



Castlefort JMI School

Pupil Premium Strategy 2024-2025



Summary Information

Number of pupils in school	Number of pupils eligible for PPG-based on 2024-2025 funding	Proportion of disadvantaged pupils	Pupil Premium Funding	Recovery Premium Funding
208 (Rec – Year 6)	87	38%	£114,155.00	N/A
Publish date	Review date	Lead teacher for PPG	Link Governor for PPG	
September 2024	September 2025	Mrs J Wilson (Headteacher)	Mr P Farmer	

Castlefort JMI School: 6-year trend

NB: numbers in brackets refer to numbers of pupils

EYFS Good Level of Development

	2017	2018	2019	2022	2023	2024
PPG	75% (4)	43% (7)	42% (12)	67% (6)	20% (5)	
Non-PPG	75% (24)	70% (23)	78% (18)	67% (all)	79% (24)	

**NB: of the 5 PPG pupils in 2024, 3 were lower-achieving and/or SEND; no data for 2020 or 2021 due to Covid-19*

Year 1 Phonics Screening

	2017	2018	2019	2022	2023	2024
PPG	77% (13)	100% (5)	78% (9)	70% (10)	50% (8)	
Non-PPG	71% (17)	84% (25)	86% (21)	77% (all)	91% (22)	

NB: of the 8 PPG pupils in 2024, 4 were lower-achieving and/or SEND; no data for 2020 or 2021 due to Covid-19

KS1 – expected standard/age-related or above												
	2019			2022			2023			2024		
	Rdg	Wtg	Ma	Rdg	Wtg	Ma	Rdg	Wtg	Ma	Rdg	Wtg	Ma
PPG	82% (11)	82% (11)	82% (11)	82% (11)	82% (11)	82% (11)	82% (11)	82% (11)	82% (11)			
Non-PPG	70% (20)	60% (20)	60% (2)	70% (20)	60% (20)	60% (2)	70% (20)	60% (20)	60% (2)			

NB: 2019, 2022 and 2023 PPG school figures were at least in line or above national across all subjects; no data for 2020 or 2021 due to Covid-19

KS2 - expected standard/age-related or above														
	2019			2022			2023				2024			
	Rdg	Wtg	SPAG	Rdg	Wtg	SPAG	Rdg	Wtg	SPAG	Rdg	Rdg	Wtg	SPAG	Ma
PPG	80% (10)	60% (10)	80% (10)	80% (10)	60% (10)	80% (10)	80% (10)	60% (10)	80% (10)	80% (10)				
Non-PPG	85% (20)	80% (20)	90% (20)	85% (20)	80% (20)	90% (20)	85% (20)	80% (20)	90% (20)	85% (20)				

NB: 2019, 2022 and 2023 PPG school figures were broadly in line with national figures for dg and ma but below in wtg; no data for 2020 or 2021 due to Covid-19

KS1-KS2 Pupil Progress Scores												
	2019			2022			2023			2024		
	Rdg	Wtg	Ma	Rdg	Wtg	Ma	Rdg	Wtg	Ma	Rdg	Wtg	Ma
PPG	2.7	-3.0	2.3	2.7	-3.0	2.3	2.7	-3.0	2.3			
Non-PPG	2.2	-0.9	1.9	2.2	-0.9	1.9	2.2	-0.9	1.9			

NB: PPG school figures were above national across all subjects; slight dip in 2019 and 2022 wtg – cohort specific reasons; no data for 2020 or 2021 due to Covid-19

Statement of Intent:

Our intention is for all pupils in our school, irrespective of their background, to make good progress and achieve their very best possible outcomes in all areas of the curriculum. The Pupil Premium Strategy aims to support all disadvantaged children in our school, to achieve this goal.

We have carefully analysed the challenges faced by our disadvantaged pupils and have identified all additional vulnerabilities including whether there have been safeguarding concerns and support from Children's Services etc.

Our school will aim to provide consistently high-quality teaching for all pupils with targeted support in English and mathematics as this is proven to have the greatest impact on closing the disadvantaged attainment gap. Our intent is for disadvantaged pupils to attain in line with, or above, their non-disadvantaged peers.

Following the Covid-19 pandemic, we have developed a strategy for recovery, which has also included the National Tutoring Programme.

We use robust diagnostic assessments to identify and respond to 'gaps' in the knowledge, skills and understanding of our pupils. Interventions are carefully planned, delivered and evaluated to ensure their success. All staff in school recognise their responsibility for the outcomes of our disadvantaged pupils and the need to have high expectations of their achievement.

Key challenges to the achievement of our PPG pupils	
In-school challenges	External challenges
• In Reception (Sept '24), 2 of the 5 PPG pupils are summer-born (?%), ? has identified SEND (?%), ? are currently lower-attaining (?%), 1 has received school-based family support (20%) and 3 pupils and their families have been supported by external Walsall Children's Services (60%). • In Year 1 (Sept '24), 5 of the 9 PPG pupils are summer-born (56%), 2 are currently lower-attaining (22%), and 3 pupils and their families have been supported by external Walsall Children's Services (33%). • In Year 2 (Sept '24), 2 of the 8 PPG pupils are summer-born (42%), 1 has identified SEND (8%), 5 are currently lower-attaining (42%) and 3 pupils and their families have been supported by external Walsall Children's Services (25%). 1 pupil is post-LAC (8%). • In Year 3 (Sept '24), 4 of the 12 PPG pupils are summer-born (33%), 1 has identified SEND (8%), 6 are currently lower-attaining (50%), 2 have received school-based family support (17%) and 4 pupils and their families have been supported by external Walsall Children's Services (33%). • In Year 4 (Sept '24), 4 of the 18 PPG pupils are summer-born (22%), 2 have identified SEND (11%), 7 are currently lower-attaining (39%), 4 have received school-based family support (22%) and 9 pupils and their families have been supported by external Walsall Children's Services (50%).	• 38% (30 children) of the current PPG-eligible pupil group have, at some stage, had a recognised safeguarding need and received support above universal services (for all children), e.g. former common assessment framework, early help assessment, child in need or child protection plan. A further 10% (9 children) have received school-based support from our school 'safeguarding team'. This totals to almost half of the group (39 children-45%). CHECK THE PPG LIST FOR PUPILS WHO'VE HAD SCHOOL SUPPORT AND * THEM • Attendance for PPG pupils (2023-2024) was just slightly lower than for non-PPG pupils (92.7% v 93.3%). Current year groups giving particular cause for concern based on last year's figures and to be monitored closely during 2024-2025 are: Y2 (91.1%), Y3 (92%) and Y6 (92.4%). • Lack of support with homework tasks including regular reading to an adult at home (April 2024): Y1-4 out of 8 pupils (50%) Y2-7 out of 12 pupils (58%) Y3-4 out of 12 pupils (33%) Y4-5 out of 18 pupils (28%) Y5-6 out of 12 pupils (50%) Y6-4 out of 12 pupils (33%)

• In Year 5 (Sept '24), 4 of the 12 PPG pupils are summer-born (33%), 5 have identified SEND (42%), 7 are currently lower-attaining (58%), 4 have received school-based family support (33%) and 5 pupils and their families have been supported by external Walsall Children's Services (42%). 1 pupil is post-LAC (8%) and 1 is a LAC (8%). • In Year 6 (Sept '24)	• There is a need to raise the aspirations of PPG-eligible pupils so that they are motivated and proud of their achievements. • Many of our PPG-eligible pupils have limited experiences e.g. days out, holidays etc and opportunities such as participation in clubs, out-of-school activities/tuition due to financial constraints within their families. • Several of our PPG-eligible pupils have a low self-esteem (April 2024): Y1-4 out of 8 pupils (50%) Y2-4 out of 12 pupils (33%) Y3-5 out of 12 pupils (42%) Y4-8 out of 18 pupils (44%) Y5-6 out of 12 pupils (50%) Y6-5 out of 12 pupils (42%) • Some of our PPG-eligible pupils require continued support to ensure their behaviour and conduct in school (and at home) is of the expected standard.
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Activity in this academic year – teaching and targeted academic support					
Intended outcomes and success criteria	Evidence and rationale for choice	Approach	Staff Lead	Resources/cost implications	Review details
To raise attainment and accelerate progress in reading for all PPG-eligible pupils in Rec-Y6 across the academic year and close the 'achievement gap' that re-opened post-Covid between disadvantaged and non-disadvantaged pupils in our school.	EEF evidences: +4 for individualised instruction e.g Shine and LbQ rdg comprehension +6 for oral language interventions which include targeted rdg and discussion of books (Vipers), extending vocabulary (Vocab Ninja) through structured question to develop rdg comprehension +6 for rdg comprehension strategies	Consistent approach to teaching/learning of rdg-whole school (inc VIPERS strategy) Poetry Basket and Granny's Basket – EYFS EEF 'Reading Plus' trial (Y5) English Hub funding for full review (inc staff CPD) of early rdg and phonics (RWI) Classic text immersion week Shakespeare texts (Y5/6) Poetry weeks each term Story time for all classes	SLT GH-Eng Lead JP-SENDCo/Reading Leader JF/SB/EB-SEND LSAs All staff-teachers and TAs	TA salaries (am) to support Eng/ma lessons: 17.5 hours per week @ £20.00 per hour (staff wage inc oncosts to school) x 6 staff £2,100.00 x 39 wks £81,900.00	Teacher/TA mgs-wkly Regular staff CPD-key focus on VIPERS Termly pupil progress mtgs focusing on data analysis and impact of interventions (inc LbQ)

	+4 for small group tuition (rdg comprehension) +5 for phonics (RWI daily lesson with an agreed, whole school, consistent approach-teaching timetable) +5 for one-to-one tuition e.g. RWI 'wobbly wallets' approach +2 reduction of class sizes in Y5 & Y6 for Eng & ma +2 for within class attainment grouping +4 teaching assistant interventions Teaching assistants will be deployed to support Eng/ma lessons each morning; in addition to in-lesson support for groups of pupils, they will lead interventions around lesson times.	Little Listeners (Nursery) and Read, Write Inc,-daily homogenous group teaching, one-to-one intervention (wobbly wallets), coaching of staff and pupil progress monitoring by reading leader LbQ rdg intervention groups-TA led Promotion of rdg-wkly expectation, use of class and corridor libraries etc KS2 library refurbishment 'Star Reader'-wkly award Edukey-online tool used to track the progress of SEND/PPG-eligible pupils, the additional support/interventions they receive and the impact of these Insight-online assessment tracking tool to identify pupils/groups at risk of underachievement		Edukey online tracking of SEND/PPG support and interventions and their impact: £823.50 Insight online assessment tracking tool: £ Learning by Questions (LbQ) Interventions (KS2): £1,000.00 (4 classes) Poetry Basket: £45.00 Granny's Basket: £65.00 KS2 library refurbishment: £?? (plus £/K grant from the Foyles Foundation)	Learning Walks Book trawls
To raise attainment and accelerate progress in writing for all PPG-eligible pupils in Rec-Y6	EEF evidences:	Consistent approach to teaching/learning of wtg-whole	SLT GH-Eng Lead JP-SENDCo	TA salaries (am) as above.	Regular staff CPD-key focus on 'edit and improve' and

across the academic year and close the 'achievement gap' that re-opened post-Covid between disadvantaged and non-disadvantaged pupils in our school.	+4 for individualised instruction e.g. Shine and LbQ SPAG interventions +6 for feedback e.g. whole school agreed marking policy/approach- pupils know how to improve their wtg as a result of teacher/TA feedback (oral/written) +4 for small group tuition (edit and improve/spelling/hwtg intervention groups) +2 reduction of class sizes in Y5 & Y6 for Eng & ma +2 within class attainment grouping +4 teaching assistant interventions Teaching assistants will be deployed to support Eng/ma lessons each morning; in addition to in-lesson support for groups of pupils, they will lead interventions around lesson times.	school (inc edit and improve/Cup and Arms) Embed new wtg genres and review class texts - blocked units with focus on quality rather than quantity and giving pupils an opportunity to showcase their independent wtg skills for each genre taught Classic text immersion week Poetry weeks each term LbQ SPAG/wtg intervention groups TA led spelling & handwriting intervention groups Staff CPD-refresh of edit and improve In-school half-termly wtg moderation mtgs LA end-of-year wtg moderation mtgs 'Budding Author'-wkly award Edukey-online tool used to track the progress of SEND/PPG-eligible pupils, the additional support/interventions they receive and the impact of these Insight-online assessment tracking tool to identify pupils/groups at risk of underachievement Insight-online assessment tracking tool to identify pupils/groups at risk of underachievement	JF/SB/EB-SEND LSAs All staff-teachers and TAs	Edukey as above. Learning by Questions (LbQ) Interventions (KS2) as above. Insight online assessment tracking tool as above.	moderation of teacher judgements New 'oracy' programme to establish a whole-school approach – improved oracy skills to impact positively on wtg ability Termly pupil progress mtgs focusing on data analysis and impact of interventions inc LbQ Learning Walks Book trawls
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To raise attainment and accelerate progress in mathematics for all PPG-eligible pupils in Rec-Y6 across the academic year and close the 'achievement gap' that re-opened post-Covid between disadvantaged and non-disadvantaged pupils in our school.	EEF evidences: +4 for individualised instruction e.g. Shine, LbQ, TT Rockstars, Doodle Maths (personalized app) etc +6 for feedback e.g. whole school agreed marking policy/approach +4 for small group tuition (pre-teaching and 'gap task' intervention groups) +5 for mastery learning (learning into units/sequential steps) – White Rose +2 reduction of class sizes in Y5 & Y6 for Eng & ma +2 within class attainment grouping +4 teaching assistant interventions Teaching assistants will be deployed to support Eng/ma lessons each morning; in addition to in-lesson support for groups of pupils, they will lead interventions around lesson times.	Embed the White Rose (EYFS, KS1 and KS2) and Primary Stars (KS1) mastery mathematics approaches; supplement with 'Master the Curriculum' and 'Classroom Secrets' Regular 'Fluent in Five' and 'Flashback Four' written arithmetic practice (Y1-6) One-minute times tables tests (at least 3x wkly) alongside TT Rockstars (Y1-6) Numicon to support teaching and learning LbQ ma intervention groups-TA led Staff CPD-embedding 'mastery' approaches and making adaptations to meet the needs of SEND/LAPs 'Star of the Week'-wkly award Edukey-online tool used to track the progress of SEND/PPG-eligible pupils, the additional support/interventions they receive and the impact of these Insight-online assessment tracking tool to identify pupils/groups at risk of underachievement	SLT MF-Ma Lead JP-SENDCo JF/SB/EB-SEND LSAs All staff-teachers and TAs	TA salaries (am) as above. To reduce class sizes in Y5 & Y6 as above. Edukey as above. Insight online assessment tracking tool as above. Learning by Questions (LbQ) Interventions (KS2) as above. White Rose annual subscription: £150.00 Primary Stars annual subscription: £65.99 Master the Curriculum annual	Regular staff CPD-consistency of mastery approach (White Rose) Flashback Four, Fluent in Five and times tables Termly pupil progress mtgs focusing on data analysis and impact of interventions inc LbQ Learning Walks Book trawls
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				subscription (EYFS): £47.00 Classroom Secrets annual subscription: £310.80	
To maintain the improvements in the communication and language skills of children in early years through: - the use of the Wellcomm language screening and teaching/learning programme (Reception) - the use of Talk Boost (Nursery) - Investment in 'Chatterbox' (S&L Consultancy) to provide direct/targeted interventions for specific pupils	EEF evidences: +6 for oral language interventions +4 for social and emotional learning +4 for teaching assistant interventions +4 for individualised instruction +4 for small group tuition We recognise that a significant number of children join our school with low levels of oral communication skills-this intervention will support children's oracy development and have a direct impact on all areas for the curriculum. The impact of the strategies we have put in place to improve C&L can be seen in our 2024 results with ??% of pupils achieving expected, broadly in line with national figures and significantly improved on our 2023 figure of ??%.	All pupils (Nursery and Reception) will be screened on entry into school; pupils identified as below age-related expectation in S&L will be given additional support through the Wellcomm intervention programme (small groups) in Reception and Talk Boost in Nursery.	SLT RD-EYFS Lead JP-SENDCo JF/SB/EB-SEND LSAs All staff-teachers and TAs	10 hours per week @ £20.00 per hour (staff wage inc oncosts to school) £200.00 x 39 wks: £7,800.00 Chatterbox S&L Consultants: £5,000.00 annual SLA	Wellcomm half-termly assessments Talk Boost half-termly assessments Chatterbox screening and assessments

To maintain the improvements in physical development and the gross and fine motor skills of children in early years through the CoolKidz programme; the development of fine motor skills will have a positive impact on developing wtg skills/ability, particularly for boys.	EEF evidences: +4 for small group tuition +4 for social and emotional learning We recognise that a significant number of children join our school with poor motor skills, particularly fine motor-this intervention will support children with early writing. The impact of the strategies we have put in place to improve physical development (fine motor) can be seen in our 2022 results with 80% of pupils achieving expected, broadly in line with national figures and in writing, our 2022 result of 70% was also in line with the national figure.	All pupils will be considered for support through the 'CoolKidz' programme following baseline assessment and information received through home visits etc.	SLT RD-EYFS Lead JP-SENDCo JF/SB/EB-SEND LSAs	2 hours per week @ £20.00 per hour (staff wage inc oncosts to school) £40.00 x 39 wks: £1,560.00	Half-termly assessments
Wider strategies					
To support the mental health and emotional well-being of children, particularly those who have had extended periods of time away from school due to the Covid-19 crisis.	EEF evidences: Unclear impact for outdoor adventure learning-positive impact on self-esteem and confidence of learners +4 for social and emotional learning +7 for metacognition and self-regulation	All pupils in school will have the opportunity to access the sensory garden – 'purple pass'. The garden will provide a calm and tranquil space for our pupils. Selected pupils will be able to access the school's 'Nurturing Minds' programme aimed at supporting self-esteem and emotional well-being.	GH-DHT JP-SENDCo CS-Mental Health and Well-Being Lead DS-Site Manager	6 hours per week for 'nurturing minds' @ £20.00 per hour (staff wage inc oncosts to school) £120.00 x 39 wks: £4,680.00 Beat Babies: £97.00	Boxall Profile results measuring the impact of nurture-based approaches across school

	We recognise that we live in an urban area and that many of our pupils have limited access to outdoor experiences hence our decision to adopt 'Forest School' approaches and develop an outdoor learning curriculum for all pupils. Many of our pupils have experienced extended absences from school due to the Covid-19 crisis; they have not had the consistent teaching and learning experiences they would have had in school. The pandemic has also had a negative impact on household incomes and created further problems for our most disadvantaged children and their families.	All pupils will be able to experience Forest School/outdoor learning activities as part of our whole school approach, Rec-Y6. Children in EYFS will benefit from an enhanced PSED curriculum including the use of 'Beat Babies'.			
To continue to develop our 'therapeutic classroom' (The Haven Hub) as part of a school-based research project to assess the impact of a different, more 'homely' environment on pupils' learning.	'Shevington Vale' project which aims to improve the mental health and well-being of pupils and create a space aligned with children's needs. • Pupils can select seats appropriate to the learning e.g. large table for group work, quiet tables for individual etc • Comfortable rdg area • Soft lighting (not harsh) • Green plants	SLT to further enhance the learning environment we have created in school which has a 'homely feel and measure the impact this nurturing/therapeutic environment has on pupil's learning and outcomes.	JW-HT GH-DHT JP-SENDCo	£1,000.00	Progress and attainment outcomes for pupils and intervention groups who access the therapeutic classroom will be analysed

Pupil Premium Strategy Outcomes**EYFS 2023**

20% of the 5 disadvantaged pupils achieved the 'Good Level of Development', significantly lower than the figure for the 24 non-disadvantaged pupils (79%); 59% gap.

KS1 Phonics 2023

50% of the 8 disadvantaged pupils passed the Year 1 test, lower when compared with 91% of the 22 non-disadvantaged pupils; 41% gap.

100% of the 2 disadvantaged pupils passed the Year 2 re-sit.

KS1 2023

67% of the 12 disadvantaged pupils achieved the expected standard or above in rdg, exactly in line with 67% of the 18 non-disadvantaged pupils; no gap.

67% of the 12 disadvantaged pupils achieved the expected standard or above in wtg, higher when compared with 56% of the 18 non-disadvantaged pupils; 11% positive gap.

75% of the 12 disadvantaged pupils achieved the expected standard or above in mathematics, higher when compared with 67% of the 18 non-disadvantaged pupils; 8% positive gap.

KS2 2023

75% of the 12 disadvantaged pupils achieved the expected standard or above in rdg, broadly in line when compared with 83% of the 18 non-disadvantaged pupils; 8% gap.

58% of the 12 disadvantaged pupils achieved the expected standard or above in wtg, significantly lower when compared with 89% of the 18 non-disadvantaged pupils; 31% gap.

83% of the 12 disadvantaged pupils achieved the expected standard or above in mathematics, broadly in line when compared with 89% of the 18 non-disadvantaged pupils; 6% gap.

58% of the 12 disadvantaged pupils achieved the expected standard or above in RWM combined, lower when compared with 78% of the 18 non-disadvantaged pupils; 20% gap.

KS1-2 Progress 2023

Progress rates for disadvantaged pupils were lower than their non-disadvantaged peers but still, on the whole, a positive picture for KS1-2 process:

- Rdg: 2.0 (disadv) vs 3.1 (non-disadv)
- Wtg: 1.4 (disadv) vs 3.9 (non-disadv)
- Ma: 2.7 (disadv) vs 4.2 (non-disadv)

Other

Pupils in EYFS benefitted from the **Wellcomm Speech and Language** screening and intervention programme as follows:

- Dec 2022 – 68% of pupils made at least expected progress with a further 36% making accelerated progress.
- Mar 2023 – 76% of pupils made at least expected progress with a further 63% making accelerated progress.

The % of disadvantaged pupils receiving direct 1-to-1 support from **Chatterboxes speech and language therapists** were as follows:

- Year 1 – 38%
- Year 2 – 8%
- Year 3 – 8%
- Year 4 – 11%

Fizzy Kids intervention (gross and fine motor skills development):

- KS1 – 20% of disadvantaged pupils accessed the programme and 75% made at least expected progress
- KS2 – 13% of disadvantaged pupils accessed the programme and 100% made at least expected progress

Nurturing Minds – positive play therapy intervention:

- 67% of disadvantaged pupils accessed the programme and benefited from it.

Learning Mentor – disadvantaged pupils making at least expected progress in **English**:

- Year 2 – 100%
- Year 3 – 83%

Learning Mentor – disadvantaged pupils making at least expected progress in **mathematics**:

- Year 2 – 50%
- Year 3 – 80%
- Year 5 – 100%

Haven Hub - % of disadvantaged pupils accessing and benefiting from this provision for English lessons:

- Year 5 – 50%
- Year 6 – 33%

Haven Hub - % of disadvantaged pupils accessing this provision for other interventions:

- Learning by Questions – 67%
- Year 5 intervention groups – 50%
- Speech and Language group – 40%

Further information

Our Pupil Premium Strategy will be complimented by additional approaches not necessarily funded through the Pupil Premium Grant or Recovery Premium Funding Grant. This includes:

- Whole school curriculum review inc early rdg and phonics (RWI)
- Review of assessment practice and provision for interventions
- Staff CPD – ‘teaching from the top’ approaches
- Review of marking policy and approaches – all lessons to include ‘live marking’ (EEF +6 Feedback – very high impact for very low cost based on extensive evidence)
- Whole school ‘oracy’ approach/programme to develop/improve pupils’ speaking skills
- Utilising a DfE grant to train a member of staff as a senior mental health lead in school. The training will help to develop our whole school approach to supporting mental health and social and emotional well-being (pupils and staff). Pupils (and their parents) will have a ‘voice’ and be involved in steering the work we do in this important aspect of our school life (EEF +4 Social and emotional learning – moderate impact for very low cost based on very limited evidence)
- Providing a wide range of extra-curricular activities for all pupils, the majority of which are free of charge, led by teaching staff as part of directed-time