

Pupil premium strategy statement – Castlewood Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kirsty Anstee-Brown
Pupil premium lead	Kirsty Anstee-Brown
Governor / Trustee lead	David Storer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,495
Pupil premium funding carried forward from previous years	£5,848
Total budget for this academic year	£24,343

Part A: Pupil premium strategy plan

Statement of intent

At Castlewood Primary School, we are firmly committed to ensuring that every single pupil receives an exceptional, equitable education that transforms them into confident, capable, 'world-ready' individuals. We value and embrace the rich tapestry of backgrounds and experiences our pupils bring with them. We view this diversity as a strength, driving our determination to create a vibrant, inspiring curriculum that speaks to every child and meets their individual needs.

Our clear priority is to provide every pupil – without exception – with access to high-quality experiences that ignite curiosity, build confidence and unlock potential. This commitment is woven into the fabric of our school culture, where strong, caring relationships with children and families are fundamental to everything we do.

We hold high expectations for every member of our school community. We believe that aspiration, achievement and exemplary behaviour should be accessible to all children. These values don't just underpin our pupils' experience; they define who we are as a school.

Every single child receives teaching that is not only high-quality but deeply personalised, carefully crafted to meet their unique needs and help them flourish. We use precise, effective assessment to pinpoint exactly where each child needs support, then deploy our skilled teaching assistants, expert teachers and utilise external partners to ensure no child is left behind.

We recognise that emotional and mental wellbeing are essential foundations for learning, not optional extras. We are strongly committed to creating a nurturing environment where every child feels safe, valued and ready to embrace learning. Through our PACE approach and trauma-informed therapeutic practices, we ensure that emotional security underpins academic progress, because we know that children cannot thrive academically unless they feel secure emotionally.

In addition, we are determined that financial barriers will not stand in the way of any child's success. We subsidise uniforms, trips, clubs, music lessons and more, ensuring genuine equity of access. Every child deserves the full richness of school life, and we make certain that happens.

Our work is ongoing and evolving. We continuously reflect, adapt and refine our provision, working closely with external agencies to ensure that every pupil receives the support they need, when they need it.

'Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it' Caroline Belden

Challenges

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

Challenge number	Detail of challenge
1	Emotional, mental health and social needs which affect the children's ability to be ready to learn
2	Retention of spelling rules and independent application of these away from the point of teaching, lower reading/writing attitude including lack of reading and writing stamina
3	Lower Maths ability, particularly with regard to number fluency retention and application
4	To ensure that school is a positive experience for these pupils and ensure that they have a high level of attendance
5	Ability to have attend range of opportunities and experiences similar to their peers

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
For Pupil Premium (PP) pupils to experience emotional safety and enjoy rich, positive social interactions throughout their time at school.	<ul style="list-style-type: none">• Pupils confidently use strategies they have learned to manage real-life situations, such as building positive friendships and reducing playground conflicts.• Every child has access to a trusted adult for support and can work with our ELSA (Emotional Literacy Support Assistant) when needed.• PP pupils benefit from a variety of therapeutic resources and programmes, including the Sensory Room, Nurture group, Lunch Club, Theraplay, Drawing and Talking and sensory circuits.• Staff receive advice and training from the Senior Mental Health Lead and external agencies to support pupils' emotional wellbeing.• Parents and carers report that their children are becoming more emotionally secure.• PP pupils work with trained staff who understand their individual barriers and provide tailored support to help them succeed.

For all pupils make strong progress across all areas of learning, with a particular emphasis on improving reading and writing so that outcomes for PP pupils match those of non-PP pupils with similar starting points.	<ul style="list-style-type: none"> • PP pupils make strong progress in reading, which positively impacts and accelerates their writing development. • PP pupils achieve good progress in phonics throughout KS1 and meet the expected standard. • PP pupils perform well in spelling, aiming to score above 12 out of 20 by the end of KS2. • All pupils have access to a wide range of high-quality texts, enjoy reading, and can speak enthusiastically about books they are reading. • PP pupils achieve outcomes in line with non-PP peers who have similar starting points. • Staff receive training in a consistent, whole-school approach to writing, ensuring that disadvantaged pupils are well supported and set up for success.
All pupils will demonstrate secure number fluency by rapidly and accurately recalling key number facts (including number bonds and multiplication tables) appropriate to their year group. PP pupils will confidently retain and apply these skills to solve problems in a variety of mathematical contexts, achieving outcomes in line with non-PP peers with similar starting points.	<ul style="list-style-type: none"> • Assessment data demonstrates that PP pupils are making strong progress, matching the progress of non-PP peers with similar starting points. • PP pupils show improved performance in TT Rockstars and Multiplication Tables Check (MTC) results, as appropriate for each cohort. • Maths arithmetic scores for PP pupils exceed national averages. • Year 4 times tables results for PP pupils are at or above national.
PP pupils' attendance rates are consistent with the overall school average, ensuring no significant gap exists between PP and non-PP pupils.	<ul style="list-style-type: none"> • The need for Family Support Workers (FSW) and Early Help involvement is reduced as families receive timely and effective support within school. • Castlewood provides targeted assistance, such as access to essential resources, school uniform, and parenting support as required, to ensure families feel equipped and supported. • Attendance for PP pupils is in line with the national average of 96%, with no significant gap between PP and non-PP pupils. Our school target is for all pupils, including those eligible for Pupil Premium, to achieve an attendance rate of at least 97%. • Regular monitoring and early intervention strategies are in place to maintain high attendance and address any emerging barriers promptly. • The school's supportive environment helps families to thrive, reducing reliance on external agencies over time.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase TA support in all classes	EEF T & L toolkit – small group tuition and teaching assistants	2 and 3
Increase teacher support for targeted intervention with SEMH focus.	EEF T & L toolkit – small group tuition, individualised instruction,	2 and 3

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF T & L toolkit – social and emotional Learning	1
Quality texts & reading intervention	EEF T & L toolkit, reading comprehension, small group tuition	2
Specific resources for pupils, including Widgit software	EEF T & L toolkit - metacognition and self-regulation	All
Reading diaries	EEF T & L toolkit - parental engagement	2 and 5
SEN interventions	EEF T & L toolkit - parental engagement	All

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	EEF T & L toolkit – metacognition and self-regulation, social and emotional learning	All
CPOMS	EEF T & L toolkit - parental engagement,	1

Total budgeted cost: £23,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With only 4.4% of our school population eligible for Pupil Premium, individual pupil circumstances have a significant impact on percentage outcomes. In several year groups, we have only 1-2 PP pupils, meaning one child can represent 50-100% of the cohort data. This makes year-on-year comparisons challenging and highlights why our approach must be highly individualised rather than relying solely on cohort-level analysis. Many of our PP pupils have additional barriers to their learning such as EAL and/or SEND.

Whole School Internal Assessment Overview for PP pupils

Year Group	% Achieving EXS in Reading	% Achieving EXS in Writing	% Achieving EXS in Maths	% Achieving GDS
EYFS	100% (ELG)	100% (ELG)	100% (ELG)	-
Year 1	No PP pupils	No PP pupils	No PP pupils	-
Year 2	50%	50%	50%	-
Year 3	0%	0%	0%	-
Year 4	100%	33%	66%	33%
Year 5	50%	50%	50%	50%
Year 6	50%	100%	100%	50%

Analysis

EYFS and Key Stage 1

- EYFS shows excellent outcomes with 100% achieving Early Learning Goals
- Year 2 shows 50% at expected standard, reflecting one pupil with additional needs requiring ongoing support

Lower Key Stage 2 (Years 3-4)

- Year 3: This cohort has substantial barriers to learning and over 50% of the pupils are on the SEN register. We have a huge amount of outside agency support and pupils receive a personalised curriculum with a great deal of adult support. Our PP pupils have made excellent progress from their starting points.
- Year 4: Shows improvement with 100% in reading, though writing (33%) and maths (66%) indicate continued need for targeted support, which is in place. The 33% achieving GDS demonstrates we are successfully challenging more able PP pupils.
- Multiplication Tables Check (Year 4) – 66% of PP pupils achieved 25/25 in the MTC, 33% achieved 18/25. This is an average attainment score of 22.6. The average attainment score of disadvantaged pupils who took the check in 2024 was 18.9. 2025 data is yet to be released.

Upper Key Stage 2 (Years 5-6)

- Year 5: 50% at expected standard with 50% at GDS shows a cohort with divergent needs - one pupil achieving very well, one requiring significant support
- Year 6: Strong outcomes in writing and maths (100% EXS) with reading requiring continued focus (50% EXS) although the PP pupil made excellent progress from their starting point and joined us in Year 5.

Key Findings from Internal Data

Strengths:

EYFS provision is highly effective (100% ELG). Mathematics teaching in upper KS2 is strong (100% EXS in Year 6). We are successfully supporting some PP pupils to achieve GDS (33-50% across Years 4-6)

Areas of Concern:

High levels of SEND across the school is impacting upon outcomes when compared to national expected standard however all pupils have made at least good progress from their starting points.

National Comparison - Key Stage 2

Castlewood PP Pupils 2025:

- Reading: 50% (23 percentage points below national)
- Writing: 100% (28 percentage points above national)
- Mathematics: 100% (27 percentage points above national)
- Combined: 50%

National Disadvantaged Pupils Average 2025:

- Reading: 63% at expected standard
- Writing: 59% at expected standard
- Mathematics: 61% at expected standard
- Combined: 47%

Writing -

Our PP pupils achieved 100% at expected standard in writing, which is 41 percentage points above the national disadvantaged average of 59%. This is an exceptional outcome that places our disadvantaged pupils significantly above their peers nationally. This demonstrates:

- Highly effective writing instruction across the school
- Quality-first teaching that meets the needs of all learners
- Successful curriculum design with quality texts underpinning all topics
- Effective use of additional TA deployment for targeted support
- Extra sessions to increase literacy skills
- High expectations for all pupils regardless of background
- What This Means: Our disadvantaged pupils are leaving primary school with writing skills that far exceed those of disadvantaged pupils nationally, giving them a significant advantage as they transition to secondary education.

Maths -

Our PP pupils achieved 100% at expected standard in mathematics, which is 39 percentage points above the national disadvantaged average of 61%. This performance reflects:

- The impact of our mathematics strategy including White Rose resources
- Success of the Mastering Number project in KS1 establishing strong foundations
- Effective use of TT Rockstars and targeted interventions (pre-teaching, Plus One)
- PUMA assessments enabling prompt identification of needs and intervention

- Skilled TA deployment for small group support
- Use of Maths Keys across the whole school

Our disadvantaged pupils are achieving mathematics outcomes that place them among the highest performing disadvantaged pupils nationally.

Greater Depth -

50% of our PP pupils achieving Greater Depth Standard across all three subjects combined is significantly above typical outcomes for disadvantaged pupils nationally and demonstrates:

- Our commitment to high expectations for all pupils
- Effective challenge and stretch for more able disadvantaged pupils
- Focus on deep understanding, not just "getting pupils over the line"
- Development of higher-order thinking skills
- This is a significant strength that should be maintained and celebrated.

Our PP pupils achieved 50% in combined reading, writing and mathematics, which is 3 percentage points above the national disadvantaged average of 47%. While this appears modest, it's important to note that this represents a small cohort of 2 pupils.

50% of our PP pupils achieved Greater Depth Standard across all three subjects combined. This is significantly above typical outcomes for disadvantaged pupils nationally and demonstrates our commitment to high expectations and challenge for all pupils, not just supporting pupils to reach expected standards.

Areas of Concern:

Reading - Our PP pupils achieved 50% at expected standard in reading, which is 13 percentage points below the national disadvantaged average of 63%. This cohort of 2 pupils includes one pupil achieving GDS across all subjects (performing exceptionally well in all areas including reading) and one pupil achieving expected standard in writing and mathematics but working below expected standard in reading due to specific learning needs. Again, high levels of SEND across the school is impacting upon outcomes however all pupils have made at least good progress from their starting points.

Attendance Analysis

2024/25 Attendance Data:

- PP pupils: 92.8%
- Non-PP pupils: 96.8%
- Gap: 4.0 percentage points

Comparison with National: National average attendance for 2024/25 was approximately 94.1%, meaning our PP pupils are 1.3 percentage points below the national average however we have had two pupils (LAC) on part time timetables to ensure a positive start to their educational journey at Castlewood, which is reflected in the data.

Attendance Patterns:

- 3 PP pupils (27%) have attendance below 90% (persistent absence) – part time timetables as detailed above
- 5 PP pupils (45%) have attendance between 90-95%
- 3 PP pupils (27%) have attendance above 95%

Barriers to Attendance:

- Medical appointments and health needs
- Emotionally Based School Avoidance (EBSA) for some pupils

- Family circumstances and caring responsibilities
- Holidays in time term due to price hikes

Current Attendance Strategies:

- Daily monitoring of attendance and lateness through office systems, reported to SLT
- First-day response to absence
- Specific attendance plans and rewards for individual pupils
- Building strong relationships with families through regular contact
- EBSA (Emotionally Based School Avoidance) resources and strategies including caring for the school hamster!
- Children collected from home by school staff when necessary
- Robust Attendance policy in place and communicated to families
- Pastoral support through ELSA and Beach Hut provision to address underlying emotional barriers
- Flexible start arrangements for pupils with EBSA or who need a 'soft start'

The gap has narrowed from 5.8 percentage points in previous years to 4.0 percentage points, demonstrating that our strategies are having a positive impact. However, we have not yet achieved our aspirational target of 97% attendance for PP pupils.

Wellbeing Support: Pupils accessing ELSA sessions and Beach Hut nurture provision have shown improved attendance patterns, suggesting that addressing emotional wellbeing is a key factor in improving attendance. For example, one Year 5 PP pupil's attendance improved from 85% to 94% following regular ELSA support for anxiety.

Behaviour Incidents 2024/25:

- 6% of behaviour incidents involved PP pupils
- No suspensions or exclusions for PP pupils
- Zero fixed-term or permanent exclusions

With PP pupils representing 4.4% of the school population, they account for 6% of behaviour incidents - a difference of only 1.6 percentage points. This demonstrates that PP pupils' behaviour is broadly in line with the whole school population and that they are not disproportionately represented in behaviour incidents.

The absence of any suspensions or exclusions is a significant achievement and demonstrates the effectiveness of our behaviour support strategies. Low behaviour incident rate reflects our trauma-informed approach and proactive support. The data also demonstrates that our emotional wellbeing interventions are preventing behaviour from escalating.

Types of Behaviour Incidents: The 6% of incidents involving PP pupils include:

- Low-level disruption in class (e.g. calling out, off-task behaviour)
- Playground conflicts with peers
- Emotional dysregulation (e.g. refusal, withdrawal)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
CPOMS	CPOMS
Trauma-informed practice and therapeutic behaviour management	LBAT training, PACE training, Virtual School training West Sussex County Council WHSN EP
Times tables intervention	TT Rock Stars
Phonics Tracker	Phonics Tracker
Widgit Online Software	Widgit Online Software
Reading Comprehension	CGP
PUMA assessment	Pearson/RS Mark
FFT	Reading intervention and tracking

Further information (optional)

Forest School and Outdoor Learning

At Castlewood Primary School, we recognise that learning extends far beyond the classroom walls. Our Forest School provision is a vital component of our whole-school approach to supporting all pupils, including our disadvantaged learners, to develop resilience, confidence, and a love of learning.

Forest School sessions provide regular opportunities for pupils to engage in child-led, play-based learning in an outdoor woodland environment. Through activities such as den building, fire lighting, tool use, and nature exploration, pupils develop:

- Resilience and perseverance when facing challenges
- Social skills and teamwork through collaborative activities
- Self-esteem and confidence by taking managed risks and achieving success
- Emotional regulation in a calm, natural environment
- Physical skills including fine and gross motor development
- Connection to nature and environmental awareness

Our Forest School provision is particularly beneficial for disadvantaged pupils who may have limited access to outdoor spaces and natural environments outside of school. The sessions provide enriching experiences that support wellbeing, reduce anxiety, and create a positive context for learning that complements our Beach Hut nurture provision.

Beach Hut Nurture Provision - Recognised Good Practice

We are proud that our Beach Hut nurture provision has been featured on the West Sussex Thriving in Education website as an example of good practice in supporting pupils' emotional wellbeing and mental health.

The Beach Hut is a dedicated nurture space that provides a safe, calm environment where pupils can:

- Access Nurture Groups for small group support focusing on social and emotional development as well as world-ready skills, such as cooking
- Attend Lunch Club for pupils who find the busy playground overwhelming or who need support with positive play
- Receive 1:1 or small group sessions, for both learning and pastoral support
- Engage in Drawing and Talking therapy to process emotions and experiences
- Access Theraplay interventions to build positive relationships and attachment

[Castlewood Primary School: Example of practice - West Sussex County Council](#)