

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caistor CE and Methodist Primary School
Number of pupils in school	188 (plus 10 in nursery)
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Zoe Hyams
Pupil premium lead	Rebecca Heath
Governor / Trustee lead	Sarah Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,710
Recovery premium funding allocation this academic year	0
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	£81,710

Part A: Pupil premium strategy plan

Statement of intent

Our vision

We believe that all members of our school community can flourish as learners and as fulfilled individuals. We will provide rich opportunities for learners to engage and expand their world views, both collaboratively and independently. With joy in our hearts, we are inspired to make positive change in the world.

Our values

Love – Respect – Courage

We intend to break down barriers so our disadvantaged pupils have the tools and selfassurance to succeed in life

- Pupils will be supported to attend school regularly*
- Their progress will be monitored closely using the assess-plan-do-review model, with adjustments made to support them each term*
- Pupils will have access to quality texts and language rich enhancement activities*
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- Pupils may receive 1:1 tuition or small group support in addition to quality first teaching*
- All disadvantaged pupils will have the opportunity to learn a musical instrument/attend after-school clubs/take part in trips and residential visits*
- No pupil will suffer in school due to financial difficulties at home*
- All pupil premium pupils will be treated with respect*
- Focus on disadvantaged pupil wellbeing and intervention*
- We will make a conscious effort to poverty proof all school activities*

Challenges

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

Challenge number	Detail of challenge
1	Language and vocabulary which is not age related and a lack of exposure to quality texts and language rich environments
2	Aspiration
3	Learning readiness
4	Number fact knowledge
5	Attendance for some pupils

6	EAL language barriers
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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
Disadvantaged pupils will make good progress in reading, achieve the phonics pass score and be keen to read for pleasure Additionally, disadvantaged pupils will be supported to reach age related expectations across the curriculum.	Disadvantaged pupils are given the support they need to reach the phonics pass mark in the PSC. Automaticity supports fluency which in turn supports comprehension. They are keen to read and their parents are supported to engage with our reading scheme Disadvantaged pupils have access to quality texts and reading material on paper and online Interventions, and resources are shared with parents
Disadvantaged pupils will attend school regularly	Pupil attendance is 95% or above Where there are lower attendance rates, school staff engage with parents and outside agencies if required to boost attendance.
Disadvantaged pupils will access a broad and varied curriculum	Pupils will be supported to have the right 'kit' They will have access to music lessons They will articulate their aspirations and have a voice and a choice which enables them to take part in extra-curricular, music and sporting activities
Disadvantaged pupils will be successful and included	Self esteem will lead to fewer exclusions and greater attendance.
Disadvantage pupils will know number facts.	MTC, SATS Number facts automaticity -and reading competence – supports good outcomes in maths.

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach Training	Staff aware of possible trauma and childhood aces and how this affects the brain. Children with emotional and behavioural needs are supported to regulate and engage with education. This leads to increased attendance.	1,2,5
Smaller class/group sizes	Staff wellbeing is enhanced, staff know pupils well. Quality TA support with regulation, medication, reading and maths intervention, collaboration with parents. Particularly in cohorts with significantly higher numbers of disadvantaged cohorts.	1,2,5
Reading for Pleasure English hub Support	Pupils who have limited or no access to books at home are supported to engage with the reading curriculum. Vocabulary is pre-taught so children can access the curriculum and reading is woven through the whole curriculum	1,2,5
Promoting Fluency in Reading	Reading is encouraged throughout the curriculum.	1,2,5,6
RWI phonics program training and development days	Staff are competent to deliver high quality systematic phonics to all pupils and interventions for those who are not working at age-related expectations. Disadvantaged pupils are closely monitored and supported, particularly if there is little or no support at home. Parents are encouraged to engage with the programme.	1,2,5,6
Bespoke training for new staff	New staff are upskilled and able to continue the rigorous RWI programme. They have the skills to identify pupils who fall behind. Disadvantaged pupils are monitored very closely.	1,2

Number fact fluency Fluency Bee Small Steps learning Numbots TTRockStars MTC	Progress in number facts is closely monitored and pupils experience success. Pupils have access to school devices at home to develop times tables on TTRockStars	1,2,3,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI interventions</i>	Data shows that almost all children are making rapid progress with phonics. Enhanced support is provided for disadvantaged pupils who are not. Star Reader assessments (and YARC in some cases) are provided to monitor closely disadvantaged pupils, following completion of the RWI scheme. Fluency is a focus in 2025/2026	1,2,6
<i>Specialist Teacher Assessment and advice</i>	Fine tuning of strengths and weaknesses enables staff to target support for disadvantaged pupils.	1,2
<i>Pre-teaching of key vocabulary</i>	Education Endowment Foundation guidance shows this is a key area of need and a key area for raising attainment and enabling disadvantaged pupils to access the full curriculum	1,2,3,6
<i>Structured programme for learning number facts</i>	Evidence shows that pupils who can manipulate figures with automaticity – and can also read well – are more likely to be successful in maths.	1,2,4,6
<i>1:1/small group Tutoring</i>	Targeted interventions to address gaps in knowledge, ensuring the learning in the lesson has ‘landed’.	1,2,3,5,6

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

Budgeted cost: £ 11,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feelings detective interventions. ELSA approach JRSO, Lincolnshire Behaviour ladder followed Healthy eating Sensory circuits/Outreach from special schools SDQ used and Wellcomm Assessment purchased to support with the assess-plan-do-approach for behaviour and language.	School works closely with families of disadvantaged pupils who are experience attendance issues. Building secure relationships with staff and peers in this small group intervention leads to increased attendance. Building secure relationships enables pupils to regulate, relate and reason. Children learn and embed strategies to support self-regulation and are better placed to learn. Disadvantaged pupils are encouraged to apply for positions such as junior road safety officers etc. Through these schemes they learn to contribute to the wider school and community. In turn, this supports self-esteem and helps pupils to engage. When there are challenges and a child may face a fixed term exclusion, advice and support is given by the pupil reintegration team, or Behaviour outreach support services. Staff monitor pupils closely to ensure no one goes hungry. Breakfast is provided if a child is in need. Evidence shows children need to drink water and eat a healthy diet in order to be able to focus and learn. Bespoke sensory circuits prescribed for pupils to support regulations. This is an evidence-based intervention and supports learning readiness. Measured success Attendance in line with or above national (Autumn 2025 (95%) Suspensions/exclusions 0% (Autumn 2025)	3,5,6
Early Help Assessments/Team Around the Family Regular contact with parents and multi agency working	Parents are supported through early help assessments with access to parenting course, signposting to the local food bank and help around form-filling, attending medical appointments and in some cases being allocated a family support worker.	1,2,5,6

EP Parent consultations, ASKSAL	Educational Psychologist hours are bought in. Consultations help staff and parents to unpick difficulties and put in place specific targets to help reduce anxiety or support regulation.	1.2.3.4.6
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Total budgeted

cost: £ 81,710

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.

Intended Outcome	Impact	Lesson learned
Pupils' gaps in prior learning are addressed	Not all pupils achieved the required pass mark at achieve the standard in KS2 SATs, despite our internal data. The outcomes of this cohort have led to increased monitoring and evaluation in school, from governors and the ELL. Staff were able to pinpoint gaps and support children to learn. Identified children receive maths/English interventions. All disadvantaged pupils who attended maths club made significant progress and achieved the standard in maths. Focused TA support is in place. Detailed assessments inform next steps. Introduction of Number sense lead to improved outcomes in the MTC.	Consider the possible effect of SATs on disadvantaged pupils with mental health issues. Assessment has been formalised across the Federation and all pupils, especially the disadvantaged, are tracked closely. Ensure all pupils have access to learning devices at home. Target disadvantaged pupil attendance, building a sense of belonging and relationships with parents.
Specific learning difficulties are identified and addressed	SMART targets and focused TA support in place. Pupil progress meetings had a PP/SEND focus. Staff were able to help children progress and external agencies were able to attend towards the end of the year to support.	Insight information, assessment and data formatting is now used to support pupil progress with Cpoms being used as pastoral evidence.
All pupils develop their language/vocabulary skills	Phonics outcomes dropped this year, every child achieved their potential, BPVS/Wellcomm used to identify significant needs and pinpoint support. FFT Fluency used to measure words per minute.	Continue with support from RWI.

All pupils have positive attitudes to learning and develop learning stamina	Emotional and academic support was given to pupils struggling to access school or experiencing high levels of anxiety due to Covid. Counselling/therapy provided according to need / Forest Schools. Key adults developed positive relationships.	Continue as this is having a positive impact on disadvantaged pupils.
All pupils have high attendance and punctuality	Office staff and the Attendance Champion monitored attendance for those in receipt of PP. Concerns are identified rapidly.	Continue, approach is successful.
All pupils are monitored closely during transition	Class teachers liaise with previous school. Timely and detailed baseline assessments/analyses identified gaps, supported accelerated learning and informed next steps. Assessments show progress.	Continue to ensure rapid phonics intervention for pupils coming from other schools from YR upwards. Baseline assessments are now in place. EAL/disadvantaged pupils targeted for intensive reading support.
All pupils are offered a rich and varied curriculum which is stimulating, broadens horizons and raises aspirations	No child missed out on experiences due to financial concerns.	Curriculum review to meet the needs of any given cohort is ongoing. Trips And clubs are planned chosen to broaden horizons whilst being cost effective.

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
RWI	Read Write Inc
IDL	IXL.com
KAZ	KAZ-Type
GL-Dyslexia Screener	GL Assessment
GL Wellcomm	GL Assessment
White Rose maths/Fluency Bee	White Rose