

Pupil premium strategy statement – Caslon Primary Community School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	41%
1	2025/2026 to 2028/2029
Date this statement was published	10.12.25
Date on which it will be reviewed	10.12.26
Statement authorised by	Lynnette Holden-Gough
Pupil premium lead	Ollie Monk
Governor / Trustee lead	James Gray

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£118,885
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118, 885

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, access to technology and quality educational materials is at the heart of our approach, 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 school. 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.

Our wider school aim is to support our children in Non Academic Challenges as outlined in National Pupil Premium. Attendance and Persistent absences, behavior, well being and safeguarding, access to technology and educational material and high mobility. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- use funding to improve and support the non academic challenges as detailed

Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Both disadvantaged and non-disadvantaged children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately.
2	Mental Health & Well-being: Observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium.
3	Internal assessment data on Insight indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (Except Reception) This gap remains steady to the end of KS2 55% PP working below expected. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Learning journey and overview will reflect chances to consolidate basic skills and strategies.
4	Children in EYFS to show improved standards of school readiness. Ensure children will be showing independence by using the toilet independently, putting on their own coat and using cutlery at mealtimes. Ensure children will be showing good relationships and communication by: sharing, taking turns, recognising their own name and being able to discuss their feelings. Ensure children show improvements in physical development by: strengthening fine and gross motor skills through activities like drawing, painting and engaging in physical activity.

	Children to show they have healthy routines – establishing good habits such as brushing teeth twice a day, limiting screen time, and maintaining consistent sleep patterns.
5	<p>To ensure raised levels of parental engagement to improve children's levels of basic skills.</p> <ul style="list-style-type: none"> - Communicate regularly with parents, using clear updates with parents and opportunities to communicate and respond. - Offer flexible options such as parents evenings or dojo for hard to reach parents - Offer insight workshops for children and parents to work together in the school setting

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
Improved teaching, assessment and engagement of pupils and parents in phonics	Assessments and observations indicate improved phonics. Most pupils 75% or more show consistent progress throughout the year and most pupils 80% or more to achieve required standard.
Improved reading attainment among disadvantaged and disadvantaged pupils.	KS2 reading outcomes to improve year on year to 2025/26. Improvement of reading levels 50% pupils per class achieve developing in year Autumn, 60% Spring and 70% Summer term.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes to improve year on year to 2025/26. Improvement of reading levels 50% pupils per class achieve developing in year Autumn, 60% Spring and 70% Summer term.
To achieve and sustain improved wellbeing and safeguarding for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing year on year to 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in behaviour, general concerns and safeguarding concerns recorded to CPOMs <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance year on year to 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent reduced.</p>
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and maintenance of technology including but not exclusively chromebooks in school and out of school including partial lockdowns.</p>	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside <u>small group tuition</u>, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 and 5</p>
<p>Purchase of high-quality online resources to support planning, delivery and assessment of clear curriculum maps for all year groups. White Rose, RWI, Kapow, Charanga, PE Hub, Jigsaw, Bare foot computing, Language Angels, My Happy Minds, Literacy Tree, TT Rockstar, LBQ, IDL and Century tech.</p>	<p>Reduction of staff workload leads to greater energy in curriculum time. Children engaged in wide variety of resources for all curriculum areas rather than narrow base such and supporting cultural capital</p>	<p>1, 2, 3 and 4</p>

<p>Purchase of Ruth Miskin's Read, Write Inc phonics programme to secure stronger phonics attainment for all pupils. Continued links with Ruth Miskin to provide support days for phonics lead and staff that deliver. 1:1 interventions and catch up to fill gaps in learning and raise phonics attainment and provide children who haven't reached the national standard with a catch up intervention program.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics EEF</p>	<p>1,2</p>
<p>Purchase of high quality books for disadvantaged children to have and Literacy Tree Scheme to support the delivery in Guided Reading and Writing to secure stronger reading and writing attainment and motivate a love of reading attainment for all pupils. In the previous year up until September high quality texts from Letterbox were purchased for reading development for those with barriers to reading.</p> <p>(£5075)</p>	<p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p>Develop pupils' fluency through :repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. EEF Guidance for improving literacy</p> <p>'Practitioners should consider careful text choice at the appropriate level of challenge, developing pupils' desire to engage with the text and giving them opportunities to practise'.</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with White Rose and DFE maths guidance.</p> <p>Purchase of high quality manipulatives to embed concrete approaches and basic skills.</p> <p>Maths mastery in KS1 purchased – providing CPD for EYFS and KS1 staff, concrete resources for key stage 1 Maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>'Pupils achieve a much deeper understanding if they don't have to resort to rote learning and can solve problems without having to memorise' <i>Third space learning</i></p>	<p>1,3</p>

<p>lessons and School partnership with a Maths Advisor from the NCETM.</p> <p>Purchased the National numeracy school and families programme to support in improving numeracy confidence among pupils, parents, and school staff by creating positive environment around maths, emphasizing its importance beyond the classroom</p> <p><u>Sustainable Strategies: Establishing lasting approaches that benefit schools and families long after the programme concludes</u></p>	<p><u>EEF Maths EY KS1 Guidance Report.pdf</u></p> <p><u>Number Confidence and Social Mobility National Numeracy April2023.pdf</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of an intervention programme to improve literacy skills (lexia) and spelling programme for non disadvantaged and disadvantaged pupils who have relatively low spoken language skills. Targeted support for vulnerable readers</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 4 and 5</p>

Purchase of an intervention TT Rockstars, Numbots, IDL and LBQ for engagement and assessment for disadvantaged pupils and a whole school maths scheme (White Rose)	Internal assessment data on Insight indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.	3 and 5
Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Ruth Miskin and our Phonics lead	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 and 5
Flash Academy to support with disadvantaged children with EAL and further English support through targeted interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on transition from homelife to classroom and support learning progress within native and English tongue	1, 2 and 5
Wellcomm to support assessment speech, language and communication in EYFS.	Baseline assessments indicate entry data for speech and language is becoming lower. Early assessment and tracking allows targeted intervention to fill gaps and make accelerated progress.	1,2,4 and 5

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

Budgeted cost: £ 26,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children in various year groups	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	

<p>with social groups/Drawing and talking/Lego Therapy/ELSA .Developing confidence, independence, behavior. Including resources for the nurture room of a lunchtime Friendship groups. Play therapy. Drop in sessions</p>	<p><u>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</u></p> <p><u>Social and emotional learning EEF</u></p>	
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Monthly SLT attendance meetings</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use of inclusive attendance approach to support the well being of the child and the whole family</p> <p>Staff training to understand about the family's needs and the way this can affect the children and poor attendance impacting upon progress. Also staff understanding all backgrounds to support next steps for all involved</p>	
<p>Attendance monitoring and implementation in co-ordination with Dudley advice and from private company INSTILL Attendance. (£3840)</p>	<p>Rigorous monitoring of attendance to ensure that we raise attendance % for whole school, and a particular focus on attendance of vulnerable groups of children.</p> <p>Attendance clinics Attendance drop ins and home visits, including safe and well checks. Instill to support to track data and complete consultation records. Lates clinic</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site%20search&search_term=attendance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1705465058</p>	

<p>Additional family support from SLT and DSL. Referrals counselling and school nurse.</p> <p>Support with trips and residential.</p> <p>Purchase of uniform, food parcels internet data, clubs including music and art.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Disadvantaged children will be able to participate in enrichment opportunities.</p> <p>Children can access breakfast club if benefits punctuality and or attendance. Pupil premium children will be encouraged to attend and join school clubs, local clubs and school councils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils Access to and enjoyment of clubs reflected in pupil voice outcomes. Evidence of musical, art and sporting opportunities. Financial support provided for school trips and residential visits</p>	
<p>Contingency fund for acute issues. Approx £10,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 118,885

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024-2025 suggested that the performance of disadvantaged pupils was higher than in the previous year in key areas of the curriculum.

Reviews of internal data shows the attainment gap between Pupil premium and non-pupil premium children in Maths, Reading and writing is now narrowing with all Year groups showing acerated progress. However, age expected attainment levels remain below non-pupil premium children in most year groups. Targeted tutoring and quality first teaching should now have a greater focus on literacy and reading support and interventions.

Attendance for Pupil Premium has risen from 86% to 91.5% and PA down from 55% to 36.3%. This is generally in line with whole school attendance from 91% to 92.7%. Whilst this mirrors National decline in attendance for all groups, the school is addressing the decline with new investment in inclusive attendance. Current attendance (Dec 2025) for 2024-2025 is 93.7% up 1 % on previous academic year and PA for whole school has dropped from 43% to 22 % showing huge improvement in attendance year to date.

Year group / subject	PP	Non-PP
Reception	5	24
Word reading	60%	63%
Number	100%	67%
Comprehension	80%	83%
Numerical patterns	100%	71%
Writing	60%	58%

Year group / subject	PP	Non-PP
Year 1	10	20
Reading	70%	65%
Writing	40%	65%
Maths	60%	75%

Year group / subject	PP	Non-PP
Year 2	10	19
Reading	50%	50%
Writing	40%	42%
Maths	50%	58%

Year group / subject	PP	Non-PP
Year 3	13	15
Reading	69%	60%

Writing	39%	53%
Maths	54%	60%

Year group / subject	PP	Non-PP
Year 4	9	16
Reading	44%	51%
Writing	11%	44%
Maths	44%	37%

Year group / subject	PP	Non-PP
Year 5	8	22
Reading	38%	69%
Writing	26%	45%
Maths	38%	63%

Year group / subject	PP	Non-PP
Year 6	11	18
Reading	55%	72%
Writing	45%	61%
Maths	45%	61%

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
National numeracy schools and families programme	National numeracy