

## Pupil Premium Statement – Castle Wood Academy

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 the next two academic years and the impact that last year's spending of pupil premium had within our school.

### School overview

| Detail                                       | Data                    |
|--|-------------------------|
| School name:                                 | Castle Wood Academy     |
| Number of pupils in school:                  | 229                     |
| Proportion of pupil premium eligible pupils: | 39%                     |
| Academic years covered:                      | 2025-26 and 2026-27     |
| Date of publication:                         | September 2025          |
| Review date:                                 | July 2026 and July 2027 |
| Statement authorised by:                     | Chris Fitzpatrick       |
| Pupil Premium Lead:                          | Melanie Ryan            |
| Governor / Trustee Lead:                     | Anita Gledhill          |

### Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year       | £158,175        |
| Pupil premium funding carried forward from previous years | £0              |
| <b>Total budget for this academic year</b>                | <b>£158,175</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our school values of Wellbeing, Engagement, Aspiration and Resilience, underpin everything that we do at Castle Wood Academy and these values help all our children to achieve the best that they can in all areas of their learning. Our curriculum promotes a love of learning. It is broad and balanced and offers our pupils a learning journey that ensures they develop the knowledge, skills, attitudes and beliefs to become confident members of society.

We recognise that some of our Pupil Premium (PP) children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs, poor attendance and lower aspirations for some Pupil Premium pupils. Our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development. We are all champions for our Pupil Premium children and are passionate about their achievement and development. The first focus is to ensure our pupils are in school regularly and are ready to learn emotionally. Attendance, safeguarding and family support are vital to our success, as is emotional support for both children and families. A key evidence base used is the EEF Teaching & Learning Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>) which provides cost/benefit analysis for various approaches.

### Challenges

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

| Challenge | Detail of challenge   |
|-----------|---|
| 1         | Literacy & oral language skills                                 |
| 2         | Impact of safeguarding complications, wellbeing & mental health |
| 3         | High level of persistent absenteeism                            |
| 4         | Historically low aspiration & ambition                          |
| 5         | Requirement of capacity for ELSA support                        |

### 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                                    |
|---|---|
| Improved phonics, leading to strong readers     | All pupils off phonics by end of Y2                 |
| Improved attainment in reading, writing & maths | Decrease the gap between ours & National attainment |
| Improved attendance                             | Attendance ≥96%                                     |
| Decrease in persistent absenteeism              | PA is <12%  |
| Improved Speech & language provision            | All pupils have appropriate access to SALT support  |

## 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 (E.g. CPD, recruitment and retention)

Budgeted cost: £15,818

| Activity   | Supporting evidence  | Challenges |
|--|--|------------|
| Ensure all staff (including new staff) have received high-quality <b>phonics training</b> to deliver the RWI scheme effectively, leading to increased attainment for all in reading. | Oral language skills, retention & memory, reduced wider reading opportunities. High impact for very low cost based on extensive evidence (EEF) | 1 & 4      |
| Ensure all staff are effectively trained for the new <b>reading curriculum</b> and that appropriate resources are in place.  | Oral language skills, retention & memory, reduced wider reading opportunities. High impact for very low cost based on extensive evidence (EEF) | 1 & 4      |
| CPD model for Teaching Assistants to ensure that interventions & support are effective. Also ensure that investment in staff development supports retention.                         | Oral language skills, retention & memory, wider reading opportunities. Moderate impact for moderate cost based on moderate evidence (EEF).     |            |
| CPD model for all teaching staff to ensure that the fundamental elements of Teaching & Learning are strong in all classrooms.  |  | 1 & 4      |

## Targeted academic support (E.g. tutoring, 1:1 support, interventions)

Budgeted cost: £94,905

| Activity  | Supporting evidence  | Challenges     |
|---|--|----------------|
| Target disadvantaged pupils for <b>attendance</b> support (home-visits, phone calls, parent meetings, FPNs as needed, parental engagement sessions, parent/child workshops, breakfast provision, uniform support etc) | Social & emotional needs as a result of external factors, health & physical well-being, aspiration in the community. Moderate impact for low cost based on extensive evidence (EEF). We also spend further on AHO salary to support parents, monitor absence & manage attendance | 1, 2, 3 & 4    |
| Meet social & emotional needs through <b>ELSA &amp; Pastoral</b> support  | Social & emotional needs resulting from external factors. Poor health & physical well-being. Low aspiration in the community. Moderate impact for low cost based on limited evidence (EEF)   | 1, 2, 3, 4 & 5 |
| Increase rate of progress in reading, writing & maths for disadvantaged pupils with SEND, through <b>targeted interventions</b> (including one-to-one)  | Oral language skills, retention & memory, wider reading opportunities. Moderate impact for moderate cost based on moderate evidence (EEF).   | 1 & 4          |
| <b>Speech &amp; Language</b> support  | Poor oral language & literacy skills. Very high impact for moderate cost (EEF)   | 1 & 4          |

## Wider strategies (E.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £47,452

| Activity  | Supporting evidence  | Challenges  |
|---|--|-------------|
| Personal Development plan & timetable to guarantee <b>enrichment opportunities</b> . (targeted after-school clubs, Bikeability, cultural events, language support, author visits, subsidised trips, adult & family sessions etc)                      | Improving attendance and readiness to learn for the most disadvantaged pupils, low aspiration & opportunity for social mobility. | 1, 2, 3 & 4 |
| Safe & ready to learn ( <b>SM</b> role). Ensure that safeguarding protocols are tightly adhered to and that there is sufficient capacity in school to manage all concerns & cases comprehensively. This includes training DDSLs to increase capacity. | Improving attendance and readiness to learn for the most disadvantaged pupils.   | 2, 3 & 5    |

**Total budgeted cost: £158,175 (£15,818 + £94,905 + £47,452)**

## 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 2024-25 academic year.

| Aim  | Outcome   |
|--|---|
| Phonics training                                     | Regularity of phonics sessions, as well as RWI development days contribute to successful phonics provision. RWI training is a key investment again, as are bespoke pathways for each teacher & TA. The new reading curriculum & work on fluency is helping to bridge the gap between RWI & reading fluency and competency.  |
| Retention & long-term memory                         | Improving retention throughout school. Pupil interviews in monitoring showed that pupils are able to discuss & explain their learning of our curriculum.  |
| Improve attendance & decrease persistent absenteeism | Since Covid, National attendance & PA have worsened. However, our school has bucked that trend to an extent. Although slightly lower than pre-Covid, attendance is at the National level, and higher than schools in areas sharing similar demographics. However, PA still remains higher than we would like. An external monitoring was positive about our approaches to tackling attendance. Strategies to continually improve attendance (work with Attendance Champions & Teaching Hub) more focus on highest PA pupils initially (88%-88.9%). AHO work monitors & challenges PA. AC & AHO regularly meet & work ELSA work is important in this, as are PSPs & BOSS intervention. SM work is vital. CP, CIN, TAC is closely monitored alongside attendance, SEND & behaviour (BASS meetings). Parental engagement & relationships are mostly very strong. |
| ELSA & pastoral work                                 | ELSA work is pivotal. Fully trained ELSA in post, with dedicated time allowed. PSP work & BOSS intervention as needed has been successful. CP, CIN, TAC is closely monitored alongside attendance, SEND & behaviour (BASS meetings). Parental engagement & relationships are mostly very strong.  |
| Targeted interventions                               | Work needs to be done to analyse the effectiveness of interventions.<br>Pupil progress processes have been improved this year but specific interventions need to be more carefully monitored & their efficacy assessed.   |
| Improved Speech & language provision                 | The level of need of SALT provision is an indicator as to the necessity of this spend. One key adult was placed in this post this year to ensure the regularity and consistency of this provision. This will continue.  |
| One-to-one or small group tutoring                   | RWI tutoring has been effective with most pupils.   |
| Enrichment   | These provide key life experiences for our most disadvantaged pupils and support our school curriculum. After school clubs need to be carefully planned out in an attempt to engage all pupils but particularly those who do not have access to out-of-school clubs.  |
| SM role  | Safeguarding work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (ABS meetings). Parental engagement has improved & relationships are very strong. That said, SM role needs reassessing in terms of in-school capacity for caseloads.   |