

# Pupil Premium Strategy statement – Castle Camps 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	115 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	22 (19%) not including the Nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	12/11/25
Date on which it will be reviewed	12/11/26
Statement authorised by	Alexandra O'Connor Headteacher
Pupil premium lead	Alexandra O'Connor
Governor / Trustee lead	Ali Mansfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£44,650

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Camps Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

### **Our context:**

Castle Camps is a small, rural school set in the south-eastern corner of Cambridgeshire. We are the most southerly school in the Ely diocese and enjoy the special ethos that Church schools share. We also sit on the border of Cambridgeshire, Essex and Suffolk. The catchment area has been extended over the years and more recently, the number of pupils coming from across the border, mainly from the town of Haverhill, has increased.

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide appropriate support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils have not met age-related expectations in key skills (reading, writing and maths) or are working slightly below ARE in key skills curriculum areas.
2	In some cases, pupils' social, emotional and mental health needs can impact on readiness to engage with learning.
3	Due to financial constraints, some pupils are unable to engage in enrichment opportunities in order to participate fully in academic work that proceeds and follows.
4	There is a correspondence between pupils who receive PPG funding and are also on the SEND register (40% of pupils in receipt of PPG funding); this can lead to additional layers of challenge towards closing the attainment gap between pupils in receipt of PP funding and those not in receipt of funding.

## 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
Quality of teaching across the school will be consistently good, benefiting disadvantaged pupils. Teachers use adaptive teaching approaches and ordinarily available provision in order to respond to needs in class. Teachers consistently utilise TAs to maximise learning and progress of all learners in class, particularly those from disadvantaged backgrounds	<ul style="list-style-type: none"> <li>• Age appropriate curriculum will be taught consistently, providing full coverage in each year group.</li> <li>• Pupils will make at least expected (and where necessary) accelerated progress in reading, writing and maths.</li> <li>• SLT and subject leader monitoring will show teaching is effective.</li> <li>• Appropriate CPD will be planned/delivered to support teacher/TA understanding of effective use of TAs and in-class support; school improvement adviser delivers CPD to support high quality teaching in class</li> <li>• Provision for pupils from disadvantaged groups will be prioritised in pupil progress meetings</li> <li>• SLT and school improvement adviser monitoring shows that use of TAs is consistently effective in class</li> <li>• SLT provide developmental coaching to support high quality teaching and learning</li> <li>• SENCO provides surgery drop-ins to advise and support teachers to develop provision for those from disadvantaged groups</li> <li>• Attainment gap between disadvantaged pupils at CCPS and national non-disadvantaged pupils will decrease.</li> <li>• Where pupils with Pupil Premium funding have additional high levels of SEND needs, longer Communication Passport meetings are provided termly to parents</li> </ul>
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> <li>• Pupils actively engage with their learning, due to the removal of emotional barriers and the increase of their own personal resilience.</li> <li>• Resilience interventions (e.g. ELSA) are available to those in need; ELSA trained TA receives termly supervision to maintain ELSA accreditation</li> </ul>

	<ul style="list-style-type: none"> <li>Targeted pupils will engage more independently in class activities and will need less explicit support as resilience increases. Staff work effectively with families. Where necessary, external referrals are made to agencies to support with emotional wellbeing, behaviour and parenting/routines. (e.g. YOUited, EHWS, Early Help, Naomi Shepherd - EIFA)</li> <li>Positive working relationships are developed between home and school; parents/carers feel able to communicate with staff in instances when children are experiencing SEMH/behavioural challenges</li> </ul>
<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To broaden access to cultural and sporting opportunities at school.</p> <p>To establish and develop further links with the community.</p>	<ul style="list-style-type: none"> <li>Experiences at school (including use of the school grounds) are planned into the curriculum.</li> <li>The school continues to engage with local sporting competitions and ensure disadvantaged pupils access this.</li> <li>Subject specialists and visitors will attend the school to enrich the curriculum.</li> <li>Local walking visits (including to the local library and local places of worship) will take place to engage pupils with locality.</li> <li>Cultural visits further afield (at least 1 per year group per year) will complement the curriculum.</li> <li>Clubs at school will be increased to include more sporting/cultural opportunities and disadvantaged learners will be well-represented at these.</li> <li>Disadvantaged pupils will be supported to access school residential trips and clubs.</li> </ul>
<p>To respond rapidly with targeted teaching / evidence based interventions for pupils – especially SEND pupils - at risk of underachievement.</p>	<ul style="list-style-type: none"> <li>Attainment gap between disadvantaged pupils at Castle Camps and national non-disadvantaged pupils will decrease.</li> <li>Book scrutinies will show pupils are being appropriately challenged (and engaged) and making expected (or accelerated) progress.</li> <li>DHT and SENCO/PP leader collaboratively run termly pupil progress meetings to identify trends and support needs, with a focus on pupils from disadvantaged groups</li> <li>Provision map will reflect needs identified through standardised assessments and resulting from pupil progress meetings</li> <li>Provision map will include evidence based interventions</li> <li>Staffing in each year group will be deployed effectively to meet need identified by data or development priorities.</li> <li>Monitoring will demonstrate pupil progress through intervention cycles</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing our subscription to our systematic synthetic phonics program. Training new staff members and holding refresher training for existing staff members.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF, 2021)	1,4
Class teacher to hold a Phonics workshop for parents.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF, 2021)	1,4
Continuing our subscription to Junior Librarian. Timetabling library sessions for classes. Children accessing high quality texts on a regular basis.	Evidence suggests that reading for pleasure leads to increased attainment. Clark and De-Zoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.	1,2,4
SENDCO taking part in STEP's review training. Review of school behaviour policy and re-evaluation of behaviour interventions.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF, 2021)	2

**Total budgeted cost: £1795**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group support on targeted interventions to extend or support	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF, 2021)	1,2,4
Increase SENDCO hours to provide additional in class support and small group tuition.	Evidence shows that small group tuition is effective. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Low attaining pupils particularly benefit from small group tuition. (EEF, 2021)	1,2,4

Subscriptions to online intervention programs (eg Nessy) to provide additional support for Pupil Premium children, as required	'Research has consistently demonstrated that a successful literacy pro-gram is most effective when it includes explicit instruction designed to improve a student's ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.' <i>Dyslexia SPELD Foundation (DSF)</i>	1,2,4
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**Total budgeted cost: £36,355**

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Children are able to attend all school trips, including residential stays.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. <i>(EEF, 2021)</i>	1,2,3,4
Additional hours for a fully trained TA to run Forest School sessions on a weekly basis.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience <i>(EEF, 2021)</i>	2,3
Training for SENDCO and TA providing 1:1 support for PP children transitioning to Year 7 (Path or Map Training Cambridge LA training)	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <i>(EEF, 2021)</i>	1,2,4

**Total budgeted cost: £6500**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Quality of teaching across the school will be consistently good, benefiting disadvantaged pupils.

Our OFSTED Report in September 2024 highlighted the high quality of teaching and support for disadvantaged:

Strong support for all pupils, including SEND

- The school is *ambitious* for all pupils, including those with SEND.
- Accurate identification of need and effective adaptations help pupils succeed.
- Pupils with SEND access the *same broad curriculum* as their peers.

Effective early reading and phonics

- A *well-structured phonics programme* is in place from the moment children start school.
- Staff are well trained and confident in delivering phonics.
- Pupils quickly become *fluent and confident readers*.
- Early intervention ensures pupils who fall behind catch up quickly.
- Pupils develop *very positive attitudes to reading*.

Strong curriculum planning in many subjects

- Mathematics is particularly praised for being *ambitious and well sequenced*.
- Pupils build strong knowledge from Reception to Year 6.

Strong Early Years Foundation Stage

- Children settle well and thrive in a *calm, safe, well-structured environment*.
- Rich opportunities encourage curiosity.
- Routines are well established and children cooperate effectively.

### Key Stage 2 Outcomes (Y6)

- Total pupils: 19
- Pupil Premium pupils: 4 (21.1%)
- Not Pupil Premium: 15 (78.9%)
- EAL: 0 pupils
- SEN: 4 pupils (21.1%)
- 1 Pupil Premium Pupil is also SEN – alternative assessment route.

The Pupil Premium group forms just over one-fifth of the cohort. Each pupil represents a significant percentage of the overall data.

Reading

- Pupil Premium pupils at expected standard: 75% (3 of 4)
- Non-Pupil Premium pupils at expected standard: 100% (15 of 15)

The majority of Pupil Premium pupils achieved the expected standard in reading, but there remains a 25 percentage point gap when compared to their peers. None of the Pupil Premium pupils achieved *greater depth*, indicating that while basic proficiency is being met, higher-level comprehension and inference skills require development.

Writing

- Pupil Premium pupils at expected standard: 75% (3 of 4)
- Pupil Premium pupils working towards: 25% (1 of 4)
- Non-Pupil Premium pupils at expected standard: 80% (12 of 15, including greater depth)
- Non-Pupil Premium pupils at greater depth: 27% (4 of 15)

Performance in writing is broadly in line with non-Pupil Premium peers at the expected standard, demonstrating relative success in ensuring access to age-related outcomes. None of the Pupil Premium pupils achieved greater depth.

#### Mathematics

- Pupil Premium pupils at expected standard: 75% (3 of 4)
- Non-Pupil Premium pupils at expected standard: 100% (15 of 15)

#### Analysis:

No pupils achieved the combined expected standard across all three core subjects. This indicates that while individual subject outcomes are mostly secure, at least one area prevents them from reaching combined benchmarks.

#### Strengths

- 75% of Pupil Premium pupils achieve expected standards across all individual subjects.
- Writing attainment for Pupil Premium pupils compares positively to non-Pupil Premium peers.

#### Y1 Phonics Results

- 3 pupils were Pupil Premium.
- There are overlaps with SEN pupils.

Last year's Year 1 phonics outcomes compare positively with national benchmarks. Overall, 84.2% of pupils met the expected standard, which is above the national figure of 80%. Not Pupil Premium pupils also performed strongly, with 87.5% meeting the standard, slightly higher than the national rate for non-disadvantaged pupils (around 84%).

Pupil Premium outcomes at Castle Camps show 66.7% achieved the expected standard, which is broadly in line with the national disadvantaged average of 67%. As the Pupil Premium group is very small (3 pupils), each individual pupil significantly affects the overall percentage.

#### EYFS GLD 2025

#### Overall Picture

- There were only 6 pupils in the cohort. 3 pupils were Pupil Premium.
- 1 child registered as SEN.
- Pupil Premium children achieved the same overall Good Level of Development (GLD) as their peers – both groups achieved 50%.

However, looking more closely at individual learning goals reveals significant differences in specific areas.

#### Key Strengths for Pupil Premium Pupils

- Gross motor skills were strong – all Pupil Premium children met expectations.
- Despite lower starting points, Pupil Premium pupils closed the gap sufficiently to achieve GLD in the same proportion as non-Pupil Premium pupils.

#### Areas Where Gaps Still Exist

The most notable gaps are:

#### Early language and communication

- 1 out of 3 Pupil Premium children met expectations. These pupils received Speech and Language Therapy.

#### Early reading and writing

- Gaps exist in:
  - Word reading
  - Writing
- 33% (1/3) of Pupil Premium pupils met expected levels in these areas, compared with 100% of other pupils.

#### Personal development

- Self-regulation, independence and confidence were all lower for Pupil Premium children (around 67% compared to 100% for others). However, this equates to 1 pupil.

#### Fine motor skills

- 67% of Pupil Premium pupils met expectations compared with 100% of peers.
- This is likely linked to the writing gap.

#### Maths

- Gaps of around 33 percentage points in early number and pattern skills.

These patterns mirror national trends but are more pronounced because of the very small cohort, where each child represents a large percentage.

#### **To respond rapidly with targeted teaching /evidence based interventions for pupils who are not making expected progress.**

Interventions have been running since September 2024 and are planned carefully alongside the school SENCO. Where possible, our interventions begin with an assessment and end with an assessment in order to track progress and measure impact.

Termly APDR cycles are completed by class teachers and sent to the SENCO. This means we can track which interventions are running in each class and which children are involved. Children taking part in interventions are chosen on a need basis although consideration is always also given to whether any of our disadvantaged children would benefit from joining.

The majority of intervention programmes taking place are linked to learning taking place in class e.g. Monster Phonics, First Class @ Number and come with plans and resources in order for them to run efficiently.

**To ensure physical, behavioural, emotional and social needs are met enabling pupils to learn.**

As a small school, we pride ourselves on our school staff knowing our children and families. We work together in supporting our pupils and families seeking support and guidance, as appropriate.

Our SENCO has regular meetings with our local authority Specialist Teaching Team. Along with the SENCO, class teachers identify which children may be discussed, in order to support them appropriately.

We have supported temporary timetable adaptations, applied emotional regulation activities into daily classroom practice and completed hands of friendship to ensure our children have a choice over which members of staff they would like to talk to about their feelings.

As a school we hold TAF meetings, when appropriate and our SENCO and Class teacher regularly meet/talk with parents and families.

The impact of the work was shown in our pupil surveys, which can be found on the school website.

**Our OFSTED Report in September 2024 highlighted the high quality support for disadvantaged:**

Excellent behaviour and attitudes

- Low disruption in lessons.
- Pupils show *kindness*, develop friendships, and respond calmly to staff guidance.
- Junior play leaders support positive playtimes.

**To ensure the curriculum is enriched with experiences, visits and visitors.**

- **To broaden access to cultural and sporting opportunities through school.**
- **To establish and develop further links with the community.**

All of our Year 6 children participated in the residential trip during the summer term, including those who were Pupil Premium. This enabled them to experience new opportunities and gain independence away from their families.

Our Pupil Premium children are invited to attend all sports clubs and sporting fixtures that are appropriate to their age. All transport and kits are provided by the school. This has given our Pupil Premium children opportunities to mix with children from other schools in a competitive environment, taught them new skills and extended their personal experiences outside of our school environment.

In addition to after school sports clubs, we have dedicated sports coaches who run lunchtime clubs. These are timetabled specific to age and all children who wish to join are included. This gives opportunities for our Pupil Premium children to take part in sporting activity for no cost and with no additional equipment required.

Our Pupil Premium children are also included in extracurricular clubs and enrichment days/weeks. Last year children attended after school music, nature detectives and sewing clubs for no cost. All children who wish to attend are able and pupil premium children are encouraged to participate.

**Our OFSTED Report in September 2024 highlighted the high quality support for disadvantaged:**

High-quality personal development provision

- Personal development is described as a *strength of the school*.
- Pupils receive a *wide range of opportunities* to build character—e.g., school council, house captains.
- Experiences such as visits to the *Houses of Parliament* broaden their understanding of democracy.

## Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
White Rose Premium Resources	White Rose
Nessy	Nessy Learning Ltd
Twinkl	Twinkl

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A