyday until Yr6 (I said this last year too) and when I leave I'll come before going to big school." (Yr3)

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
Reading	Little Wandle
Maths Scheme of Work incl training	White Rose
Sports coach and mentor	Burnley football Club

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?	We used this to provide additional 1:1 support
What was the impact of that spending on service pupil premium eligible pupils?	Enabled access to the curriculum and progress to be made.