

Pupil premium strategy statement – *Castleford Park Junior Academy*

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	412
Proportion (%) of pupil premium eligible pupils	25% (105 pupils)
Academic year/years that our current pupil premium strategy plan covers	25/26/27
Date this statement was published	December, 2025
Date on which it will be reviewed	July, 2026
Statement authorised by	Liam Booth Headteacher
Pupil premium lead	Liam Booth
Governor / Trustee lead	Tracy Sycamore, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,195
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£171,195

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve high attainment across all subject areas through a demanding and irresistible curriculum offer that is motivating and achievable for all. This is characterised by all staff having high expectations for all pupils with no bias or hidden ceiling and everyone taking responsibility for the quality of teaching and what is expected of our pupils. Our belief is that **all** children can - and will - achieve at CPJA. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, particularly those facing greatest disadvantage and vulnerability. This also includes ensuring progress for those who have the potential for high achievement, enabling them to think hard and learn with depth.

We will consider and carefully identify the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not, using an 'assessment not assumption' process of identifying key activities to support the progress and attainment of all pupils. At CPJA we truly believe in a 'learning led approach' rather than a 'label led approach' ensuring that all pupils benefit from the strategy plan to further improve their outcomes.

High-quality, evidence informed, teaching and learning is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our Academy. In many cases this approach also accelerates the progress for all pupils bringing them in line or above with national and 'like for like' pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers due to the fact our goal is to help all pupils achieve their potential.

Our approach will be responsive to specific learning barriers and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure that:

- There is a clear focus on high quality teaching and consistent focus on the strategies that have the biggest impact on achievement:
- Explicit modelling and scaffolding, in the moment feedback, precise diagnosis of misconceptions, adaptive strategies that meet the needs of all responsively, precise teaching of new vocabulary and oracy, regular opportunity for review and recall

- Staff are aware of specific children and their unique needs and their progress is regularly evaluated
- Children in receipt of Pupil Premium are carefully monitored
- Gaps are identified and addressed, acting early to intervene
- Barriers to learning are removed through strategic planning
- All staff have high expectations
- We employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support as well as academic support

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive, monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling; and by spending time in classrooms, provide on the spot coaching, training, and immediate feedback to develop practice further.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing; improving teaching and learning for all pupils, which will – in turn – have a positive impact on outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps - they can struggle to use specific and well-chosen language to communicate with and can lack the confidence and precise vocabulary to explain themselves efficiently and effectively when reasoning.
2	Some of our disadvantaged pupils have greater difficulties with early reading than others, including their application of synthetic phonics, impacting their reading fluency across the curriculum, thus influencing their attainment in other areas. This is also transferred to reasoning competence in maths, due to the cognitive overload such pupils experience whilst still decoding the text, affecting maths attainment and progress.
3	Outcomes at the end of Key Stage 2 for disadvantaged pupils are lower, when compared to non-disadvantaged. Outcomes at combined for the expected standard (EXS) and Greater Depth – in each subject area – are lower when comparing disadvantaged pupil to non-disadvantaged pupils.

		All (EXS +)	National 2025	Disadvantaged (EXS+)
	Reading	77%	75%	65%
	Writing	73%	72%	65%
	GPS	68%	73%	69%
	Maths	76%	74%	65%
	Combined	61%	62%	46%
		All (GDS)		Disadvantaged (GDS)
	Reading	30%		15%
	Writing	20%		4%
	GPS	20%		15%
	Maths	16%		4%
	Combined	8%		4%
	7 children did not take part in maths assessments – 5 were disadvantaged 4 children did not take part in reading assessments - 2 were disadvantaged 5 children assessed at PKS in writing – 3 were disadvantaged			
	*26 children are 'disadvantaged' and of the 26, 14 are SEND, meaning multiple barriers to learning * 37 children are on the SEN register in Year 6; 11 EHCP			
4	Further development of inclusivity in teaching adaptations through exploring use of a wider range of scaffolding techniques across the core – and wider curriculum - to improve outcomes in all areas for disadvantaged pupils, is essential. This is due to the fact that a proportion of our underperforming disadvantaged pupils also have SEN barriers to learning in addition, making it harder for learning to be retained and built upon. This will lead to a greater number of children experiencing success in outcomes, feeling greater resilience to challenge and thriving from success in lessons.			
5	A small but significant proportion of our disadvantaged pupils struggle with self-regulation, organisation and focus in lessons. This affects engagement, learning progress, and attainment. Challenges may be influenced by factors outside school, including home environment, social or emotional needs, or limited access to structured routines <i>Over 40 % of those eligible for pupil premium funding are also identified as having additional needs, either cognitive, social and emotional or communication difficulties. 40% of pupils with an EHCP (27) are also disadvantaged, meaning that multiple barriers to learning are evident.</i> <i>In 2024/25, 41% of our disadvantaged pupils accessed Inclusion at least once, compared to 18% of their peers, and 31 days lost due to suspension (receiving one or more suspensions), compared to 5.5 of their peers (receiving one or more suspensions).</i>			
6	Attendance of those identified as disadvantaged is not in line with non-disadvantaged peers, despite remaining in line with the National benchmark. This is particularly evident in those identified as having multiple barriers to learning. In 2024/25, our disadvantaged pupils had an average attendance of 87%, compared to 91.9% for their peers, and 94.7% nationally. Additionally, 22.7% of our disadvantaged pupils were classed as persistently absent, compared to 11.4% of their peers and 15% nationally.			

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
Priority 1 – Sustaining high quality first teaching in all core subjects, developing the consistency of teaching & learning principles	KS2 outcomes remain at least in line with National attainment and progress is accelerated to ensure that ambitious targets set are met, increasing the number of disadvantaged pupils exceeding National benchmarks. Bespoke, high-quality interventions ensure that gaps are closing.
Priority 2 – Sustaining high quality first teaching in reading - including early reading and reading fluency - developing both the teaching of reading as well as the consistency in embedding our whole-class reading structure.	Children increase their ability to read age-related texts fluently. KS2 outcomes remain at least in line with National and progress is accelerated to ensure that ambitious targets set are met, exceeding National benchmarks where possible.
Priority 3 – Develop discrete – and progressive - opportunities for the teaching of speaking and listening (oracy) across the curriculum, including the acquisition of tier 2 and tier 3 (subject specific) vocabulary; children will be able to articulate their learning and feel confident to express their thoughts, feelings and ideas	Opportunities for speaking and listening are clearly outlined across the curriculum in each subject's long-term plan. Our oracy policy provides structure and ensures speaking and listening is progressive, due to the assessment framework developed. Tier 2 and Tier 3 vocabulary is identified for each subject in each subject's long-term plan. It is therefore important that our Academy continues to develop outcomes across the curriculum through planned speaking and listening opportunities and the explicit modelling and application of use of tier 2 and tier 3 vocabulary. Children's oracy skills improve so that pupils can apply their speaking and listening skills to explain their understanding and new learning across the curriculum and they can interpret a broader range of texts due to their enhanced understanding of vocabulary.
Priority 4 – Continue to enhance staff subject knowledge of how to support the children with the most barriers to learning through adaptive teaching strategies, so that pupils can develop their knowledge, apply what they know and can do with increasing fluency and independence.	All teachers effectively plan for the specific needs of their pupils so that pupils with persistent learning barriers make the best progress that they can. Build teachers' understanding of how to use temporary scaffolds to support learning. All teachers understand how to gradually reduce the need for temporary scaffolds so that pupils become independent and are motivated to achieve even greater success, building their resilience and confidence in their potential achievement. Teachers use formative and summative assessment precisely to meet the needs of all pupils, including identifying and planning for the removal of persistent barriers and misconceptions

	All disadvantaged pupils achieve their potential in line with their starting points, or achieve even more – in line with ambitious targets set.
Priority 5 - To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A reduction in referrals to ELSA/FIM and a reduction in children accessing inclusion for things such as SEMH difficulties • A higher number of children able to work at depth and challenge themselves with deep thinking throughout the curriculum due to having their well-being needs met • A new and precisely adapted PSHE scheme that continues to meet the needs of the community of pupils we serve
Priority 6 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, fully implementing updates to the attendance policy	Sustained high attendance from 2025/26 demonstrated by: • Attendance gaps between PP and non-PP pupils close. The number of PP pupils who are PA reduces. • School to remain above the ABIE target • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be narrowed, in-line or below the National benchmark • The percentage of all pupils who are persistently absent being below the National benchmark and continue to narrow the gap between disadvantaged and non-so that they are in-line or above the National figure. • Early intervention and pastoral support systems are embedded and demonstrate sustained impact on attendance.
Priority 7 – Provide additional support for identified families with strategies for parenting, behaviour management and safeguarding; Provide additional social, emotional and mental well-being support for those in receipt of Pupil Premium	Children in receipt of Pupil Premium are ready for learning, able to access academic learning confidently and with enthusiasm and make accelerated progress. Ensure staff continue to use EBSA strategies precisely to support those pupils who are persistently absent to attend more frequently, diagnosing specific reasons that individuals are struggling to attend and removing those barriers where possible.

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: £ £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for staff – an emphasis is placed on quality first teaching • Collaborative action research and coaching strategies maintained to allow staff to evaluate and improve their skills over time – influencing the quality of their oracy pedagogy • Supporting staff to embed and refine oracy strategies within their classrooms and wider in performances, in classrooms and in assemblies – this includes developing the use of talk frames, scaffolding discussion, modelling use of the listening ladder and the use of oracy stems to increase language precision. • Leaders continue to develop staff understanding and application of cognitive science, using adaptive strategies across the curriculum • Embedding dialogic activities including metacognition strategies across the curriculum. These can support pupils to articulate key ideas, consolidate and evaluate their own understanding and extend vocabulary -impacting on their reading and writing skills. • We will purchase resources and fund ongoing teacher training and release time, along with maintaining working groups across the trust, focusing on coaching and action research. • Continue to develop further work with parents to support children with reading fluency. • Continue contributing to the trust oracy working group to share good practice and resources, in addition to building collaborative partnership work Reading, Writing & Mathematics. • Whole class feedback – and embedding precision of formative assessment - further develop so that feedback is of high quality, specific and timely across the curriculum. • Through further CPD, based on Instructional Coaching and Adaptive Teaching, coaching models are introduced throughout, leading to an improvement in the quality of teaching, evident in pupil outcomes.	<u>Effective Professional Development EEF</u> <u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u> <u>Oral language interventions EEF</u> <u>Education Endowment Foundation EEF</u> <u>Feedback EEF</u> <u>Special Educational Needs in Mainstream Schools EEF</u> <u>EEF Effective parental engagement for pupils with SEND.pdf</u> <u>Voice 21 research & implementation guide?</u> <u>Tom Sherrington WALK THRU guidance</u> <u>Dylan William formative assessment guidance</u> Retrieval practice and spaced learning significantly improve long-term memory and pupil outcomes (EEF, <i>Cognitive Science Approaches in the Classroom</i>, 2021). Curriculum alignment and sequencing support disadvantaged pupils to retain	All

• Through the use of Steplab – following instructional coaching – a specific, tailor-made PD calendar enables continuous improvements • Empower middle leaders through trust-wide professional development and the sharing of proven systems, enabling them to take full ownership of their departments through robust quality assurance, effective curriculum leadership, and data-informed decision making. This will build internal capacity and sustain high-quality teaching across the academy.	and apply knowledge effectively. EEF Cognitive Science Review Instructional coaching is highly effective, especially when focused on deliberate practice and feedback (EEF, 2021). EEF Effective Professional Development Developing middle leadership supports sustainable CPD impact and teaching quality (EEF, <i>Effective Professional Development</i>, 2021).	
Continued enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance. • Strategies to improve fluency further now being incorporated into the guided reading sequence so that children are getting regular practice of this, and they are beginning to be able to self-assess, so they are aware of the areas they need to develop individually. • We will continue to fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD including work with teaching assistants. • A new reading structure – through the work of Chris Such - is being implemented so that the children are being exposed to high quality texts, with a greater emphasis on developing reading fluency. A focus on explicit teaching of new vocabulary earlier in the sequence, will enable children to develop a greater understanding of the text, using appropriate strategies to read and comprehend new vocabulary, increasing fluency with sophisticated texts. • Staff training on phonics was a focus last year and will continue to be developed to ensure all children are leaving CPJA fluent and confident readers – small group of children in UKS2, who still have gaps in their phonics knowledge, have also been identified for further intervention to support with this • Purchasing of books to develop the reading spine and core reading offer, in addition to the enhancement of books available in the school library • Ensure standardised diagnostic assessments, PIRA and PUMA are analysed effectively;	Improving Literacy in Key Stage 2 EEF Reading comprehension strategies EEF Reading Fluency Resource 1.0.pdf Improving Literacy in Key Stage 1 EEF Phonological awareness and Phonemic awareness 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 A variety of methods should be used to assess children's mathematical understanding, and	2 & 3

allowing teachers to complete QLA to identify gaps in learning and plan subsequent lessons.	practitioners should check what children know in a variety of contexts. RWI CPD & assessment materials Rising Stars Maths and PIRA used to measure progress made Accelerated reader star tests	
Continued enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. • A refined writing structure continues to be implemented and evaluated after reviewing the evidence published by the EEF so that automaticity is prioritised in the first instance to improve handwriting, spelling, grammatical understanding – allowing room for children to then understand how to master writing in specific genres with the audience and purpose in mind • Ensure fidelity to the new writing structure and the guidance provided by the Literacy leader – coaching to support development • The quality and precise nature of models used and teachers' clarity of thought processes and demonstration for pupils developed further, enabling a greater number of children to achieve a better success Whole class feedback –We aim to continue to develop this further across the curriculum so that feedback is of a high quality, specific and timely. • Adaptive teaching strategies further developed to ensure that teaching is adapted to meet the needs of the children with the most barriers to learning, enabling children to have a greater level of success and make accelerated progress to meet ambitious targets • Effective use of assistive technology reduces and removes barriers to learning, impacting positively on pupil outcomes	<u>Improving Literacy in Key Stage 1 EEF</u> <u>Improving Literacy in Key Stage 2 EEF</u> <u>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</u> <u>The 7 Stages of the Writing Process Bradford Research School</u> <u>Special Educational Needs in Mainstream Schools EEF</u> <u>Writing Rope – Joan Sedita</u>	1, 2, 3 & 4

Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. • Continue to ensure fidelity to the White Rose Education curriculum and the guidance provided by the NCETM to ensure that the small step sequence of each maths concept improves success and resilience for pupils • Ensure staff have the subject knowledge, and confidence, to adapt lesson plans and resources to meet the needs of their children, ensuring steps are small, coherent and build on prior learning • ‘Same Day Intervention’ will continue as a proven strategy that school use to give children instant feedback and intervention where identified; using this strategy enables teachers to diagnose misconceptions and gaps in learning and plan accordingly, using adaptive teaching strategies. Refining the precise nature of active feedback and addressing of misconceptions • The quality and precise nature of models and images used and clarity of thought processes and demonstration for pupils developed further, ensuring teachers have up to date understanding of the most efficient ways of securing fluency, before depth. • Adaptive teaching strategies are further developed focused on the children with persistent barriers to learning, and low self-esteem and low resilience • Fidelity to approach in further developing mathematical fluency and mental arithmetic proficiency; teachers are confident in modelling arithmetic strategies and children are able to draw upon a range of strategies • We will continue to fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD - including work with teaching assistants to develop their ability to give precise live feedback that moves learning forward.	<u>Improving Mathematics in Key Stages 2 and 3 EEF</u> <u>Improving Mathematics in the Early Years and Key Stage 1 EEF</u> <u>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</u> <u>5660 EEF - Maths Guidance RAG v5.pdf</u> <u>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Making_sense_through_modelling_-_Audit_and_discussion_tool_2021-08-18-142905_fbhc.pdf?v=1732112538</u> <u>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/TOLD_Poster_1.0.pdf?v=1732112538</u>	1, 2 & 4
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Ensure that within the curriculum, speaking and listening opportunities are clearly referenced in planning in line with DfE and EEF guidance. • We will continue to fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD including working with teaching assistants. • Continue to provide ongoing CPD for staff on developing vocabulary and embedding oracy • Opportunities to integrate exploratory and presentational talk throughout the curriculum are planned • Develop the quality of explanation throughout the curriculum introducing a planned programme which develops explanation through gradual use of conjunctions	Writing revolution research https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom Mary Myatt 'Huh' research and guidance Our mission - Voice 21 Alex Quigley - Vocabulary - Alex Quigley	1, 2 & 3
Continue to develop staff subject knowledge of how to support pupils with persistent and complex barriers to learning using adaptive teaching strategies, so that pupils can apply what they know and can do with increasing fluency and independence • We will continue to fund leader release time to embed key elements of guidance in school and to develop coaching systems, resources and CPD including work with teaching assistants. • The SENDCO is non-class-based and has a network of support to ensure that SEND children are ably supported; this also means that as a result of the developed expertise, staff are also ably supported - through coaching, regular monitoring, CPD and planned discussion opportunities • Robust systems are in place for early identification of SEND need and early support, offering guidance and strategies to teachers and parents • Continue to provide ongoing CPD for staff on developing staff understanding of how to effectively scaffold those – with a range of strategies- with SEND • Develop staff expertise and knowledge of assessment of those with SEND working below the expected national curriculum level • Whole class feedback – and use of formative assessment - further develop to ensure it is consistent and having the desired impact ensuring that key children are identified in	Special Educational Needs in Mainstream Schools EEF EEF blog: Scaffolding – more than just a worksheet EEF EEF blog: The Five-a-day approach: How the EEF can support EEF EEF Blog: Five evidence-based strategies to support... EEF Feedback EEF Tom Sherrington WALK THRU guidance Adaptive Teaching: Scaffolds, Scale, Structure and Style Little Guide for Teachers: SEND In Schools- Amjad Ali – Try This Teaching	3

terms of quality feedback to help them improve. We aim to use this across the curriculum so that feedback is of a high quality, is specific and timely. • Staff ability to use a range of adaptive teaching strategies so that wider barriers to learning are addressed for more pupils • Effective use of assistive technology reduces and removes barriers to learning, impacting positively on pupil outcomes		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £57,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tier 2 – Targeted academic support</i> Reading fluency • Reading prosody interventions in place across school continue to develop the fluency of children's reading. There has been clear impact from the interventions; this is evident in the outcomes – continue to deliver and coach staff involved to achieve even greater impact	<u>Phonics EEF</u> <u>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</u> <u>Small group tuition EEF</u> <u>Oral language interventions EEF</u> <u>Reading-Fluency Misconceptions-1.0.pdf</u>	2 & 3
Phonic intervention • Phonic interventions are in place across school to develop the fluency of children's early reading. There has been – and continues to be – clear impact from the interventions; Read, Write Inc (Synthetic phonics programme) has been recently implemented – continue to monitor impact and track progress of pupils involved	Phonics Toolkit Strand Education Endowment Foundation EEF <u>Phonics EEF</u> <u>https://www.ruthmiskin.com/</u> <u>Oral language interventions EEF</u>	2 & 3
Maths intervention • Maths post-teaching is running as an intervention using learning by questions. As a result of concepts being re-capped at the earliest point, this has allowed children to further develop their understanding; this	<u>Small group tuition EEF</u> <u>Improving Mathematics in Key Stages 2 and 3 EEF</u>	

means that children have fewer gaps in their learning and confidence and – as a result - make more progress than previously – continue to deliver and coach staff involved to achieve even greater impact Through the use of AI coaching, children are taught specifically designed lessons, receive personalised feedback and follow a personalised approach	<u>Improving Mathematics in the Early Years and Key Stage 1 EEF</u> <u>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</u>	
Teaching Assistant Deployment for Targeted Support - TA support in-class for disadvantaged pupils, including SEND and SEMH support - Teaching Assistants contribute positively to pupil outcomes - Teaching Assistants effectively support children regulate, enabling them to learn	- Teaching Assistants, when trained and deployed effectively, can improve progress by +4 months (EEF, <i>Making Best Use of Teaching Assistants</i>, 2018). - Small-group or one-to-one TA support linked to teacher planning maximises impact. <u>EEF: Making Best Use of TAs</u> <u>EEF: Maximising the Impact of TAs</u>	
Emotional Literacy intervention - Children are proactively identified for the academic year with flexibility to add/change included depending upon their present circumstances ensuring that the most appropriate pupils benefit. - Bespoke planning is tailored to the identified need/s of the individual, or group - Due to the small group intervention needs are being identified earlier with steps in place to support provision and CPD for the teachers. - Increase targeted mentor support for pupils identified as disadvantaged, with a particular emphasis on addressing emerging Social, Emotional, and Mental Health (SEMH) needs. This will provide consistent, trusted adult relationships to improve engagement, resilience, and overall well-being, thereby reducing barriers to learning and improving academic outcomes. - All staff have undertaken emotion coaching training; this has enabled all staff to be confident in holding emotionally literate conversations with children using a consistent approach helping them co-regulate and modelling regulation strategies for the pupils they work with - This year, we are part of the National Change Programme focused in influencing inclusive	<u>Social and emotional learning EEF</u> <u>Oral language interventions EEF</u> <u>Small group tuition EEF</u> <u>Change Programme Partnership Change Programme Partnership Wakefield SEND Local Offer</u> <u>Emotion Coaching - United Kingdom</u>	1, 4, 5 & 6

SEND practice and – as a result of our research and in house training we will be providing CPD for other settings and having the opportunity to share wider strategies – influencing our own expertise in turn SPLD sessions planned to identify and support children with specific learning difficulties (who are part of the SEND register), planning tailored sessions to meet their need/s and provide the scaffolding to allow them to be more successful and motivated in lessons.		
Nurture unit – onsite provision - Nurture unit – 6-week block placements given to identified children who require more intensive SEL and a two-week transition project in the summer term to support specifically chosen ‘waves’ of pupils at the end of KS2 with their transition to KS3. - Focused on precisely identified barriers to learning for small groups involved each half term – both academic barriers and emotional learning barriers – the 6-week intervention targets the removal of these before reintegration into the mainstream classroom Nurture has clear systems in place for referrals and gathering of data to reflect the progress of the pupils who have benefitted from the intervention and to diagnose learning gaps appropriately. - Children are now being proactively identified for the academic year with flexibility to add/change children depending upon their present circumstances. - Due to the small group intervention needs are being identified earlier with steps in place to support provision in the classroom, and to provide CPD for the teachers to implement this effectively, building inclusive practice. - Parent and pupil voice recorded has reflected the impact, successes and adaptations which have continued to be made to the intervention. - Further training to develop our trauma aware approach, using ‘relate to educate’; SENDCO to disseminate practice with wider staff - Forest Schools is used to target groups specifically to provide a nurturing environment, developing sense of self-worth, communication and resilience	<u>Social and emotional learning EEF</u> <u>Small group tuition EEF</u> <u>Behaviour interventions EEF</u> <u>Individualised instruction EEF</u> <u>Collaborative learning approaches EEF</u> <u>Ofsted publication</u> <u>Helping every child become able to learn: nurtureuk home</u> <u>Wakefield relate to educate and trauma informed framework -final (1).pdf</u>	1, 4, 5, 6 & 7

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

Budgeted cost: £56,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional social and emotional support for those in receipt of Pupil Premium to improve learning behaviours, social skills, confidence and independence. As a result, PP pupils are ready for learning, able to access academic work and make good progress - Inclusion mentors work intensively and consistently with most vulnerable pupils, led by Inclusion manager - The Inclusion manager and Inclusion mentors work together to run circle time, friendship groups, provide behaviour support, home school liaison, general mentor support with reading, homework etc. - Inclusion Manager also tracks attendance of PP pupils, in conjunction with the attendance officer, EWO and Senior Leaders. - Inclusion Manager - and wider team - are also key in school's safeguarding strategy and provision – ensuring all vulnerable pupils get the targeted support they need. - School Business Manager works closely with the inclusion team to identify the most vulnerable families to support with cost-of-living crisis – school uniform shop, food banks, financial support for trips and residential. - The inclusion department has grown with a further inclusion mentor to further support the growing need of our pupils, delivering interventions based on live data showing needs - Developing learning resilience & self-esteem through social interventions such as talking partners, lego therapy, socially speaking, sports resilience and it's in a bag - SALT therapist employed a day a fortnight to support PP pupils who have identified SALT need and who are not actively attending clinic.	<u>Behaviour interventions EEF</u> <u>Improving Behaviour in Schools EEF</u> <u>Education Endowment Foundation EEF</u> <u>Small group tuition EEF</u> <u>Behaviour interventions EEF</u> <u>Individualised instruction EEF</u> <u>Collaborative learning approaches EEF</u> Inclusion team will continue to heavily support transition plans that school have to ensure the most vulnerable children get the best start to their new educational setting. EEF support the impact of social and emotional skills with improving outcomes at school and later life. <u>Education Endowment Foundation EEF</u> Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1, 4, 5, 6 & 7

Sensory circuits to be developed around school with training for SENCO and wider staff; this enables children to regulate		
Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding so that PP pupils are ready for learning, able to access academic learning and make good or accelerated progress - Inclusion Manager and other Senior Leaders work alongside families to develop strategies for parenting, behaviour management and safeguarding and signpost parents to external agencies - Inclusion Manager -and wider team - are also key in school's safeguarding strategy and provision – ensuring all vulnerable pupils get the targeted support they – and their families - need. - This year, we are part of a pilot project – SEMH TAS – led by our SENDCO and Inclusion Manager - with the local authority to offer targeted support at MSP level, offering support to children struggling with their mental health and their families. This is due to the high need of SEMH in our setting. - This year, we are part of a pilot project – Transitions Project – led by our SENDCO and Inclusion Manager - with the local authority to offer targeted support to children who may struggle with transition between schools and/or year groups	The Inclusion Manager – alongside the SENDCO and Senior Leadership Team – ensures that families are supported and signposted to relevant agencies, with referrals made when appropriate. Staff are confident in signposting families towards the correct agency who can offer support; the inclusion manager is highly-skilled and knowledgeable in this field We are part of two pilot projects – SEMH TAS – led by our SENDCO and Inclusion Manager - with the local authority to offer targeted support at MSP level, offering support to children and their families. This is due to the high need of SEMH in our setting. We are also part of the Transitions Project – led by our SENDCO and Inclusion Manager - with the local authority to offer targeted support to children who may struggle with the transition of schools and/or year groups	5 & 7
Maintain rigorous systems, procedures and build further relationships to reduce persistent absence across all groups, including those identified as disadvantaged - Trust Attendance team are working together to continue to improve attendance for persistently absent children, working with the Inclusion Manager, SENDCO and Senior Leadership team. - Robust meetings and formal improvement plans – including fines where appropriate	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds.	1, 5, 6 & 7

• Improve overall attendance of disadvantaged pupils, significantly reducing % of persistent absentees. • Continue to develop the quality of the curriculum (and wider enrichment) to make learning an irresistible opportunity for all pupils • Continuing to increase success of adaptive strategies will build learning motivation and resilience for more pupils, reducing barriers to wanting to attend school • Implementation of OneLife (PSHE) curriculum to impact positively on well-being, self-esteem and attendance	So tackling persistent absence is an important part of improving education outcomes for this group. Working together to improve school attendance - GOV.UK (www.gov.uk)	
Enrichment opportunities including extra-curricular clubs, activities, school trips and residential support the development of children's character and expose them to possible new talents and career pathways • School leaders to continue to build engagement in wider opportunities and experiences across the curriculum – offering as wide a variety of experiences as possible and procuring new opportunities (e.g. Dance competitions, new sports) • Yew Tree Theatre company designs a drama experience that is tailor made to fit the objectives, timetable, pupils and imagination of our Academy. They focus on communication and the precise vocabulary needed to successfully communicate to a range of audiences – developing exploratory and presentational talk further. Focus on collaborative learning also develops social and emotional skills so that pupils greatly value their own contributions. Their time is focused firstly on working with new Year 3 pupils to help them successfully integrate into our Academy and understand our emphasis on resilience, learning motivation and embracing challenge. They then work with each cohort throughout the year so that they have had four opportunities to build on this before leaving in Year 6. We continue to adapt and refine the strategies we use inline with cohort need.	<u>Arts participation EEF</u> Work produced with pupils then feeds into the weekly Literacy planning which ultimately impacts on the children's writing skills. Such focused delivery builds pupils' reasoning and oral skills – developing vocabulary and confidence in addition. The drama techniques that are explored through Yew Tree incorporate many of the above teaching practices that are evidenced to improve the outcomes for all pupils including disadvantaged pupils. These include the use of speaking and listening, oracy development, collaborative learning, feedback, metacognition and self-regulation and more specifically to spoken development. <u>Individualised instruction EEF</u> <u>Collaborative learning approaches EEF</u> <u>Ofsted's Definition of 'Cultural Capital': A Comprehensive Guide</u>	5, 6 & 7

• School trips and residentials are subsidised so that children in receipt of PP are not disadvantaged; each child identified as being eligible for PP receives a £50 bank balance each academic year to use in accessing extra-curricular clubs, residentials • The curriculum is designed to enthuse pupils; we offer an extensive curriculum, aided by the addition of specialist teachers in a range of areas including: French, Forest school, PE, Music, Drama & Computing		
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Total budgeted cost: £170,911

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Expected standard and above trend:

	2022		2023		2024		2025	
	CPJA	Nat.	CPJA	Nat.	CPJA	Nat.	CPJA	Nat.
All dis. pupils	14%	43%	59%	44%	40%	46%	50%	47%
Girls	20%	47%	63%	48%	50%	50%	53%	-
Boys	8%	39%	57%	41%	35%	42%	45%	-

It is clear that achievement for disadvantaged pupils is consistently in line, or above, National outcomes at the expected standard – where this dips this is due to the individual needs of the pupils in the particular cohort. This is also testament to the continued work developing staff's expertise in using adaptive teaching strategies and particularly implementing 'whole class feedback' consistently. A significant amount of each cohort who are disadvantaged also have additional barriers due to SEN need, which means a proportion do not have projected targets that are 'age related' in nature, or as their needs have become more complex, mean that they cannot access the Year 6 tests. It would be expected that this successful trajectory would continue in line with our intended outcomes for the next cohorts.

The continued focus on securing phonics fluency and enhancing the quality of books available, has ensured reading outcomes remain strong and above National at the Expected Standard and will continue to support achievement at greater depth.

Focus on the explicit teaching of vocabulary and planning intentionally for the development of oracy has continued to secure pupils' ability to explain their reasoning in a wider range of subject areas, leading to greater depth of understanding. A continued focus on the importance of communicating clearly and efficiently has also supported a significant number of pupils to articulate their needs and difficulties with greater responsiveness, allowing staff to help them build resilience and a toolkit of strategies that help them regulate effectively. This has not yet reduced the number of referrals for ELSA, or Future in Mind, as pupils are becoming confident in sharing worries that they previously would not have -allowing staff to intervene earlier and more effectively, with more pupils.

Attendance trend for disadvantaged pupils:

	National 23/24	National 24/25	Castleford Pyramid 2025	CPJA Actual 2024	CPJA Actual 2025

			Up to July '25 (FSM)		
Absence	8%	7.4%	8.9%	8.9%	7.5%
Persistent absence	27.1%	24.4%	27.4%	23.8%	25%

Absence for pupil premium pupils continues to decrease, moving back towards pre-pandemic levels as a result of school's actions and remaining in line with National. Action planning with pupil and family and focus on supporting pupils to communicate their needs and anxieties efficiently.

Our Academy's actions also continue to ensure that persistent absence remains close to National benchmarks, particularly given the number of pupils with complex SEN needs who are supported by us.

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
Times Tables Rockstars	Maths Circle – Times Table Rockstars
White Rose Education	White Rose Education
Learning by Questions	Learning by Questions
Ed Shed spelling	EdShed
Testbase	Testbase
Accelerated Reader	Renaissance
Grammarsaurus	Grammarsaurus
Literacy Shed Plus	Literacy Shed Plus
Linguascope	
Mr T Does History	
Historical Association	
Read, Write INC Phonics online	Oxford University Press
Phonics Online subscription	Ruth Miskin Literacy LTD
MR P ICT	
Bloomz	
Charanga	
Picture News	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
Our approach is 'needs led' and this means that we adapt our service premium to meet the individual needs of each pupil who has access to this. This can be from the menu of support already offered above or might be particular to the family's needs – e.g. additional support to attend wrap around care, be involved in wider enrichment opportunities, targeted intervention to support with learning, funding resources that the family might find hard to buy, opening up opportunities to wider extra-curricular experiences.