



Castle Newnham (Primary)

Review - December 2025

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
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Kat Edwards - Headteacher (Primary)
Pupil premium lead	Kat Edwards - Headteacher (Primary)
Governor lead	Helen Ryan - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/25)	£94,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024/25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,445

Part A: Pupil premium strategy plan

Statement of intent

At Castle Newnham School we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all following our CORE values of community, opportunity, respect and excellence.

Using the pupil Premium funding, we will focus upon and specifically target to improve English levels across Primary (Reading, Writing and Speech and Language). This will be at individual pupil level, class level, school level and community.

We plan to make sure our resources are used where they will make the biggest difference to the greatest number. Research and experience suggest this is in the classroom, where through our teaching we have the most control over our pupils' development. We can significantly improve pupils' learning if we focus – as we intend to – on the development of their language ability. We see this as the key that unlocks success both at school and later in life, because a child's ability to read, write and speak effectively determines their motivation and ability to learn in lessons.

High quality teaching is a key principle in our approach. Teachers are passionate and seek to ensure all children learn well using research based teaching principles. Our curriculum enables children to remember the content and deepen understanding of concepts over time. This is achieved through whole class teaching, small group and individual interventions.

We have recognised the increase in social, emotional and mental health needs for an increasing number of children. Our funding contributes towards specialised support that we are able to give these children from a trained member of staff. Finally we will focus upon offering pupils enrichment opportunities and experiences to inspire and develop their aspirations.

Our current pupil premium strategy plan focuses upon these areas, targeting staff support and funding to increase learning, enrichment and family opportunities for our pupils. Tight, targeted and focused interventions primarily aimed at improving and developing speech, language and communication skills will be implemented to support literacy skills and all other areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Reading and writing attainment is low in comparison to non-pupil premium children in most year groups.

2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Lack of support with learning at home due to various factors, lack of outside experiences and opportunities
4	Increased need for SEMH 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
1	To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. For attainment to be as close to age related expectations. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.	Vulnerable pupils will make at least 3 terms progress. SEND pupils will achieve 80% of learning plan targets.
2	To improve oral language skills and vocabulary among disadvantaged pupils in Years Reception, Year 1 & Year 2.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, phonics screening outcomes, book scrutiny and ongoing formative assessment.
3	To identify specific barriers to learning, relating to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	Class teachers to identify specific learning difficulties to clearly inform class teaching and next steps of assessment if required. Clear identification of needs for a referral, assessments for SEMH interventions, and clear summary of pupil progress.
4	To enable all vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, inside & outside school.	A high percentage of pupil premium to attend a range of clubs and enrichment activities in school and in the community. Cost support for pupils to attend trips, including residential and paid clubs.

5	To identify the needs of our most vulnerable families and plan how best to support them.	Our school's early help offer will be shared with families and on the school website. Our vulnerable families will be provided with support and signposted to other services they can utilise.
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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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. A greater focus on progress for pupil premium children to be making the expected or accelerated progress throughout the year.	1, 2, 3
Staff CPD on Oracy	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	1, 2, 3
Marking and feedback non-negotiable part of learning for children	Marking and feedback policy introduced that focuses on verbal feedback. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months- EEF).	1, 2
Whole school focus on reading for pleasure. Continual CPD throughout the year.	DfE guidance alongside many studies and articles demonstrate the positive impact reading for pleasure has on academic progress.	1, 2
Embed Twinkl phonics scheme.	DfE validated phonics scheme used in EYFS, KS1 & KS2. Data from 2024-25 has shown great progress with phonics knowledge as seen in end of year phonics screening results.	1, 2
Development of English curriculum to ensure that it provides opportunity for reading, oracy and writing skills to be developed.	EEF research determines that a well sequenced and planned curriculum that ensure progress for all is essential for academic achievement.	1, 2

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

Budgeted cost: £24,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for teachers through mentoring where pupil premium attainment is lower than non-pupil premium.	Evidence shows that high quality teaching from qualified teachers is the most powerful way of improving pupil attainment. (EEF)	1, 2
Primary class teacher and SEMH advisory support worker to run Herts for Learning Reading fluency intervention for pupil premium children who are working well below their ARE in KS2.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020). HFL Education's Reading Fluency Project delivers significant improvements in just 8 weeks, with an average of 2 years 3 months progress in reading comprehension age (HfL 2025).	1, 2
Primary class teacher interventions during Music, French & PE (Music Y1-6) (French-Y3-6), (PE KS2)	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2
KS1 phase leader and Phonics lead to lead phonics interventions for children who are not meeting the expected standard.	Evidence shows that high quality teaching from qualified teachers is the most powerful way of improving pupil attainment. (EEF) Evidence shows that targeted small group academic support that is linked to classroom teaching and individual needs can support pupil progress. (EEF)	1, 2

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

Budgeted cost: £62,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use dedicated staff to reinforce a positive attitude to learning.</p> <p>Offer bespoke 1:1 sessions focusing on SEMH for targeted children.</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3
<p>Offer small group sessions focusing on SEMH for targeted children.</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3
<p>Ensure all identified PP students with poor attendance to school are monitored and supported by the Assistant Headteacher for Pastoral.</p>	<p>In previous years, PP attendance has been below non-PP children. In order to now maintain attendance in line with non-PP and above national standards we need to continue to put in support for targeted children.</p>	4
<p>PP children to have access to all trips and clubs offered to children so experience a curriculum that includes enrichment (Trips & visits)</p>	<p>Parents struggle to pay for trips for PP children. Evidence also suggests through talking to PP children that they don't have as many opportunities outside of school as non-PP children.</p>	4
<p>Pupil premium voice to be listened to, led by assistant headteacher. Data to be collected,</p>	<p>EEF Guide to The Pupil Premium outlines the importance of gathering pupil voice in the monitoring and evaluation stages of the Pupil Premium Strategy.</p>	1, 2, 3, 4

analysed and actions put in place.		
Create a 'Pupil Premium offer' that clearly outlines support we are able to give to our most vulnerable families.	EEF Guide to The Pupil Premium step 3 - Wider Strategies. Encompassing additional support that goes beyond teaching and attainment to support in closing the gap.	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review: aims and outcomes (2024-25)

	Aim	Outcome																
1	To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.	<p>Progress for PP children (YR-6) overall 62 children with data): - % & (no. of children)</p> <table border="1"> <thead> <tr> <th></th> <th>slow</th> <th>expected +</th> <th>accelerated</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>3% (2)</td> <td>97% (60)</td> <td>32% (20)</td> </tr> <tr> <td>W</td> <td>0% (0)</td> <td>100% (47)</td> <td>24% (15)</td> </tr> <tr> <td>M</td> <td>3% (2)</td> <td>96% (60)</td> <td>21% (13)</td> </tr> </tbody> </table> <p>The vast majority of PP children progressed well from Autumn 24 to Summer 25.</p> <p>Phonics attainment for Y1 7 PP children- 3 passed the phonics screening check.</p> <p>Phonics attainment for Y2 8 PP children - 5 passed the phonics screening check by the end of Y2.</p>		slow	expected +	accelerated	R	3% (2)	97% (60)	32% (20)	W	0% (0)	100% (47)	24% (15)	M	3% (2)	96% (60)	21% (13)
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2	Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Progress for PP children (YR-6) overall 62 children with data.</p> <p>Reading: Slow: 3% Expected: 97% Accelerated: 32% Expected and accelerated progress is good.</p>																

3	To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	Primary Pastoral Provision map shows support in place for pupils who need it from the Pupil & Family support team. Success is well documented through sessions with PFS, correspondence with teachers and parents, reduction in the amount of children who are being re-referred to the PFS team.
4	All pupils attend school 96% or above. Pupil premium to improve attendance by 2%	Attendance data shows that collective attendance for PP pupils was 92% in 2024/25
5	To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, outside school. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support	Opportunities for some PP pupils to take part are in place. Some children respond well, although this needs developing further to ensure more opportunities are provided and personalised support is in place for the harder to reach families.