

# 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	Courtney Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	17.1% (33 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2027
Statement authorised by	Georgina Scott Headteacher
Pupil premium lead	Georgina Scott Headteacher
Governor / Trustee lead	Kelli Tomlinson Co-Chair of governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,245

# Part A: Pupil premium strategy plan

## Statement of intent

At Courtney our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress, achieving high attainment across all subject areas. That our disadvantaged children have high aspirations for themselves and know who they are and their impact in and on the world, we live in. We see equality, as not just being equity but liberation for all. We will carefully consider the needs of the needs of each individually child identified as pupil premium and not assume that they are at a disadvantage as a result. The attainment gap tends to be based on the experiences of those children.

We intend to achieve liberation through the following ways;

- High quality first teaching with a focus on areas in which disadvantaged pupil require the most support (High quality first teaching is the most powerful driver of educational equity).
- Recruiting and keeping the highest quality teachers.
- Increasing the level of school to school support to encourage the sharing of successful strategies.
- Ensuring out early years' curriculum meets the needs for all children and provides the foundation for all future learning.
- Providing smooth transitions between early years and primary that are supported to ensure the best outcomes.
- Planning targeted small group and one to one intervention to diminish the attainment gap.

This will be rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches have been selected based on research and approaches known to be effective.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments (where applicable) indicate that <b>reading progress</b> among disadvantaged pupils* is below that of non-disadvantaged pupils (particularly between KS1 and KS2).
2	Internal and external assessments (where applicable) indicate that <b>mathematical progress</b> among disadvantaged pupils* is below that of non-disadvantaged pupils (particularly between KS1 and KS2).  Internal data and pupil conferencing show our disadvantaged pupil's mathematical fluency skills are not as developed which results in low confidence.
3	Assessments and observations indicate pupils' <b>Speech and Language</b> is underdeveloped on entry to primary school and this limits progress in communication, language and literacy from reception to year 6. Speech and Language needs make up the greatest percentage of our children on the SEND register.
4	Pupil conferencing and assessments have indicated that many of our disadvantaged children are dealing with many factors internally and externally due to school closure which may affect their Social, Emotional and Mental Health Needs ( <b>SEMH</b> ) which may have a negative impact on learning and attainment.  These factors include, financial limitations, lack of enrichment opportunities (particularly during school closures), bereavement, redundancy and lack of parental engagement.
5	Our <b>attendance</b> data over the last 2 years along with lateness indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (below 91%).  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

\* and have no other complicating factors.

### 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
<b>Reading-</b> improved reading progress among disadvantaged pupils	<ul style="list-style-type: none"> <li>Children will make accelerated progress from their starting points.</li> <li>Bottom 20% of readers in receipt of PP have made accelerated progress and their learning</li> </ul>

	gaps have narrowed/closed compared to non-pp pupils.
<b>Maths-</b> improved mathematical progress among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Children make accelerated progress from their starting points.</li> <li>• Pupil voice shows greater confidence in fluency skills.</li> <li>• Subject leadership supports teachers in developing fluency skills through the use of concrete, pictorial and abstract representations.</li> </ul>
<b>Speech and language-</b> improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Oracy supports the development of vocabulary.</li> <li>• Pupil voice shows good understanding of subject specific vocabulary and terminology</li> <li>• Planning carefully considers the language needed for all children to access new learning and build on schemas. Subject specific vocabulary is tiered and ambitious.</li> </ul>
<b>SEMH-</b> improved wellbeing and resilience among our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Personal development continues to support children's wellbeing with pupils being able to have strategies in place to support them in self-regulation and their emotional resilience.</li> <li>• Emotion coaching encourages pupils to confidently articulate their feelings and identify tools to support them in getting back to 'green zone'.</li> <li>• New behaviour strategies support children's resilience and encourage positive learning behaviours.</li> <li>• An increase in the number of children engaging in our enrichment activities.</li> </ul>
<b>Attendance-</b> improved attendance and punctuality among our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupils have attendance of 96% or more.</li> <li>• Support from family link worker allows all children to arrive to school on time.</li> <li>• In the event of illnesses parents and carers seek work to support their child's learning.</li> <li>• Parent/carer and school relationships have been strengthened.</li> </ul>

## 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: £16,444.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development and imbedding of Literacy Tree scheme to include assessments ensuring gaps are picked up on in a timely manner.</p> <p>Supporting the development of the new subject leader to bring about successful and sustained improvements.</p>	<p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy through accurate diagnosis of capabilities and difficulties, in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty.</p> <p>EEF improving literacy in KS2</p>	1
<p>Continue to embed the Phonics Programme to secure stronger phonics teaching for all pupils.</p> <p>Train all staff on new phonics scheme to embed phonics teaching and ensure monitoring of assessments is timely to support interventions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>EEF phonics toolkit</p>	1
<p>Embed number skills and recall fluency from EYFS to Y6 to ensure children have a secure knowledge and foundation for maths learning.</p> <p>School to continue to work with Boolean Maths Hub to develop fluency.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathsguidance-ks1-2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	2
<p>Development of personalised feedback through quality first teaching and learning to learn (metacognition).</p>	<p>Education Endowment Foundation suggest that effective feedback has very high impact with a potential gain of 6 additional month's progress. The potential impact of metacognition and self-regulation approaches is high with the potential gain of +7 months additional progress over the course of a year.</p>	1&2

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

Budgeted cost: £47,200.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. Staff training on whole school approach to language development through oral language approaches through oracy.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	3

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Speech and language therapy are used to support those children building positive relationships and friendships and learn by listening, talking and questioning to support the improvement of self-esteem and confidence.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Additional maths sessions targeting the disadvantaged pupils who require further maths in fluency	Ready to progress <a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</a>	2
Class teachers and reading assistants to target those who need the most. Including bottom 20%.  Reading volunteers utilised to support building reading stamina.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy through accurate diagnosis of capabilities and difficulties, in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty.  EEF improving literacy in KS2	1
Family link worker working with parents and carers to address specific needs and build relationships.	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	4 and 5

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

Budgeted cost: £7,545.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of positive behaviour and building of social skills through lunch time with Pastoral Senior lunchbreak leader.  Embed Zones of Regulation to provide tools for communicating and adjusting feelings.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Continue to develop Student welfare group to improve SEMH and attendance. Attendance officer to be employed to support the tracking of attendance and next steps for our vulnerable children.	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 <a href="#">(educationendowmentfoundation.org.uk)</a>  The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34	4& 5

	<p>components. Nurture groups 1,2,3 7 use 10 out of these 14 effective evidence-base components as part of their provision</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	
School to support contributions to extra-curricular activities and purchasing of uniform/equipment to support interests and aspirations.	Education Endowment Foundation parental engagement has a positive impact on average of 4 months' additional progress.	4&5

**Total budgeted cost: £71,189**