

Pupil premium strategy statement – Hylton Castle Primary 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	201 (+23 nursery)
Proportion (%) of pupil premium eligible pupils	49.3
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Wood
Pupil premium lead	Lisa Wood
Governor / Trustee lead	Denise Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,685
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>	148,685

Part A: Pupil premium strategy plan

Statement of intent

At Hylton Castle Primary School, our intention is that all pupils, reach their full potential, irrespective of their backgrounds and the barriers that they may face. The rationale behind our strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting points.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed as early as possible. All our work will aim to accelerate progress, overcome barriers to learning and provide experiences so that vulnerable pupils achieve similar outcomes to their peers and diminish the difference between disadvantaged and non-disadvantaged both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 aim is to offer pupils a purposeful, meaningful, broad and balanced curriculum, with real life experiences in order to create young people who are life ready and independent. The strategy underpins our wider intention of developing the whole child who, as adults, can take their place as active citizens in society.

At Hylton Castle Primary School, we will use regular, robust assessments to identify barriers to learning, those that are both common and/or individual to our children at the earliest opportunity. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have high expectations for ALL pupils, including those who are disadvantaged
- act early to intervene at the point need is identified
- have a whole school approach, in which all staff take responsibility for disadvantaged pupils and are relentless in their drive to overcome challenges and to provide opportunities for pupils to excel.

Challenges

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

Challenge number	Detail of challenge
1	Approximately ¼ of PP children also have SEND.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Historic phonics data shows a gap between disadvantaged pupils and others, both in school and nationally.
4	We have recognised the need to highlight the value of the additional opportunities offered by a well-rounded education—one that develops essential skills and personal qualities, inspiring children and equipping them with the knowledge and aspirations needed to access successful employment in the future.
5	Many children enter school with a deficit in relation to their ability to be resilient linked to their social and emotional development – this can then lead to poor behaviour and attitudes to learning which need to be continually addressed.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Last year, 20% of our PP children were persistently absent and 75% of those were also persistently absent the year previous. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Less engagement at home by adults and limited confidence in how to support learning.
8	Attainment on entry: The majority of our children enter EYFS with knowledge and skills at a level which is well below what is expected. A proportion of these are significantly below what is typical for their age. Each cohort has differing aspects of below expectation entry data within the prime areas. We also have a large number of SALT referrals and increasing numbers of children who come to nursery with a diagnosis of autism or a diagnosed additional need. Our current nursery children are below expected in the following areas: communication and language, personal, social and emotional development and Literacy.

9.	<p>Many of our disadvantaged pupils have limited access to regular quality meals to support their health and growth.</p> <p>We have also been identified as a priority to take part in a toothbrushing programme through the NHS. We were identified because of data collected through the in-school check-ups and local dentist data.</p>
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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
<p>Disadvantaged pupils with SEND receive timely, targeted support that enables them to make strong progress from their starting points and access the curriculum alongside their peers.</p>	<ul style="list-style-type: none"> • All PP pupils with SEND have clearly identified needs and appropriate provision in place. • Progress data shows improved outcomes for PP pupils with SEND across core subjects. • EHCP and SEND support reviews demonstrate positive impact of interventions. • Gaps between PP SEND pupils and non-PP SEND pupils reduce over time.
<p>Disadvantaged pupils develop strong oral language skills and a broad vocabulary, enabling them to communicate confidently and access learning across the curriculum.</p>	<ul style="list-style-type: none"> • Improvements in speech, language, and vocabulary are evident from Nursery to KS2. • Pupils confidently use age-appropriate vocabulary in spoken and written work. • Teacher observations and pupil voice indicate increased confidence in speaking and listening. • Narrowing of the language gap between disadvantaged pupils and their peers.
<p>Disadvantaged pupils develop secure phonics knowledge, leading to improved reading fluency, comprehension, and enjoyment of reading.</p>	<ul style="list-style-type: none"> • Increased proportion of disadvantaged pupils passing the Phonics Screening Check. • Accelerated progress for disadvantaged pupils in phonics interventions. • Reading data shows narrowing gaps between disadvantaged pupils and others.

	<ul style="list-style-type: none"> • Pupils demonstrate increased confidence and fluency when reading aloud.
Disadvantaged pupils access a broad, enriched curriculum that builds essential life skills, raises aspirations, and prepares them for future education and employment.	<ul style="list-style-type: none"> • Increased participation of disadvantaged pupils in enrichment activities, trips, and clubs. • Pupils can articulate aspirations and understand links between learning, skills, and future careers. • Pupil voice shows increased motivation and engagement with learning. • Improved attitudes to learning and personal development outcomes.
Disadvantaged pupils develop resilience, emotional regulation, and positive learning behaviours that support academic and personal success.	<ul style="list-style-type: none"> • Reduction in behaviour incidents involving disadvantaged pupils. • Improved engagement and positive attitudes to learning observed in lessons. • Social and emotional assessments show measurable improvement. • Pupils demonstrate increased ability to manage emotions and persevere with learning tasks.
Attendance of disadvantaged pupils improves, ensuring consistent access to learning and improved academic progress.	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils increases year-on-year. • Reduction in the percentage of disadvantaged pupils classified as persistently absent. • Improved progress data linked to increased attendance. • Stronger engagement between school and families around attendance expectations.
Parents and carers of disadvantaged pupils feel confident and supported to engage with and contribute positively to their child's learning.	<ul style="list-style-type: none"> • Increased attendance at workshops, meetings, and school events by PP families. • Parents report greater confidence in supporting learning at home. • Improved home-school communication and engagement. • Evidence of improved pupil outcomes linked to increased parental involvement.

<p>Children, particularly disadvantaged pupils, make strong progress from low starting points in EYFS, developing the foundational skills needed for future learning.</p>	<ul style="list-style-type: none"> • Accelerated progress across the prime areas of learning for disadvantaged pupils. • Improved outcomes in communication and language, personal, social and emotional development and Literacy. by the end of EYFS. • Reduced gaps between disadvantaged children and their peers. • SALT and early intervention support shows positive impact on pupil progress.
<p>Disadvantaged pupils' health, wellbeing, and readiness to learn are improved through access to regular, nutritious meals.</p>	<ul style="list-style-type: none"> • Increased uptake of breakfast clubs and free school meals by disadvantaged pupils. • Improved concentration, engagement, and behaviour observed in class. • Reduced reports of hunger impacting learning. • Positive feedback from pupils and families regarding wellbeing and school readiness. • Reduction in tooth decay/absence lost due to poor oral health

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Rationale/Evidence	Challenge number(s) addressed
<p><i>CPD for staff on adaptive teaching and inclusive classroom strategies.</i></p> <p><i>Training on graduated response (Assess–Plan–Do–Review).</i></p>	<p>EEF highlights that high-quality teaching and targeted interventions have the strongest impact for disadvantaged pupils with SEND</p> <p>Inline with the SEND Code of Practice.</p>	<p>1</p>

<p><i>SENDCo support for teachers to adapt planning and assessment.</i></p>		
<p><i>CPD on oracy, dialogic teaching, and explicit vocabulary instruction.</i></p> <p><i>Consistent whole-school approach to vocabulary and language development.</i></p> <p><i>Adults model ambitious language across all subjects.</i></p>	<p>EEF rates Oral Language Interventions as high impact (+6 months), particularly for disadvantaged pupils.</p>	<p>1, 2, 8</p>
<p><i>Ongoing CPD to ensure consistent delivery of a systematic synthetic phonics programme.</i></p> <p><i>Coaching and monitoring to improve phonics teaching quality.</i></p> <p><i>Recruitment and retention of skilled early reading staff.</i></p>	<p>High-quality, consistent phonics teaching has a strong impact on early reading, particularly for disadvantaged pupils. The EEF identifies phonics as a high-impact approach (+5 months) when delivered systematically and with fidelity. Ongoing CPD ensures staff knowledge is secure and practice is consistent.</p> <p>The EEF's guidance on Effective Professional Development highlights that sustained coaching and feedback improve teaching quality. Regular monitoring supports fidelity to the phonics programme and enables rapid identification and support where pupils fall behind.</p>	<p>3</p>
<p><i>CPD on embedding careers and life skills into the curriculum.</i></p> <p><i>Curriculum planning that explicitly builds cultural capital.</i></p>	<p>Research shows disadvantaged pupils benefit from planned exposure to experiences, knowledge and language they may not access outside school. A curriculum that intentionally builds cultural capital supports engagement, broadens horizons and contributes to improved academic and personal outcomes.</p>	<p>4, 5</p>
<p><i>CPD on trauma-informed practice and behaviour for learning.</i></p> <p><i>Consistent whole-school behaviour approach.</i></p> <p><i>Use of Zones of Regulation throughout school.</i></p>	<p>EEF notes that enrichment and extracurricular activities improve engagement, motivation, and wider outcomes when targeted effectively.</p> <p>EEF rates Social and Emotional Learning interventions as moderate to high impact (+4 months), especially for disadvantaged pupils.</p>	<p>5, 2, 8</p>

<p><i>Staff training on the impact of attendance on learning and progress.</i></p> <p><i>Consistent classroom routines that promote engagement and belonging.</i></p> <p><i>Engagement in the DfE's Attendance and Behaviour Hub.</i></p>	<p>The EEF highlights strong links between attendance and attainment, particularly for disadvantaged pupils. Staff training ensures consistent understanding, early identification of absence concerns, and timely support to reduce persistent absence.</p>	6
<p><i>CPD for staff on effective home-school communication.</i></p> <p><i>Clear, consistent messaging about curriculum expectations.</i></p>	<p>Research shows that when parents understand curriculum expectations, pupil engagement and progress improve. Consistent messaging builds parental confidence, strengthens partnership working, and supports improved outcomes for disadvantaged pupils.</p> <p>Hattie (2009) explained that parental aspirations and expectations for children's educational achievement has the strongest relationship with achievement.</p>	7
<p><i>CPD on high-quality adult interactions and early language development.</i></p> <p><i>Skilled EYFS staffing and deployment.</i></p>	<p>The EEF identifies early language development as a key driver of later attainment. CPD ensures adults use high-quality interactions to model language, extend vocabulary and support disadvantaged pupils with weaker communication skills.</p> <p>EEF stresses that early years interventions and language-rich environments are critical for closing gaps early.</p>	2, 8
<p><i>Staff awareness training on the link between nutrition, behaviour, and learning.</i></p> <p><i>Engagement with NHS professionals to implement The Toothbrushing Programme in Nursery, Reception and Year 1.</i></p>	<p>Research shows that poor nutrition negatively impacts concentration, behaviour and learning. Staff awareness ensures early identification of need and consistent support for disadvantaged pupils, improving readiness to learn.</p> <p>Good oral health is linked to improved wellbeing, attendance and learning. Engagement with NHS professionals ensures an evidence-based approach to improving</p>	9

	oral hygiene habits, reducing health-related barriers for disadvantaged pupils.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured interventions matched to need (literacy, numeracy, SALT-informed programmes).</i></p> <p><i>Small-group and 1:1 interventions delivered by trained staff.</i></p> <p><i>Pre-teaching and overlearning for key concepts and vocabulary.</i></p>	<p>EEF highlights that high-quality teaching and targeted interventions have the strongest impact for disadvantaged pupils with SEND</p> <p>Early intervention is also evidenced to be most effective.</p>	1, 2, 3, 8
<p><i>Evidence-based oral language programmes (e.g. NELI, Talk Boost).</i></p> <p><i>Small-group speech and language interventions.</i></p> <p><i>Vocabulary pre-teaching for disadvantaged pupils.</i></p>	EEF rates Oral Language Interventions as high impact (+6 months), particularly for disadvantaged pupils.	1, 2, 8
<p><i>Same-day phonics catch-up sessions.</i></p> <p><i>Additional daily phonics intervention for disadvantaged pupils.</i></p> <p><i>1:1 or small-group reading tutoring using decodable texts.</i></p>	The EEF identifies phonics as a high-impact strategy (+5 months), particularly when teaching is responsive. Same-day catch-up prevents gaps from widening, reinforces learning immediately, and supports disadvantaged pupils to keep pace with whole-class instruction.	1, 3
<p><i>Nurture groups.</i></p> <p><i>1:1 mentoring or support.</i></p>	Nurture groups support pupils' social, emotional and behavioural development, improving readiness to learn. The EEF rates Social and Emotional Learning approaches as	5, 8

	moderate to high impact (+4 months), with particularly strong benefits for disadvantaged pupils.	
<i>Catch-up support for pupils with disrupted attendance.</i> <i>Academic mentoring to re-engage persistently absent pupils.</i>	The EEF highlights that missed learning has a significant negative impact on attainment, particularly for disadvantaged pupils. Targeted catch-up support helps pupils address gaps caused by absence and supports renewed progress.	6
<i>Targeted EYFS interventions focused on prime areas.</i> <i>Early SALT-informed support and intervention groups.</i> <i>Transition support between Nursery and Reception.</i>	EEF research shows that high-quality early years interventions, particularly in communication, personal, social and emotional development, have a strong impact on later attainment, especially for disadvantaged pupils. Targeted support accelerates progress from low starting points.	1, 2, 8

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support to remove barriers to learning.</i>	EEF research on Social and Emotional Learning (SEL) and targeted support shows that addressing social, emotional, and practical barriers can improve behaviour, engagement, and academic outcomes, particularly for disadvantaged pupils (+4 months impact). Pastoral support helps pupils manage challenges such as attendance, wellbeing, and resilience, enabling them to access learning more effectively.	1, 5, 6, 7, 9
<i>Home reading support (books, guidance, reading workshops).</i> <i>Reading for pleasure initiatives (library access, reading events).</i>	EEF research shows that home reading and parental engagement improves reading attainment and motivation, particularly for disadvantaged pupils. Providing books, guidance, and workshops equips parents to support	1, 2, 3, 8

<i>Engagement with parents to support early reading routines.</i>	learning at home, helping to close gaps in literacy.	
<i>Subsidised trips, clubs, and extracurricular activities.</i> <i>Careers events, visitors, and aspiration-focused activities.</i> <i>Monitoring participation to ensure PP pupils are prioritised.</i>	EEF notes that enrichment and extracurricular activities improve engagement, motivation, and wider outcomes when targeted effectively.	2, 4, 5, 6, 9
<i>Social and Emotional Learning programmes (e.g. Zones of Regulation).</i> <i>Structured play and wellbeing activities.</i> <i>Strong pastoral systems and early identification of need.</i>	EEF rates Social and Emotional Learning interventions as moderate to high impact (+4 months), especially for disadvantaged pupils.	5
<i>Targeted attendance monitoring and early intervention for PP pupils.</i> <i>Attendance lead working closely with families.</i> <i>Breakfast club provision to support punctuality and readiness to learn.</i> <i>Incentives and recognition for improved attendance.</i> <i>Multi-agency support where absence is linked to wider family needs.</i>	EEF highlights the importance of addressing barriers to attendance and early intervention for persistent absence.	6
<i>Parent workshops and stay-and-play sessions.</i> <i>Flexible meeting times and online engagement options.</i>	EEF shows parental engagement has a positive impact when focused on supporting learning, rather than monitoring.	7

<i>Family support and signposting to external services.</i>		
<p><i>Breakfast club provision targeted at disadvantaged pupils.</i></p> <p><i>Promotion and support for FSM uptake.</i></p> <p><i>Snack provision in EYFS/KS1 where appropriate.</i></p> <p><i>Pastoral support and signposting for families experiencing hardship.</i></p>	<p>EEF and wider research indicate that nutrition and readiness to learn significantly impact concentration, behaviour, and progress.</p>	<p>9, 6</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Challenge	Intended Outcome	PP Strategy/Intervention	Success Criteria	Review of Previous Year
Approximately ¼ of PP children also have SEND.	Disadvantaged pupils with SEND receive timely, targeted support that enables them to make strong progress from their starting points and access the curriculum alongside their peers.	<ul style="list-style-type: none"> Individualised plans for SEND pupils are implemented with fidelity. New provision bases with clear entry/exit criteria running in school. Small group and 1:1 interventions Adaptive Classroom practice 	<ul style="list-style-type: none"> All PP pupils with SEND have clearly identified needs and appropriate provision in place. Progress data shows improved outcomes for PP pupils with SEND across core subjects. EHCP and SEND support reviews demonstrate positive impact of interventions. Gaps between PP SEND pupils and non-PP SEND pupils reduce over time. 	<ul style="list-style-type: none"> The Zen Zone, The Den and Reach Hub worked well. Provisions and exit criteria reviewed regularly. Many children from the provisions have transitioned back into classes successfully. Based on some children's needs, we currently have Rainbow Room running this year. Positive parent and pupil feedback about SEND provision, both in the hubs and also in classes.
Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are	Disadvantaged pupils develop strong oral language skills and a broad vocabulary, enabling them to communicate confidently and access learning across the curriculum.	<p>Launchpad for Literacy in EYFS.</p> <p>Talk Through Stories.</p> <p>Targeted speech and language interventions.</p>	<ul style="list-style-type: none"> Improvements in speech, language, and vocabulary are evident from Nursery to KS2. Pupils confidently use age-appropriate vocabulary in spoken and written work. Teacher observations and pupil voice indicate increased confidence in speaking and listening. 	<p>Observations show children using the language focused on through launchpad and talk through stories.</p> <p>EAL cohort increasing; TfC EAL advisory support engaged.</p> <p>Whole staff had training from EAL Advisory Teacher and also from Literacy lead re oracy.</p>

more prevalent among our disadvantaged pupils than their peers.			Narrowing of the language gap between disadvantaged pupils and their peers.	Next steps: to develop a progressive framework for developing language across the school.
<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Historic phonics data shows a gap between disadvantaged pupils and others, both in school and nationally.</p>	Disadvantaged pupils develop secure phonics knowledge, leading to improved reading fluency, comprehension, and enjoyment of reading.	<p>Fidelity to our phonics scheme (Read Write Inc).</p> <p>Weekly monitoring and coaching.</p> <p>Engage with RWI Development Days.</p>	<ul style="list-style-type: none"> Increased proportion of disadvantaged pupils passing the Phonics Screening Check. Accelerated progress for disadvantaged pupils in phonics interventions. Reading data shows narrowing gaps between disadvantaged pupils and others. Pupils demonstrate increased confidence and fluency when reading aloud. 	<p>Y1 phonics screening at 67% June 2025 for PP children.</p> <p>We have struggled due to staffing in the Autumn Term – have had to alter phonics timetable to ensure every child gets what they need.</p>
We have recognised the need to highlight the value of the additional opportunities offered by a well-rounded education—one that	Disadvantaged pupils access a broad, enriched curriculum that builds essential life skills, raises aspirations, and prepares them for future	<p>Carefully planned personal develop curriculum.</p> <p>Identify a Career’s Lead in school and begin a career’s programme.</p>	<ul style="list-style-type: none"> Increased participation of disadvantaged pupils in enrichment activities, trips, and clubs. Pupils can articulate aspirations and understand 	Personal development curriculum mapped out to ensure children are exposed to a range of cultures and opportunities.

<p>develops essential skills and personal qualities, inspiring children and equipping them with the knowledge and aspirations needed to access successful employment in the future.</p>	<p>education and employment.</p>	<p>Continue to use our Heroes to promote the skills of responsibility, creativity, determination, ambition and consideration.</p> <p>Subsidised trips and music lessons for disadvantaged pupils.</p> <p>Widen the range of extra-curricular opportunities.</p>	<p>links between learning, skills, and future careers.</p> <ul style="list-style-type: none"> • Pupil voice shows increased motivation and engagement with learning. <p>Improved attitudes to learning and personal development outcomes.</p>	<p>Mrs Hunter (new career's lead) has attended CPD and developed a career's programme action plan.</p> <p>Weekly Hero of the Week for children demonstrating our hero qualities.</p> <p>There has been an increase in the number of PP children who access after-school clubs.</p>
<p>Many children enter school with a deficit in relation to their ability to be resilient linked to their social and emotional development – this can then lead to poor behaviour and attitudes to learning which need to be continually addressed.</p>	<p>Disadvantaged pupils develop resilience, emotional regulation, and positive learning behaviours that support academic and personal success.</p>	<p>Nurture Lead to support individuals and groups with SEMH.</p> <p>OPAL</p> <p>Wellbeing Days</p> <p>Zones of Regulation</p> <p>Consistent use of our behaviour policy across school</p>	<ul style="list-style-type: none"> • Reduction in behaviour incidents involving disadvantaged pupils. • Improved engagement and positive attitudes to learning observed in lessons. • Social and emotional assessments show measurable improvement. • Pupils demonstrate increased ability to manage emotions and persevere with learning tasks. 	<p>Behaviour for the vast majority of children across school is very good. The children receiving more than 3 detentions within a term also have additional identified SEND.</p>

<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Last year, 20% of our PP children were persistently absent and 75% of those were also persistently absent the year previous. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Attendance of disadvantaged pupils improves, ensuring consistent access to learning and improved academic progress.</p>	<p>Nurture Lead</p> <p>Robust attendance policy applied consistently.</p> <p>Breakfast Club</p> <p>Consistent classroom routines established in our Heroes in Training weeks at the start of the year.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils increases year-on-year. • Reduction in the percentage of disadvantaged pupils classified as persistently absent. • Improved progress data linked to increased attendance. • Stronger engagement between school and families around attendance expectations. 	<p>The number of disadvantaged children who are persistently absent has decreased year on year for the past 3 years.</p> <p>Monitoring (pupil interviews and learning walks) in the Autumn Term demonstrated strong classroom routines.</p>
<p>Less engagement at home by adults and limited confidence in how to support learning.</p>	<p>Parents and carers of disadvantaged pupils feel confident and supported to engage with and contribute positively to their child's learning.</p>	<ul style="list-style-type: none"> • Whole school events – new and more • Reestablish The Friends of Hylton Castle • Headteacher and deputy headteacher do daily door duties to 	<ul style="list-style-type: none"> • Increased attendance at workshops, meetings, and school events by PP families. • Parents report greater confidence in supporting learning at home. • Improved home-school communication and engagement. 	<ul style="list-style-type: none"> • Whole school events very well attended and receive positive feedback from all stakeholders. • Friends of Hylton Castle reestablished and have planned and ran the Christmas Fayre.

		<p>develop strong relationships with parents.</p> <ul style="list-style-type: none"> • Termly workshares • EYFS parents invited in weekly • Parents evenings – option of online or in-person • Nurture Lead 	<p>Evidence of improved pupil outcomes linked to increased parental involvement.</p>	<ul style="list-style-type: none"> • Start monitoring attendance at workshares. • Parents evenings well-attended. • Nurture Lead has supported a number of PP families with things such as routines, signposting
<p>Attainment on entry: The majority of our children enter EYFS with knowledge and skills at a level which is well below what is expected. A proportion of these are significantly below what is typical for their age. Each cohort has differing aspects of below expectation entry data within the prime areas. We also have a large number of SALT referrals and increasing numbers of children who come to nursery with a diagnosis</p>	<p>Children, particularly disadvantaged pupils, make strong progress from low starting points in EYFS, developing the foundational skills needed for future learning.</p>	<p>Carefully planned curriculum and provisions to address the gaps.</p> <p>High-quality adult-child interactions.</p> <p>Early intervention with SALT referrals.</p> <p>Engage with SENDCo and AOT</p> <p>Nurture Lead to offer advice/support as necessary.</p> <p>Work with Tfc EYFS Advisor.</p>	<ul style="list-style-type: none"> • Accelerated progress across the prime areas of learning for disadvantaged pupils. • Improved outcomes in communication and language, personal, social and emotional development and Literacy. by the end of EYFS. • Reduced gaps between disadvantaged children and their peers. • SALT and early intervention support shows positive impact on pupil progress. 	<p>Monitoring showed appropriate provision and curriculum planned to address the identified gaps.</p> <p>Change of staff in Reception in the autumn term. Further CPD planned on high-quality interactions.</p> <p>Work ongoing with EYFS advisor.</p> <p>Robust monitoring plan in place due to staff changes.</p> <p>Needs of SEND chn identified and advice from SALT and AOT being followed.</p>

<p>of autism or a diagnosed additional need. Our current nursery children are below expected in the following areas: communication and language, personal, social and emotional development and Literacy.</p>				
<p>Many of our disadvantaged pupils have limited access to regular quality meals to support their health and growth. We have also been identified as a priority to take part in a toothbrushing programme through the NHS. We were identified because of data collected through the in-school check-ups and local dentist data.</p>	<p>Disadvantaged pupils' health, wellbeing, and readiness to learn are improved through access to regular, nutritious meals.</p>	<ul style="list-style-type: none"> • Engage with the toothbrushing programme. • Health and nutrition planned in our personal development programme. • Breakfast club – including bagels on entry doors 	<ul style="list-style-type: none"> • Increased uptake of breakfast clubs and free school meals by disadvantaged pupils. • Improved concentration, engagement, and behaviour observed in class. • Reduced reports of hunger impacting learning. • Positive feedback from pupils and families regarding wellbeing and school readiness. • Reduction in tooth decay/absence lost due to poor oral health 	<p>Behaviour of the vast majority of pupils is very good.</p> <p>Bagels are now available longer for those children who arrive late.</p>

Outcomes for disadvantaged pupils

Overview Pupil Premium spending in 2024/25 has had a positive impact on outcomes for disadvantaged pupils at Hylton Castle Primary School. Despite the challenges of high levels of deprivation, SEND, EAL, and end-of-key-stage outcomes indicate that disadvantaged pupils are performing at least in line with national averages for disadvantaged pupils.

The strategy has been assessed through a combination of:

National assessment data and internal summative assessments;

Formative assessments, including teacher observations, book scrutiny, and termly progress tracking;

Attendance and behaviour records;

SEMH and wellbeing observations , including those from the Nurture Lead, and The Zen Zone, The Den and Reach Hub provisions;

Pupil voice and engagement surveys.

Early Years (EYFS) 2025

GLD: 64% of disadvantaged pupils achieved a Good Level of Development (Disadvantaged nationally: [insert]).

Observations indicate progress in communication and language, particularly in children receiving targeted support.

Y1 Phonics Screening Check 2025

64% of disadvantaged pupils met the expected standard (national disadvantaged: 67%).

Catch-up interventions and small-group phonics support have begun to accelerate progress, particularly in Year 1 and lower Key Stage 2.

Key Stage 2 2025

Subject	Disadvantaged Pupils	National Disadvantaged
Reading	66%	63%
Writing	67%	58%
Maths	67%	61%
RWM Combined		47%

Over the last three years:

Subject	2022 - 2023		2023 - 2024		2024 - 2025		3 Year
	PP	Nat PP	PP	Nat PP	PP	Nat PP	PP
Reading	67%	60%	50%	62%	66%	63%	55%
Writing	47%	58%	40%	58%	67%	58%	45%
Maths	40%	59%	55%	59%	67%	61%	38%
RWM Combined		44%		46%		47%	38%