

Pupil premium strategy statement – Castledyke Primary School 2025-26

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	206
Proportion (%) of pupil premium eligible pupils	32% (65/206)
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)	2024-2027
Date this statement was published	07/01/2025
Date on which it will be reviewed	November 2026
Statement authorised by	J Driscoll
Pupil premium lead	C Young
Governor / Trustee lead	P Swann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£133,768

Part A: Pupil premium strategy plan

Statement of intent

At Castledyke, our aim is to grow and nurture resilient children, who will aspire to succeed in an ever-changing global community. We want our children to broaden their horizons, have hope, be curious and be happy through a love of learning. For all pupils to meet their potential and close the gaps for disadvantaged pupils, we draw on national research and analysis of school data to ensure barriers to learning are removed, so that all our pupils can *'Aspire, Achieve, Succeed.'*

Barriers are not always educational; they can also be emotional, physical, and social. Through our strong pastoral and counselling team, we support the whole child and see the impact on their self-confidence and wellbeing reflected in their success.

Success can be different things for different children depending on their goals, whether that be a sporting achievement, achieving academic targets or improving attendance.

Principles:

1. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
2. High quality academic and pastoral support for all pupils based on need whether they are in receipt of pupil premium or not
3. We provide a broad, balanced and exciting curriculum which meets the needs of all pupils through high quality, adaptive teaching. Subsidising the costs of trips/visits to ensure that they are affordable for all.
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

To achieve our principles, we will:

1. Ensuring all teaching and learning opportunities are at least good or better
2. Maintain our offer of high-quality pastoral care so that all pupils can access our curriculum at the appropriate level.
3. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we

believe are transferable into our school

4. Provide interventions to support pupils to catch-up on missed learning across the curriculum.
5. Subsidise a range of wider opportunities and experiences to ensure equal access for all pupils. e.g. a full range of extra-curricular clubs, access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities.

The key priorities of the school improvement plan all revolve around this theme.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Pupil Premium pupils' attainment is below non-pupil premium attainment across the curriculum, particularly in writing which has become a limiting factor for the school. Literacy levels of disadvantaged students are below those of other students.
2	Behaviour : Pupils' behaviour and attitudes to learning are variable throughout school. The school's expectations for pupils' behaviour are not clearly and consistently established by adults in lessons and around school.
3	Speech, Language and Communication: Increasing numbers of pupils enter our Early Years setting with limited speech, language, and communication skills. Our KS1 pupils also have lower than expected oracy skills. Limited experiences outside school have affected children's vocabulary and wider understanding of abstract concepts, which has impacted on children's progress and attainment across the curriculum.
4	Additional Needs: Significant numbers of pupil premium children have additional needs or barriers to learning of our 83 PP children 29 of those are also on the SEND register 35%. We have 20 children accessing SALT care plans 13/20 children are also PPG 65%. Currently 49% of our PPG children are also receiving wider family support through our Pastoral Team. Some parents also find it difficult to support their children in their learning or may have low aspirations.
5	Well-being: For some pupils, poor emotional well-being and home circumstances present a barrier to learning in school. This can present as refusal, responsive behaviours, withdrawal from the curriculum or destruction of work.

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
<ul style="list-style-type: none"> To narrow the attainment gap between PP children and non-PP children in writing. 	<ul style="list-style-type: none"> Increase levels of parental engagement in education. Teaching and learning is at least good across the curriculum. Well-planned cross-curricular opportunities to deepen understanding. Reading-rich curriculum Well-planned, timely intervention opportunities to close the gaps Termly pupil progress meetings to support and challenge colleagues A greater percentage of PP children will achieve at least ARE in writing. A greater percentage of vulnerable children identified as more able will achieve greater depth outcomes in writing. A greater percentage of PP children will make accelerated progress in writing.
<ul style="list-style-type: none"> To improve pupils' social emotional development and behaviour. 	<ul style="list-style-type: none"> Qualitative data from pupil voice surveys Qualitative data from range of parental surveys Reduction in number of behavioural incidents recorded in Arbor Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies Analysis of out-of-school activities registers and feedback demonstrate high levels of engagement by disadvantaged pupils Introduction of interventions such as forest school/ lego therapy and ELSA
<ul style="list-style-type: none"> Improved oral language skills and use of vocabulary by our disadvantaged children. 	<ul style="list-style-type: none"> Focused observational assessments show significantly improved oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments. continuation of early identification of children with SALT need

	<ul style="list-style-type: none"> ● reduction in children accessing SALT care plans due to progress ● Pupils on speech and language programmes are given additional time and support from our Speech Therapy Teaching Assistant. ● parental engagement ● Vocabulary development is accelerated through high-quality modelling and a language-rich environment. ● Access to different experiences, visits and opportunities that widen knowledge, skills and behaviours. ● Phonics is taught consistently from Reception onwards through Little Wandle. ● Replacement of all high quality texts for Literacy teaching ● English subject intent has vocabulary and oracy at its heart
<ul style="list-style-type: none"> ● To improve outcomes for pupils with additional needs or barriers. 	<ul style="list-style-type: none"> ● We currently have 27% (56/206) SEND children in school 59% (33/56) of which are also PPG ● we have 9% (18/206) children accessing SALT support (11/18) are also PPG 61% ● Pupils with additional needs or barriers make accelerated progress because of well-targeted, appropriate support, including SENDCo, counsellor and pastoral support. ● Outcomes show that progress of disadvantaged SEND pupils is in line with or above compared to their peers. ● disadvantaged pupils make progress from their starting points.
<ul style="list-style-type: none"> ● To improve the resilience and emotional wellbeing of all children; in particular, our most vulnerable children, through a holistic approach to pastoral support. 	<ul style="list-style-type: none"> - 1:1 sessions from pastoral support staff - Carefully monitor the emotional wellbeing of children in receipt of Service Pupil Premium funding, and provide pastoral support as required in response to emerging needs. - pastoral sessions from TA3 including ELSA, Lego therapy, Forest schools and thrive approach

	<ul style="list-style-type: none"> - Aspirational adults planned in as part of our curriculum e.g. sportspersons, artists, authors, musicians etc. - Wider experiences every term, such as trips, visits and visitors - Locality links and visits through the curriculum - Diverse library and planned visitors, e.g. Islam Day - trips aimed at children's strengths through Get ahead - celebrating all children through star of the week
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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: £457,883 65%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Leadership of Teaching and Learning across the school. Planning and quality assuring the CPD programme and ensuring all lessons are highly effective.	<p>CPD is most effective in improving teachers' practice and pupils' achievement when it is sustained and evaluated. Research from 2006, 2011 and 2012 shows that the evidence is clear that CPD is effective when it is targeted, evidence-based, collaborative, sustained and evaluated:</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Education evidence Guidance reports Metacognition and Self-regulated Learning</p>	1,2,4,5
Strategic Leadership of Behaviour and Attendance across the school.	Leadership is required to ensure the effective implementation of the whole	2,4,5

	<p>school strategy for attendance as outlined by the DFE.</p> <p>Ambitious leadership: setting high expectations for every child. We must back head teachers to create strong school cultures that deliver the best outcomes for every child. To do this, we must ensure schools have the support and capability to set clear and high expectations of behaviour and outcomes for all children, as well as to put in place the support that individual children may need to meet these. Timpson Review of School Exclusion</p>	
Strategic Leadership of Literacy across the school.	Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.	1,3,4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4,
Subscription to Reading Plus programme in KS2	<ul style="list-style-type: none"> - Reading Plus produces 2.5 years of growth in just 60 hours of personalised instruction. - This programme identifies 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 significantly. - The programme provides effective diagnosis of reading difficulties, which is 	1,3,4,5,

	crucial in identifying possible solutions, particularly for older struggling readers. - The rich variety of fiction and nonfiction material ensures all pupils are excited about reading and can make choices.	
<i>Ongoing CPD using Little Wandle resources and training in order to develop phonic knowledge for all staff and ensure a consistent approach.</i>	Little Wandle is a complete systematic synthetic phonics programme (SSP) which has been validated by the Department of Education. It meets all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing children to go beyond the expectations of the Phonics Screening Check. Through ongoing CPD and monitoring, we will ensure consistency of approach and expectations throughout school.	1,3, 4

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

Budgeted cost: £ 82,352 20%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Catch up for children in year 3 who did not meet the standard in year 2</i>	We know from the EEF research evidence mentioned previously, that the teaching of phonics can have a positive impact of +5 months. Therefore, we have allocated a teaching assistant to work with the children in Y3, who did not meet the standard in Y2, in small groups every day.	1,2,3,4,5
<i>The purchase of reading books to support the whole school phonics programme</i>	We know that pupils who can segment and blend graphemes in words make better progress than those who struggle to blend. By providing phonically decodable texts, which are accurately matched to the child's phonic knowledge, we will be supporting blending and allowing each child to be a reader. Research by the Literacy Trust provides evidence that pupils from disadvantaged backgrounds are less likely to read at home than their more	1,3,4

	<p>advantaged peers. They are also less likely to have access to books or a broad range of reading materials.</p>	
<p><i>Purchase 'top-up' texts to fill gaps in our Tree Tops reading books scheme to ensure sufficient texts available for those who complete phase 5.</i></p> <p><i>Use a well-trained reading teaching assistant to monitor the pupils reading Tree Tops book and ensure they have timetabled daily sessions in order to support reading comprehension, book choice and pick up pupils who are not reading at home.</i></p>	<p>When pupils successfully complete phase 5 of the Little Wandle phonics programme they will move from phonic phase reading books onto our Castledyke Reading Route. This is a key stage in their reading development as the focus of teaching moves further towards comprehension. Our experienced and well-trained Reading TA support pupils daily with book choices and comprehension.</p> <p>Our in-house data shows that this approach is effective. The children already accessing these books are keen to read them. In addition, we have a well-trained reading TA assigned to the management of the Tree Tops texts. They ensure children's comprehension and understanding of the text is secure through appropriate questioning and are able to ensure pupils are reading texts, which allow them to gain confidence.</p> <p>The Education Endowment Fund research into reading comprehension strategies evidences the importance of identifying 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>	1, 3, 4,
<p><i>Additional school-based 1:1 reading aimed at providing reading opportunities for children who are not making expected progress.</i></p>	<p>Research by the Literacy Trust has shown that disadvantaged pupils are less likely to read frequently outside school than their peers.</p> <p>In order to support these pupils to read more, develop comprehension and enjoy books, we have timetabled 1:1 reading sessions for individual pupils with specific teaching assistants so they can read with their adult either twice or three times each week.</p>	1,2,4,5,

<p><i>Additional HLTA Practitioner in EY and Y1 plus EYP to quickly improve early years literacy with a specific focus on speaking and listening opportunities through smaller group ratios and the NELI programme</i></p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <ul style="list-style-type: none"> - Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. - Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful. - Teachers can work more intensively with smaller groups of pupils, thus aiding progress in oral language development. 	<p>1,3,4</p>
<p><i>Speech and Language Therapy</i></p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <ul style="list-style-type: none"> - Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. - One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported. 	<p>1,3,4</p>
<p><i>Additional time (am) for teaching assistant/Teacher to run targeted interventions for Y6 children</i></p>	<p>Targeted deployment, and providing 1:1 feedback opportunities to groups or individuals has a high impact</p> <ul style="list-style-type: none"> - Up to six additional months of progress can be achieved over a 6- 10 week period. - Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period - Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve. - Feedback can be effective during, immediately after and some time 	<p>1,4,5</p>

<p><i>Addition support from Federation English teacher to support with writing intervention and improve outcomes Y6</i></p> <p><i>1hr teacher</i> <i>1hr TA</i> <i>1 hr JPa</i></p>	<p>Targeted deployment, and providing 1:1 feedback opportunities to groups or individuals has a high impact</p> <ul style="list-style-type: none"> - Up to six additional months of progress can be achieved over a 6- 10 week period. - Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period - Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve. - Feedback can be effective during, immediately after and some time 	<p>1,4,5</p>
<p><i>Improve attainment in writing and grammar for disadvantaged pupils through the use of a consistent teaching model in English.</i></p>	<p>There is a great deal of evidence to suggest that pupils, particularly those from disadvantaged backgrounds, perform best when there is a consistent teaching model being used throughout school.</p> <p>The Improving Literacy in Key Stage 2 report (2021) made seven recommendations to improve literacy teaching for 7 – 11 year-olds, which backs up the need for a consistent, clear teaching sequence.</p>	<p>1, 3, 4,</p>

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

Budgeted cost: £5034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school attendance strategy</p>	<p>Attendance at 97% or above leads to high levels of progress and attainment. - We know that our curriculum is a good offer and we want all of our pupils to access it. - Good attendance leads to improved aspiration for pupils and families</p>	<p>1,5</p>
<p>Subsidised trips and visits 25% Subsidy</p>	<p>- Trips and visits deepen knowledge and understanding of the curriculum through</p>	<p>1, 3, 5</p>

	<p>bringing learning to life, making it exciting and relevant</p> <ul style="list-style-type: none"> - Visits broaden horizons and encourage pupils to see beyond their community - Trips and visits give opportunities for teaching safety in the community through locality visits and drawing on local history and culture 	
<p>1:1 targeted pastoral sessions to support health emotional health and well-being, self management and positive behaviour for learning</p>	<ul style="list-style-type: none"> - Social and emotional interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion - Approaches which focus on self management are associated with the greatest impact. - Tailored support and targeted interventions have positive overall effects (+ 4 months). - Behaviour interventions can produce moderate to good improvements in academic performance along with a decrease in problematic behaviours 	<p>1, 2, 3, 5</p>
<p>1:1 targeted counselling sessions to support health emotional health and well-being, self management and positive behaviour for learning</p>	<ul style="list-style-type: none"> - Social and emotional interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion - Approaches which focus on self management are associated with the greatest impact. - Tailored support and targeted interventions have positive overall effects (+ 4 months). - Behaviour interventions can produce moderate to good improvements in academic performance along with a decrease in problematic behaviours 	<p>1, 2, 3, 5</p>
<p>1:1 targeted pastoral sessions with mentor (Ongo)</p>	<ul style="list-style-type: none"> - Tailored support and targeted interventions have positive overall effects (+ 4 months). - Behaviour interventions can produce moderate to good improvements in academic performance along with a decrease in problematic behaviours - Social and emotion interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion - Approaches which focus on self management are associated with the greatest impact. - The attitudes, beliefs, and behaviours that surround aspirations in 	<p>1, 2, 3, 5</p>

	disadvantaged communities are diverse, so a 1:1 approach is most effective	
Subsidised uniform and equipment supplies £1000	<ul style="list-style-type: none"> - Positive impact on behaviour for learning in school - Reduced incidents of bullying or poor relationships in school which can impact negatively on learning - Children who feel comfortable and safe in school learn well 	5
Pastoral manager to provide care for families, at formal (EH, CIN, CP) and informal levels	<p>Positive home-school relationships are an essential foundation to academic progress.</p> <ul style="list-style-type: none"> - Effective pastoral care seeks to address issues holistically to ensure a positive educational experience - Vulnerable and 'hard to reach' parents, perhaps some of whom have had negative experiences of education themselves, are given support and encouragement to invest in their child's education - In the eyes of our parents, the role of the pastoral officer is a 'less intimidating' approach to challenging issues that may impact negatively on education and wellbeing - Engagement with other professionals through the 'one family approach' means that school can play an active role in transforming lives through effective multi-agency working - Use of CPOMs school system to effectively record, track and update safeguarding and pastoral records. 	5
<p><i>Teaching Assistants supporting lunch supervisors in the playground.</i></p> <p><i>38% of lunchtime support</i></p>	<p>The NFER report, 'Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities' (September 2021) found that improved behaviour was often a result of pupils being happy to be back in school; getting back to routines; and being back in their safe place. However, an increase in poor behaviour was often the result of pupils struggling to adapt to larger groups, routines, sharing and having to take responsibility for their actions.</p> <p>This mirrored the behaviours we saw for some pupils at lunchtime so we decided to increase staffing by deploying teaching assistants to support good behaviour choices.</p>	1, 2, 3, 5,
<i>SLT supporting during</i>	The NFER report, 'Recovery during a	1, 2, 3, 5

<p><i>Lunch and break on the playground</i></p> <p><i>38% of lunchtime support</i></p>	<p>pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities' (September 2021) found that improved behaviour was often a result of pupils being happy to be back in school; getting back to routines; and being back in their safe place. However, an increase in poor behaviour was often the result of pupils struggling to adapt to larger groups, routines, sharing and having to take responsibility for their actions.</p> <p>This mirrored the behaviours we saw for some pupils at lunchtime so we decided to increase staffing by deploying SLT to support and prevent behaviours.</p>	
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Total budgeted cost: £545,269

Part B: Review of the previous academic year 2023- 2024

Outcomes for disadvantaged pupils

To narrow the attendance gap between PP children and non-PP children and increase whole school attendance figures.

Attendance figures Autumn 2024

PP attendance - 91%

Non- PP attendance - 96%

Attendance figures Spring 2025

PP attendance -90 %

Non- PP attendance - 96%

Attendance figures Summer 2025:

whole school - 94%

PP attendance - 88% -

Non- PP attendance 95 - %

Our EHCP children are 89%

To narrow the attainment gap between PP children and non-PP children in reading, writing and maths.

Non-PP children continue to outperform PP children based on the Data for Summer 2024. The gap is present in all year groups and across all core subjects. The gap is less significant in KS1 than KS2. Y3 reading is a success.

Pupil premium data Year 1 Summer 2025

Year 1	Non - PP	PP
Reading	65%	36%
Maths	76%	36%
Writing	71%	36%

Pupil premium data Year 2 Summer 2025

Year 2	Non - PP	PP
Reading	60%	77%
Maths	60%	65%
Writing	60%	71%

Pupil premium data Year 3 Summer 2025

24 Pupils sat the NFER tests, the results of which can be seen below. The FFT targets being based on the students who sat the tests.

Year 3 - 24 pupils	WT	ARE +	GDS	FFT50 (ARE+)	FFT50 (GDS)
Reading	23%	77%	41%	78%	26%
Maths	18%	82%	23%	76%	14%
SPAG	23%	77%	27%	78%	27%

Pupil premium data

Year 3 ARE+	PP (9)	Non-PP (15)		FFT50 PP ARE+	FFT50 non-PP ARE+
Reading	88%	93%		84%	79%
Maths	88%	100%		83%	77%
SPAG	75%	71%		84%	80%

Pupil premium data Year 4 Summer 2025

Year 4 - 24 Pupils	WT	ARE +	GDS	FFT50 (ARE+)	FFT50 (GDS)
Reading	17%	83%	25%	78%	30%
Maths	33%	67%	17%	77%	24%
SPAG	25%	75%	21%	77%	30%

Pupil premium data

Year 4 ARE+	PP (6)	Non-PP (20)		FFT50 PP ARE+	FFT50 non-PP ARE+
Reading	100%	85		71%	78%
Maths	80%	90%		73%	76%
SPAG	0%	70%		69%	76%

Pupil premium data Year 5 Summer 2025

Year 5 - 28 pupils	WT	ARE +	GDS	FFT50 (ARE+)	FFT50 (GDS)
Reading	44%	56%	26%	69%	25%
Maths	30%	70%	19%	68%	21%
SPAG	41%	59%	19%	67%	25%

Pupil premium data

Year 5 ARE+	PP (12)	Non-PP (16)		FFT50 PP ARE+	FFT50 non-PP ARE+
Reading	82%	75%		66%	71%
Maths	55%	81%		64%	71%
SPAG	55%	69%		63%	69%

Pupil premium data Year 6 Summer 2025

Context

- 26 children in the cohort, which means each child is worth just under 4%
- This is a very boy heavy cohort: 20 out of 26 children are boys
- Just over half the class are PP (14)
- There are 5 SEND children in this cohort (1 EHCP)
- 5 children are EAL

		Reading	Writing	GPS	Maths
Number in Y6 cohort	26				
Number achieving EXS		16	12	16	16
Number achieving GDS		5	0	6	3
Percentage achieving at least EXS		61.5%	46.2%	61.5%	61.5%
Percentage achieving GDS		18.5%	0%	22.2%	11.1%
Average scaled score		103.3	N/A	103.2	102.5
National average 2025 ARE (GDS in brackets)		75% (33%)	72% (13%)	73% (30%)	74% (26%)

	Castledyke 2025	Castledyke 2024	National average 2025
% achieving EXS Combined in RWM	38.5%	57.8%	62%
% achieving HS Combined in RWM	0%		8%

Pupil Premium data can be found below. Please note that national average data for pupil characteristics in 2025 has not yet been released.

- RWM combined for PP children is 21% - significantly lower than non-PP peers (58%)
- There are gaps between PP and non-PP children: reading (-25%), Writing (53%), Maths (-25%), SPAG (-40%)
- One of the children to be disappled is also a PP child, so figures would be slightly higher once adjusted without him

		Reading	Writing	GPS	Maths
Number of Pupil Premium	14				
Number achieving EXS		7	3	6	7
Number achieving HS/GDS		1	0	2	0
Percentage achieving at least EXS		50%	21%	43%	50%
Percentage achieving HS/GDS		7%	0%	14%	0%

Percentage achieving EXS Combined in RWM	21%
Percentage achieving HS Combined in RWM	0%

To improve oral language and communication skills in Reception, and Key Stage One to better than pre-pandemic levels.

Summer end 2021 - 80% Speaking ELG
 Summer end 2022 - 89% Speaking ELG
 Summer end 2023 - 74% Speaking ELG
 Summer end 2024 - 67% Speaking ELG
 Summer end 2025 - 72% Speaking ELG

The data continues to reflect the difficulties we are seeing with post Covid year groups coming into school with diminishing abilities orally.

We currently have 21 children accessing SALT. During the academic year 2023/24 we have had 7 children referred and accessing speech care plans. This has increased to 11 new children at the start of the academic year 2024-25

The curriculum has been addressed to include the discrete teaching of vocabulary through our new platform Literacy Tree

To develop pupils' independent learning and resilience: this will be noted by staff that work with them, impacting on their self-esteem, aspirations and achievement.

Pupils' behaviour and attitudes to learning are variable throughout school. In some lessons pupils listen well and are ready for learning, in other lessons pupils take time to settle. The school's expectations for pupils' behaviour are not clearly and consistently established by adults in lessons and around school. There will be work done on this by the school as per the SEF including a review of the behaviour policy, tracking systems, restorative solutions and staff training.

There is a well thought out offer for personal development that starts in the early years. The curriculum for personal, social and health education (PSHE) is well planned and sequenced. There is a strong focus on ensuring pupils know how to stay safe through the carefully adapted 'Keeping Safe' curriculum. The school has strong links with the police who often lead workshops in school to make pupils aware of how to stay safe in the local area. Pupils also learn about different types of families and what a healthy relationship is. Pupils have a secure understanding of what it means to be healthy, both physically and mentally. Topics are taught in an age-appropriate way.

The federation has an ambitious vision for the school. It is committed to improving the school. Leaders, including governors have prioritised the most important actions required to improve the quality of education pupils receive. These actions are starting to have a positive impact on pupils at the school. Staff are positive about the impact that the recent changes have had on their workload. They value the current focus on their professional development.

To improve outcomes for pupils with additional needs or barriers.

The school accurately identifies the needs of pupils with SEND. However, systems to support these pupils are not fully developed and effective enough. Support is not sharply focused because targets for individual pupils are not matched well enough to their needs. This will be addressed in the next three year strategy statement.

Children who access pastoral support as well as therapies are supported well. They are able to make progress in their emotional health and the school has a strong and robust pastoral systems. The school aspires for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Children in the early years get off to a strong start and children with SEND are supported effectively by adults who know them well. Children, including those with SEND are well prepared for their move to Year 1.

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
Reading Plus	Dream Box Learning
Little Wandle Phonics	Wandle Learning Trust
Literacy Tree	Literacy Tree