



Pupil Premium Strategy Statement – Castle Carrock School 2024-27

This statement details our school’s use of pupil premium (and recovery 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	40
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	To be Ratified
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Sarah Lee
Governor / Trustee lead	Barbara Hindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,255
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,255

Part A: Pupil premium strategy plan

Statement of intent

At Castle Carrock, our intent is to ensure that all pupils, regardless of their background or the challenges they face, are supported to achieve their full potential. The Pupil Premium funding is used strategically to remove barriers to learning and to narrow the attainment gap between disadvantaged pupils and their peers.

We are committed to:

- Providing high-quality teaching that meets the needs of all learners, including those from disadvantaged backgrounds.
- Identifying pupils' individual needs early and intervening appropriately to ensure academic, social, and emotional success.
- Using evidence-based approaches to raise attainment, improve attendance, and support wellbeing.
- Ensuring that funding is allocated based on rigorous analysis of data and monitored for impact.
- Fostering a culture of high expectations for all pupils, regardless of socio-economic status.
- Working closely with families and external agencies to provide holistic support.

Our approach is underpinned by a tiered model that prioritises:

1. **High-quality teaching** – investing in professional development and teaching resources.
2. **Targeted academic support** – through evidence-based interventions and tuition.
3. **Wider strategies** – addressing non-academic barriers such as attendance, behaviour, and social-emotional needs.

We understand that disadvantage is not always visible or linked to eligibility for Pupil Premium, so we aim to ensure that support is inclusive and reaches all pupils who need it. Our strategy is reviewed regularly and evolves in response to the needs of our school community and the impact of our actions.

Challenges

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

Challenge number	Detail of challenge
1	SEND/PP overlap – 29% of PP pupils also have SEND needs.
2	Some of our PP pupils have difficulties within maths including fluency, reasoning and problem solving.
3	Some of our PP children are below expected age in reading fluency WPM and did not pass their Phonics screening

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
To close gaps in learning rapidly ensuring progress for all pupils from starting points.	All PP children make good progress from starting points.
Improved standards with Maths fluency, reasoning and problem solving.	Assessments and observations indicate significantly improved Maths fluency, reasoning and problem solving. 50% of PP children in KS1 to reach at least expected standard in maths for the appropriate year group. 60% of PP children in KS2 to reach at least expected standard in maths for the appropriate year group.
Improved standards within reading fluency and comprehension.	Assessments and observations indicate significantly improved fluency of WPM and reading comprehension. 50% of PP children in KS1 to reach at least expected standard in reading for the appropriate year group. 80% of PP children in KS2 to reach at least expected standard in reading for the appropriate year group.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching in place for teachers.	<p>EEF +2</p> <p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>Mentoring EEF</p>	1, 2, 3,
Maths CPD for teachers Mastery Learning	<p>EEF +5</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p> <p>Mastery learning EEF</p>	2

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency and comprehension strategies / interventions.</p>	<p>EEF +6</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Reading comprehension strategies EEF</p>	<p>3</p>
<p>1-1 and small group interventions:</p> <ul style="list-style-type: none"> • Spelling interventions • Handwriting interventions • Specific 1-1 interventions 	<p>EEF +4</p> <p>Individualised and small group instruction</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Behind this average, there is a large amount of variation. Some of this may be explained by the challenges of implementing the approach effectively, without diminishing engaged learning time. For classroom-based approaches, it appears that the role of the teacher</p>	<p>1, 2, 3,</p>

	<p>may become more managerial, with the increased need for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. Because of this, individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement.</p> <p>A small number of studies have examined including peer feedback as part of individualised instruction. The results in these studies are positive, on average.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>One to one tuition EEF</p>	
<p>Targeted use of HLTA in Acorns unit and targeted use of TA in Y6 every morning</p>	<p>EEF +4</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1,2,3</p>

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

Budgeted cost: £755

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school creative enrichment opportunities.	<p>EEF +3</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF</p>	
Well-being activities	<p>EEF +3</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year</p> <p>Social and emotional learning EEF</p>	
Incidentals	N/A	

Total budgeted cost: £8,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact 2024-25

1. To close gaps in learning rapidly ensuring progress for all pupils from starting points.

100% of our Pupil Premium pupils accessed targeted interventions over the academic year and made good progress from starting points.

2. Improved standards with Maths fluency, reasoning and problem solving.

End of academic year assessment data 2025 shows the following:

100% of our Pupil Premium pupils made good progress from starting points in Autumn 2024 in maths.

3. Improved standards within reading fluency and comprehension.

End of academic year assessment data 2025 shows the following:

100% of the Pupil Premium children accessing phonics support made progress from starting points in Autumn term 2024

86% of the Pupil Premium children increased their reading fluency WPM (words per minute accurately read) within the academic year 2024-25

Externally provided programmes

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

Programme	Provider
Primary Ed shed spelling programme	Primary Ed shed
TTRS	Maths Circle
White Rose Maths	White Rose Maths
Little Wandle	Little Wandle publishing

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We identified a support assistant to focus on the emotional well-being and academic achievement of service children. This support assistant has completed Mental Health and well being training. Gaps in learning have been addressed through targeted interventions.

The impact of that spending on service pupil premium eligible pupils

- Improved well-being amongst service children.
- Improved attainment in maths and reading as a result of targeted interventions.

DRAFT