

Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium 2023-2024 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milecastle Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	S. Richardson
Pupil premium lead	C. Dillon
Governor / Trustee lead	S. Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,013.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 86,013.00

Part A: Pupil premium strategy plan

Statement of intent

At Milecastle, our intent is for all of our children to have access to high quality learning experiences which challenge the children to be their best and to make good progress in all subjects, irrespective of their background. We ensure we have high expectations for all pupils and provide the right challenge, guidance and support so that everyone is included. We want to offer them first hand experiences which prepare them for the next stage of their journey in education as well as outstanding pastoral support to ensure our pupils develop resilience and perseverance.

Common barriers faced by disadvantaged children at Milecastle are:

- Lack of parental support
- Lack of self-confidence
- Behaviour difficulties
- Attendance issues
- Weak language and communication skills
- Fewer opportunities for wider experiences
- Complex family situations
- Free school meals/LAC/PLAC/PP
- Safeguarding concerns
- Emotional Resilience of both pupils and parents
- Cost of living/low-income families
- SEND

At Milecastle our objectives are:

- Narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.

- Allow all pupils in school to make or exceed nationally expected progress rates.
- Allow for early identification of additional needs and to promote early and effective intervention programmes.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure equity of access to all aspects of school life.

We aim to do this through:

- Ensuring high quality first teaching and learning opportunities meet the needs of all the pupils including ensuring all pupils are challenged in the work that they are set.
- Ensuring early identification and intervention is in place.
- Adopting a whole school approach in which all staff have high expectations for all pupils’ outcomes.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Ensuring good pastoral care for all pupils.
- Ensuring no child is excluded from any aspect of school life.

Research conducted by EEF is referred to, to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
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1. Attainment and Progress	Ensuring that disadvantaged children meet age related expectations (or above) by the end of Key Stage 2, through rigorous monitoring at key performance points and the closing of any gaps over time.
2. Oracy	Speech and language development and development of key vocabulary and oracy.
3. Attendance	Addressing and supporting attendance and punctuality issues for all pupils, especially Pupil Premium pupils in line with government guidance. Establishing supportive relationships with parents/carers to support excellent attendance for all.
4. Pastoral Support	Supporting wider issues of poverty and deprivation within the community that directly impacts our disadvantaged pupils, including housing issues, parental mental health issues, anti-social behaviour and financial issues. Supporting the mental health and wellbeing of all our pupils.
5. Cultural Capital	Ensuring a high-quality offer of cultural capital and experiences for the children through our curriculum, promotion of school values and wider offer.
6. SEND	Increasing challenge to provide specific support for Pupil Premium (PP) pupils with identified SEND needs, including social, emotional and mental health needs. An increase in the waiting lists for services has impacted high numbers of pupils and their families. A decrease in budgets for schools to adequately support pupils with SEND.

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
1. Attainment and Progress: We aim to ensure that disadvantaged children meet age related expectations (or above) by the end of Key Stage 2, through rigorous monitoring at key performance points and the closing of any gaps over time. We will offer high quality teaching and learning, robust assessment and a broad and balanced curriculum that respond to the needs of pupils. We will implement effective interventions at the point of need to accelerate progress of all pupils.	Interventions are timely and in place. Quality CPD for all staff. Academic data shows narrowing of the gap between performance of non-disadvantaged and disadvantaged pupils at key performance points as well as in internal data.

<p>2. Oracy: To ensure a focus on speech and language development and development of key vocabulary and oracy.</p>	<p>Increased focus on oracy in school across all subjects. Use of key vocabulary for all subjects. Use of stem sentences where appropriate. Maximising the use of oracy in lessons. Two staff trained in Elklan and subsequent. Speech and Language programmes followed in interventions as appropriate.</p>
<p>3. Attendance: We will continue to address attendance and punctuality issues for all pupils and especially Pupil Premium pupils in line with government guidance. We will continue to develop and establish supportive relationships with parents/carers to support excellent attendance for all.</p>	<p>Individual support offers in place. Regular attendance monitoring and follow up with parents whose children are PA or at risk of PA. Whole school attendance focus. Maintain attendance reward system. 100% attendance awards (attendance assembly). Class attendance on Newsletters and website. Pupils attend school every day and on time. Attendance of disadvantaged pupils is in line with no-disadvantaged peers. Attendance for PP pupils is above National Average. Persistent Absence for PP pupils is below National Average.</p>
<p>4. Pastoral Support: We aim to support wider issues of poverty and deprivation within the community that directly impacts our disadvantaged pupils, including housing issues, parental mental health issues, anti-social behaviour and financial issues. We aim to support the mental health and wellbeing of all our pupils.</p>	<p>Whole school PSHE approach. Whole school emotional regulation approach. Continue to embed Zones of Regulation across school. Staff and pupil golden afternoons. Work with SEMH team for targeted support. Work with RISE team. Bespoke pastoral 'check ins' for individual pupils. Support for school uniform, including PE kit and accessories. School staff work closely with parents/carers to form trusting relationships built on respect.</p>

<p>5. Cultural Capital: We aim to ensure a high-quality offer of cultural capital and experiences for the children through our curriculum, promotion of school values and wider offer.</p>	<p>All pupils in Year 5 to be able to access residential trip. All pupils to be able to access year group visits and visitors to enhance learning and understanding. All pupils have access to visiting authors and artists. All pupils offered the opportunity to participate in after school and lunch time activities. All pupils experience a full range of cultural opportunities.</p>
<p>6. SEND: We aim to continue to address and provide specific support for an increasing number of Pupil Premium (PP) pupils with identified SEND needs, including Social, Emotional and Mental Health (SEMH) needs.</p>	<p>Identification of SEND takes place at an early stage, and pupils have access to high quality support with minimal delay. Reasonable adjustments are made for pupils on an individual basis. Staff expertly plan and adapt timetables, curriculum and environments according to needs. Experienced SENDCO provides expert and specific support and guidance to all staff, parents and other stakeholders, Invest time and funding into high quality CPD for staff to support pupils with a range of complex needs.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Training of staff new to school in teaching of phonics using 'Sounds Write', including the use of support staff to cover the release of teaching staff.</p> <p>Purchase of 'Sounds Write' books and teaching resources. Ongoing</p> <p>Purchase of resources to support teaching of maths mastery. Ongoing</p> <p>Purchase of software to support teaching and learning in English, maths and wider curriculum areas.</p> <p>Whole school subscriptions to support the teaching and learning. Ongoing</p> <p>Release of HT and DHT for monitoring purposes. Ongoing</p> <p>Access to appropriate CPD for all staff through available training and the National College's online platform.</p> <p>Release of teaching and support staff to access high quality CPD.</p> <p>Access to bespoke training linked to quality first teaching and adaptive teaching strategies.</p> <p>SEND training for all staff around SEMH, communication and interaction and cognition and learning.</p>	<p>The EEF Guide to the Pupil Premium</p> <p>Phonics +5 months</p> <p>Phonics EEF</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Mastery Learning +5 months</p> <p>Mastery learning EEF</p> <p>Reading Comprehension Strategies +7 months</p> <p>Reading comprehension strategies EEF</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1 6</p>
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	<p>Feedback +6 months</p> <p>Feedback EEF</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Parental Engagement +4 months</p> <p>Parental engagement EEF</p> <p>Behaviour Interventions +3 months</p> <p>Behaviour interventions EEF</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
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	<p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>Metacognition and self-regulation +8 months</p> <p>Metacognition and self-regulation EEF</p> <p>Improved outcomes have been identified across literacy, maths and science.</p> <p>One to One Tuition +5 months</p> <p>One to one tuition EEF</p>	
<p>CPD for Voice 21 for key staff and implementation of the oracy project.</p> <p>ELKLAN Training for two support staff</p> <p>Delivery of bespoke Speech and Language interventions.</p> <p>Small group interventions in English, maths and phonics.</p> <p>Specific interventions for children with SEND e.g. dyslexia gold</p>	<p>Oral Language Interventions +6 months</p> <p>Oral language interventions EEF</p> <p>Studies that focus on speaking, listening, or a combination of the two, all show positive impacts on attainment.</p> <p>Teaching Assistant Interventions +4 months</p> <p>Teaching Assistant Interventions EEF</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils</p>	<p>2</p>

	overcome barriers to 1 2 3 7 learning and 'catch-up' with previously higher attaining pupils.	
Bespoke CPD package for the teaching of mastery, including release of staff. Maths Lead released to attend Maths Hub Networks Purchase of Maths Shed to support teaching and learning.	Mastery Learning +5 months Mastery learning EEF Teaching Assistant Interventions +4 months Teaching Assistant Interventions EEF	1 6

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

Budgeted cost: £43,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to work across school to enable the teaching of interventions to close the gaps and support small group teaching in English and Maths.	Evidence from Education Endowment Foundation Toolkit: Small group tuition +4 months Small group tuition EEF	1 6

	<p>One to one tuition +5 months</p> <p>One to one tuition EEF</p>	
<p>Support staff delivery of interventions for pre and post teaching (small group and 1:1) for reading, writing and maths</p>	<p>Small group tuition +4 months</p> <p>Small group tuition EEF</p> <p>One to one tuition +5 months</p> <p>One to one tuition EEF</p>	<p>1</p> <p>6</p>

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

Budgeted cost: £10, 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to support behaviour plans and bespoke intervention</p>	<p>Behaviour Interventions +3 months</p> <p>Behaviour interventions EEF</p>	<p>4</p>

	Metacognition and self-regulation +8 months Metacognition and self-regulation EEF	
RISE and targeted intervention	Metacognition and self-regulation +8 months Metacognition and self-regulation EEF	4
Attendance resources	Parental Engagement +4 months Parental engagement EEF	3
Visits out and visitors in school (trips, workshops etc)	Arts participation +3 months Arts participation EEF Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	5

Total budgeted cost: £98, 021

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Early Years Foundation Stage Profile			
	2025 Attainment		National Average
	All Pupils	PP	
Good Level of Development	72.7%	33.3%	68.3% PP51.3%

Key Stage One Phonics			
	2025 Attainment		National Average
	All Pupils	PP	
Year 1	83%	100%	80% PP66.9%
Year 2 (incl Y1)	90.5%	87.5% (7 out of 8 children passed)	88.6%
Year 2 resits	60%	66%	-

Key Stage One				
	Subject	2025 Attainment		National Average
		All Pupils	PP	

% Expected Standard	Reading	79%	33%	68.3%
	Writing	72%	17%	60.1%
	Maths	72%	50%	70.4%
	RWM combined	63%	25% (was 37.5% but one child left)	56%
% Greater Depth	Reading	24%	0%	18.8%
	Writing	21%	0%	8.2%
	Maths	17%	0%	16.3%
	RWM combined	13%	0%	-

Key Stage Two					
	Subject	2025 Attainment		National Average	
		All Pupils	PP		
% Expected Standard	Reading	90%	87.7%	75%	PP63.2%
	Writing	80%	63%	72%	PP59.4%
	Maths	86.6%	75%	74%	PP60.5%
	GPS	86.6%	75%	73%	PP59.7%

	RWM combined	76.6%	62.5%	62%	PP47.4%
% Greater Depth	Reading	33.3%	16.6%	28%	
	Writing	20%	0%	13%	
	Maths	40%	0%	24%	
	GPS	36.6%	10%	32%	
	RWM combined	20%	0%	8%	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars/Nums Bot	Maths Circle
Spelling Shed Literacy Shed Maths Shed	Ed Shed
Sounds Write	Sounds Write
White Rose	White Rose
Grammarsaurus	Grammarsaurus
Purple Mash	Purple Mash
PSHE	PSHEassociation.com
Geographical Association	geographicalassociation.com
Historical Association	historicalassociation.com
PE Association	AFPE
1 Decision (PSHE)	1 Decision
Letter Join	Letter Join
Natre (RE)	Natre
Twinkl	Twinkl
Spag.com	Spag.com
Dyslexia Gold	dyslexiagold.co.uk

The Key	The Key
Get Set 4 PE	Get Set 4 PE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.