

Pupil Premium Strategy Statement

2026-2027

Castle Hill Academy

This statement details our school's use of pupil premium (and recovery 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 2026-2027

Detail	Data
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Dr C. Lok; H. Whyte
Pupil premium lead	Ms K. Peart
Governor / Trustee lead	Mr H. Whyte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 257,300. (this is an estimation for the academic year due to allocations being made according to the financial year)
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 257,300.

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all disadvantaged pupils receive the targeted support to ensure that their outcomes are in line with their peers, and that it provides them with a fulfilling, holistic learning experience.

When making these decisions in relation to the pupil premium strategy, we consider the unique context of our school, the pupils, their starting points, background and overall context. This is coupled with consideration from established research such as from the EEF.

Our strategy identifies the main barriers, or challenges, and involves systematically addressing these through a tailored approach. This is in line with the DfE and EEF's 3-tiered 'menu of approaches'. This is first achieved by ensuring that the whole school are conversant with the issues and challenges, are adequately trained and developed, so that they can effectively implement the strategies.

We adopt a self-evaluative approach, where a feedback loop ensures that we continually monitor and refine our practices to enable a holistic support mechanism for our pupils and families that meet their needs. Disadvantaged pupils are challenged, receive tailored support and interventions, and all staff take responsibility for fostering high standards and expectations.

We have an unshakeable belief in our pupils, who actively embrace our motto 'Attitude Determines Altitude'. This successfully ensures that expectations are high from all staff, pupils, parents and carers.

Challenges

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

Challenge number	Detail of challenge
1.	Covid-19 pandemic and the after-effects. We widely recognise the impact on learning and pupils' development was significant, and as a result, the need for catch up and post-pandemic recovery. Similar to the national picture, there are knowledge gaps for some pupils and/or those that are working from significantly lower starting points.

2.	Phonics. Through our evaluation, selected pupils have difficulties with phonics and require additional support in order to develop their reading and access the curriculum.
3.	Challenging most able pupils. We recognise the need to continue to challenge the most able pupils, particularly those that might have developed gaps during the pandemic but have the potential to make greater progress and significant strides in their overall development and academic attainment.
4.	SEND. This is often a compounding factor when pupils have SEND needs and are also entitled to the pupil premium. They may have also been more impacted by the pandemic in terms of their learning, gaps in knowledge and other support during the pandemic.
5.	EAL / Literacy. This is a compounding factor when EAL pupils (or those that are behind age-related in literacy) are also disadvantaged. There is a risk of further falling behind without additional support.
6.	Health, wellbeing and safeguarding. In certain cases, for our pupils, these challenges were exacerbated by the Covid-19 pandemic and pupils are still experiencing the downstream affects as a result. These include for example, anxiety, trauma, social and economic family strains.
7.	Attendance. Similar to the national picture and trends, some pupils require additional support with school attendance, again, compounded by the effects of the Covid-19 pandemic, such as anxiety or trauma.
8.	Behaviour and personal development / skills. We know from our close observations and assessment that some pupils may struggle with behaviour management, or having developed their personal skills adequately, in the context of social interactions for example. These have also been exacerbated by the pandemic and associated anxiety and social stresses. These might prevent them from engaging effectively with their learning and their peers.
9.	Socio-economic stresses. These challenges have severely affected and hampered both families and pupils, particularly in our demographic with a very high deprivation index in comparison to the national landscape. These factors can hinder young people's development, personal skills, confidence, engagement and participation (e.g. school activities) and overall progress.
10.	Trauma. Some pupils and families have experienced trauma as a result of the recent national challenges, e.g. the pandemic, followed by the cost-of-living. Personal challenges and tragedies (particularly in our demographic) can severely impact on pupils' wellbeing and therefore ability to engage with their learning.
11.	Limited aspirations. A lack of aspiration and/or lack of high expectations can hinder ambitions and therefore pupils' progress and their chances of realising or fulfilling their potential. By broadening their horizons, raising aspirations and opening up a wide range of experiences and opportunities can address such challenges.
12.	Parental involvement. This is an area that would complement the support of pupils' achievement. Parents/families that are disadvantaged experienced the most severe challenges during the pandemic. Increasing parental involvement/engagement will aid with pupils' progress and development.

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 end of key stage outcomes	Our own assessments, observations and evaluations indicate improved pupil outcomes. This includes a triangulation of evidence, such as overall progress, engagement in learning and wider school activities, pupils' work and book scrutiny. Increased support, such as catch up interventions, and increased pupil engagement with these. Increase in national performance measures (and outcomes being comparable to their peers), such as phonics screening, progress scores, attainment scores, including Reading, Writing and Maths at the end of Key Stage 2.
Progress in literacy for EAL pupils	Outcomes of EAL pupils to be comparable to their peers. Improved reading ability, improved spoken language skills and improved communication skills that enable them to better access the curriculum, take part in their wider learning, interact with their peers and maximise the activities in their everyday school life. Evidenced by formal assessment information.
To further develop and sustain positive mental health and wellbeing	Sustained positive wellbeing of pupils evidenced by a range of evidence. Positive feedback from pupil voice, staff voice, parent voice and observational evidence. Reduction in instances related to wellbeing issues. Increased engagement in wider school activities and increased uptake in extracurricular/enrichment activities for example. Increased engagement and support of pupils with mentoring and school counselling services.
Further development of behaviour for learning and personal development skills	Improved behaviour outcomes of selected/identified pupils. Improved engagement with their learning and wider school activities of these pupils. Improvement in the development of personal skills as evidenced by observations and surveys. Improved outcomes as measured by our CHABOP behaviour (merit) system. CHABOP stands for Classwork, Homework, Attendance, Behaviour, Organisation and Punctuality.
Improved overall attendance	Overall attendance rates sustained in line with, or above, the national picture. Improved outcomes as measured by our internal data, such as our CHABOP behaviour system. Overall unauthorised absence rate of those pupils to decrease and to be in line with their peers. Persistent absence of those pupils to decrease.
Improved outcomes for SEND pupils	Outcomes to be comparable to the national figures for SEND pupils.

	SEND pupils to access, engage and participate successfully in the everyday school activities. SEND pupils to make good progress, as evidenced by a range of measures, such as engagement, attendance, work scrutiny, lesson observations and our own internal (formal) assessments and evaluations.
Further development in parental involvement	Increased parental engagement/involvement with the activities of the school that will directly or indirectly support and/or promote pupils' wellbeing or learning. Increase in parents engaging with school events/activities, parent evenings, educational workshops, information sessions, coffee mornings, increased communication and dialogue with the school, promoting the school's objectives, supporting their children's learning, home learning. These may be evidenced by feedback, quantitative data, staff observations and evaluations, and pupil outcomes.

Activities 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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff and support staff on a range of teaching strategies, teaching and learning interventions and practices – including: - Effective feedback, - Differentiation, - Phonics delivery, - Teaching for mastery, - Precision Teaching, - Reading programmes, - Speech and language, - Catering for SEND and early years SEND needs, and similar training, to accelerate pupil progress.	High quality CPD for staff is essential for quality first teaching and effective delivery of interventions, which are proven to be effective in raising attainment. Our own assessment and past experience and established research (e.g. EEF) provide strong evidence base. These include effective feedback, mastery learning, phonics, TA interventions. EEF T&L toolkit	1, 2, 3, 4, 5.

CPD on our curriculum thread of “spoken language” – its intent and implementation, teaching practice, strategies, activities and delivery. Embedding these activities across the curriculum to support pupils to improve their articulation, communication skills, consolidate their learning, vocabulary and reading.	From our own experience, assessment and observations, promoting and helping pupils to develop their spoken language through teaching, interventions and other activities (e.g. high-quality classroom discussions) significantly improves pupils’ confidence, articulation and reading ability and access to the curriculum and wider school activities. There is also extensive evidence through research data that such focus and interventions have high impact. EEF T&L toolkit Oral language interventions	1, 3, 4, 5, 8.
Recruitment of tutors, support staff, coaching staff, mentors, therapists (counsellor).	Research evidence and from our own observations and assessments indicate that small group interventions, mentoring and tuition are impactful. This can provide targeted support. A qualified counsellor on site to support pupils and also offer drop-in services, as well as an Educational Psychologist supporting targeted pupils and providing CPD for staff, have proven to be effective in providing swift support. EEF T&L toolkit	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
Purchase of standardised diagnostic assessment tools and teaching tools. Training for staff to ensure assessments are interpreted and administered correctly to facilitate pupil progress.	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. We have found that careful tracking and monitoring of pupils’ progress allows us to evaluate our teaching and interventions and refine our practices. It also enables us re-organise our intervention groups as pupils progress to ensure flexible support. EEF T&L toolkit	1, 3, 4, 5,

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

Budgeted cost: £ 159,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support with academic small group interventions: - Catch-up classes and small group interventions. - Booster sessions including morning breakfast sessions and/or holiday interventions. - 1:1 support and/or in-class support for specific identified pupils.	A targeted approach is necessary as indicated by our internal assessments, observations and baseline information. This is particularly necessary given the impact of the Covid-19 pandemic. This ensures we target both pupil progress from their relative starting points as well as end of key stage attainment outcomes. Targeted interventions according to needs and addressing knowledge gaps is impactful according to research, particularly for low attaining pupils. One to one tuition EEF toolkit Small group tuition EEF toolkit	1, 3, 4, 5
Targeted phonics interventions delivered by experienced/ specialist staff. These are delivered in small groups or short 1-1 sessions according to ability / set sounds to ensure pupils receive the appropriate level of support. This is a dynamic approach where pupils may move between groups as they progress.	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 EEF toolkit	2, 3, 4, 5
Tutoring sessions/programme to provide a blend of mentoring and school-led tutoring (in small groups and 1:1) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, these include both: One-to-one tuition: One to one tuition EEF toolkit Small group tuition: Small group tuition EEF toolkit	1, 2, 3, 4, 5
SALT screening for all pupils and interventions / strategies devised from specialist recommendations.	All pupils have a SALT screener for early intervention of any speech and language issues (SALT services are on site regularly). Our evaluation and	1, 4, 5

	observations indicate that early support helps pupils' learning and development. EEF T&L toolkit Oral language interventions	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 71,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions and ongoing staff CPD on behaviour management. - behaviour support groups; - counselling and therapy to support pupils' behaviour and emotional regulation; - Educational Psychology services for targeted pupils; - parent and parental workshops to support behaviour management; - mentoring of targeted groups; - transition programmes to help pupils settle; - emotional wellbeing workshops for pupils.	Our observations and evaluation indicate that this is impactful. By focusing on expectations and back to basics, this helps pupils to develop their personal skills, behaviour boundaries and behaviour for learning. This is evidenced by our CHABOP behaviour (merit) system. Some of the difficulties, in particular, are related to the pandemic and the interruptions of the lockdowns. The interventions help pupils to get a good start if they require help with transitioning or starting a new term to minimise distraction or preventing them from focusing on their learning. It is also designed to help metacognition and self-regulation. We know widely that disadvantaged backgrounds and also some of those from BAME groups have also been significantly impacted by the pandemic. The socio-economic and domestic challenges were exacerbated by the pandemic and then the cost-of-living crisis and in turn have affected pupils' wellbeing and behaviour. All these factors have increased the need for the wider, all-round support for both pupils, their parents and families. Both targeted interventions and universal approaches can have positive overall effects as evidenced by research. Behaviour interventions EEF toolkit	1, 4, 6, 7, 8, 10, 11, 12
Mentoring and personal coaching to develop pupils' personal skills, behaviour for	These have also been important in addressing pupils' wellbeing and mental needs, such as anxiety. From our	1, 4, 6, 7, 8, 9, 10, 11

learning, confidence and resilience, and similar skills. These include the use of youth coaches and mentors in small groups or 1-to-1 sessions.	assessment and observations, these have had a positive impact where pupils have matured and developed as a result. Some pupils show increased confidence, resilience and aspirations. This also contributes to metacognition and self-regulation. This is evidenced by our CHABOP behaviour (merit) system. It is also widely acknowledged that the pandemic exacerbated the issues around pupils' mental wellbeing and is therefore ever more important in the circumstances. The approach is also supported by research evidence. EEF T&L toolkit	
Parent engagement through school events and workshops. These include (but not limited to), for example: - coffee mornings, - welfare advice and assistance for families (particularly as a result of the recent national challenges), - parent meetings, - parenting workshops, - whole school community events, (e.g. fundraising, family BBQs), - academic/information workshops.	From our experience and evaluation, this encourages ongoing communication and collaboration and is effective in driving parental support for the whole school agenda of raising pupil achievement. In addition, the need to provide holistic support to pupils' development and mental wellbeing has been ever more important in the circumstances, and the partnership with parents/carers to compliment our work has been required and impactful. This is supported by extensive research data. Parental engagement EEF toolkit	1 – 12
Promoting good attendance across the school (e.g. through whole school events, workshops, prize giving, working with external professionals and parents). Ongoing CPD for staff on good practice in monitoring and promoting good attendance.	It is widely noted, nationally, and from our own observations, that the issue of low attendance has been exacerbated by the pandemic. There are a number of associated factors, such as anxiety, trauma, and other family circumstances. Our approach has been informed by our evaluation from different evidence, such as our own CHABOP behaviour (merit) system, attendance records, and research and national guidance.	1, 6, 7, 10, 12
Targeted pupils for extracurricular clubs and activities.	We know that some disadvantaged pupils can also be disengaged. By encouraging pupils in a different way outside the traditional classroom setting can increase their engagement and interests and, in	1, 3, 4, 6, 7, 8, 9, 11

	turn, help them to engage with classroom learning and make progress. Additionally, economic difficulties can discourage pupils from engaging with the wider school life and activities. The need for extracurricular support ensures equality of access and development of cultural capital.	
Animal Assisted Therapy for targeted pupils.	Our own assessment and feedback show the increased engagement of pupils with education as well as improved attendance and wellbeing (both physical and mental). A range of published reviews in scientific journals also indicate benefits with the use of therapy.	1, 4, 5, 6, 7, 8, 10, 11
Educational trips planned to enhance the learning and ensuring that disadvantaged pupils are supported with equal access.	Pupil premium pupils use the educational visits to support development of learning, as well as personal development and gives them experiences that they may otherwise not be able to experience due to socio-economic constraints. From our observations and feedback, this support significantly improves wellbeing, promoting positive engagement, self-esteem and self-confidence, broadens horizons and helps the development of cultural capital.	1, 3, 4, 6, 7, 8, 9, 11
Contingency funds for acute issues, such as subsidising of resources, equipment, activities, uniform, or other emergencies.	Based on our experiences, local information and challenges, our knowledge of the demographics that we serve and through working with our local partners, there is a need to anticipate and responds to issues and needs that may arise.	1 – 12

Total budgeted cost: £ 258,500.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have taken a holistic approach in our evaluation of the progress and overall outcomes of the school's disadvantaged pupils. This has taken into account, for example, pupil engagement and attendance, their personal development, the work produced, as well as internal assessments and national assessments.

We have analysed the provisional headline results for the academic year 2025-2026. Outcomes at the end of Key Stage 1 and Key Stage 2 SATs have improved. The percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Maths combined is in line with the national averages for their non-disadvantaged peers at the end of Key Stage 2. This is also similar for attainment according to average scaled scores for Reading and Maths. Attainment gaps have been reduced between our disadvantaged and non-disadvantaged pupils.

Our pupils are generally bucking the trend. When comparing the same measures at KS1, although the magnitude of the increases is not as significant, the attainment and progress gaps are also narrowing. The trend seen in KS1 is due to the after-effects of the Covid-19 pandemic – this is from our experience and observations. The negative impact is more pronounced as it progresses lower down the year groups. Younger pupils developed greater gaps in the knowledge and skills (including motor skills), particularly where there was interruption during their Early Years education.

The percentage of sessions missed due to overall absence and the percentage of persistent absentees decreased. When taking into account a range of other evidence and triangulating our observations, our interventions helped pupils' behaviour management and self-regulation. Particularly those that show challenging behaviour, they start from a low base, but make steady improvements. Engagement with school activities improved amongst targeted pupils as pupil wellbeing improved. Of course, the effects of the pandemic remain acute and one of our key foci remains supporting our pupils and families to continue to promote good attendance and wellbeing. However, from our regular observations, work scrutiny, learning walks and evaluation, behaviour for learning is good (enabling calm learning atmospheres) and pupils' curriculum work coverage is good. Writing stamina has improved and pupils are publishing work of greater length, for example. Pupils are developing their personal skills, have a thirst to take part in everyday school activities, and developing their confidence to seek support where needed.

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
Read Write Inc phonics programme	Read Write Inc
Seneca online learning resource	Seneca Learning
IXL online learning resource	IXL
Tutoring, mentoring and movement breaks	Tutoring agencies
Animal Assisted Therapy	Kingsland Shetland
Extracurricular music provision	Croydon Music and Arts and Kinetico
Drama and performing arts	Educate Schools Ltd
Sports coaching	Moving Matters
Horse riding	The Diamond Centre for Disabled Riders
Accelerated Reader	Renaissance Learning Ltd