

Pupil premium strategy statement – Ludgershall 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	Ludgershall Castle Primary School
Proportion (%) of pupil premium eligible pupils	38.08% (FSM-23.08%) (Service -18.46%)
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)	2025/26-2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sophie Lowe Headteacher
Pupil premium lead	Sophie Lowe Headteacher
Governor / Trustee lead	Sharon Kirwan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,930
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£133,930

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In 2024 our school signed up to the Wiltshire 'Educational Disadvantage Charter'. Staff have attended Continuous Professional Development relating to the Affordable Schools Strategy and we have achieved our bronze Affordable Schools Award. .

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many 3 disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Assessments and observations suggest pupils stamina in writing needs to be a focus, particularly for disadvantaged pupils.
4	Some disadvantaged children have exhibited the need for emotional literacy support and have been provided with regular ELSA sessions
5	Most recent attendance data indicates that attendance among disadvantaged pupils has been about 5.8% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Assessments and observations have highlighted some gaps in mathematical knowledge for some disadvantaged pupils in our KS1 cohort.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2028/29 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2028/29 show that more than 80% of disadvantaged pupils met the expected standard.
Identified pupils make accelerated progress so that they can access learning during all mathematics lessons.	Identified disadvantaged pupils progress is in line with that of all pupils at the end of KS1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Results from the Wiltshire Children and Young People’s Health and Wellbeing 4 Survey reflect improved wellbeing for our pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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: £ 19,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for TAs throughout the school for Phonics Training (SoundsWrite) to secure stronger phonics teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of NFER diagnostic assessment.	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:	1,2,3,4

Training for staff.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Provide all pupils with support relating to mental health and wellbeing, with some specific targeted support from our ELSA. Regular CPD for ELSA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4,5
Provide extra support with the transition into school through our steady start scheme.		5

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

Budgeted cost: £89,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers released by Sports Coach to provide small group intervention during PE time.	'Catch up' support and some 'pre-teaching' has a positive impact on pupil progress.	1,2,3,4,6
Teaching Assistants employed in each class to deliver interventions to complement and extend classroom teaching and learning. Specific resources purchased to enhance the delivery of the curriculum and to	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,3,4,6

support the targeted learning for disadvantaged pupils and any gaps in learning for service pupils.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	A long-term program aimed at developing resilient, confident, independent and creative learners through learner inspired, hands-on experiences in a natural setting. It offers 'holistic growth' by supporting play, exploration and supported risk taking.	1,4,5
De-escalation training (if required), which may be needed for a minority of pupils, and a whole school focus on good behaviour. 5 to Thrive training for Teachers.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £ 133,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The internal data demonstrated that we have seen a decrease of % of disadvantaged children achieving the expected standard in reading, writing and maths. Maths was the highest achieving area of the curriculum with 40% of PP children working at the expected level at the end of July 2025. In Reading 35% of PP children were working at the expected standard. Writing had 33% of PP children working at the expected standard. Targeted reading, writing and maths interventions will be further developed this year, with a strong focus on earlier identification of pupils who require additional support. We are strengthening assessment and monitoring processes to ensure pupils receive timely and effective intervention. Building on the clear positive impact of social and emotional support, we have expanded ELSA provision this year and embedded regular wellbeing check-ins within the school day. The newly implemented Steady Start Room will be further embedded to support emotional regulation and provide consistent support for pupils who find transitions into school challenging. Improving attendance is a key priority this year. We are strengthening our attendance strategies through the implementation of a refined attendance policy, increasing proactive engagement with families, and continuing to work closely with external agencies to support pupils and remove barriers to regular attendance.

At the end of the 2024-25 academic year, the percentage of disadvantaged learners (11 children in the cohort) achieving the expected standard at the end of Key Stage 2 was as follows:

- Reading 36.4% (whole year group 59.2%)
- Writing 27.3% (whole year group 57.1%)
- GPS 27.3% (whole year group 57.1%)
- Maths 27.3% (whole year group 57.1%) o Combined Reading, Writing and Maths 18.2% (whole year group 42.9%)

We used pupil premium funding to provide wellbeing support for a number of pupils, and targeted interventions were used where required. We are building on this and have been able to celebrate a significant improvement in pupil behaviour.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

The Dandelion Club is run to support the emotional wellbeing of children of military families alongside the provisions listed above.