

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Court Lane Infant School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	Karen Geddes
Pupil premium lead	Karen Pickett
Governor / Trustee lead	Glynis Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,250
Recovery premium funding allocation this academic year	£7,395
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	£74,645

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to diminish, the attainment gap between disadvantaged pupils and their peers. We will also consider the challenges faced by vulnerable pupils, such as those with social workers and young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. These strategies will also benefit all pupils in school as they have been proven to be effective in having the greatest impact supporting pupil development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for those pupils whose education has been more significantly affected, including disadvantaged pupils.

Our key principles within the strategy are to:

- Ensure quality first teaching for all
- Provide an ambitious curriculum so it further supports all children, and particularly disadvantaged
- Support pupils to become happy, resilient, confident and caring; with exemplary attitudes in their learning.

Challenges

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

Challenge number	Detail of challenge
1	Negative impact of COVID and partial lockdown of schools on the children's levels for reading, writing and maths Number of children reaching the expected levels at the end of last year were Present Year 2 All children R = 67.5%, W = 43.3% and M = 72.5% Present Year 2 Disadvantaged children R = 31.3%, W = 12.5% & M = 37.5% Present Year 1 All children R = 53.5%, W = 53.5% and M = 67.2% Present Year 1 Disadvantaged children R = 40.0%, W = 35.0% & M = 50.0%
2	Multiple barriers exist for a number of our children including SEND and emotional needs. For example: High level of SEND needs within our Year 2 Pupil Premium cohort. 44% (8/16) of disadvantaged pupils in Year 2 are registered as SEND learners.
3	Some children have poor language development which impacts on their speech, reading and writing. Of the children that attended Court Lane in their Reception year:

	<p>Only 1 out of 14 Year 2 children reached ELG for all areas of communication and language</p> <p>Only 14 out of 20 Year 1 children reached ELG for all areas of communication and language</p> <p>The present reception disadvantaged cohort baseline data shows a lower percentage of children at the expected level in speaking (16.5% lower than cohort), comprehension (17.9%) word reading (16.8%) and writing (29.3%).</p>																								
4	<p>Reduced levels of learning to learn skills as teacher have noted a lack of resilience and independence in children since their return:</p> <p>Present disadvantaged cohorts average rating out of 10:</p> <table border="1"> <thead> <tr> <th></th> <th>Yr 2</th> <th>Yr 1</th> <th>Yr R</th> </tr> </thead> <tbody> <tr> <td>Reflective</td> <td>3.9</td> <td>3.1</td> <td>2.8</td> </tr> <tr> <td>Relating to others</td> <td>4.3</td> <td>4.1</td> <td>4.2</td> </tr> <tr> <td>Resilience</td> <td>3.9</td> <td>3.7</td> <td>3.1</td> </tr> <tr> <td>Resourceful</td> <td>4.2</td> <td>3.1</td> <td>3.4</td> </tr> <tr> <td>Risk Taking</td> <td>4.1</td> <td>3.3</td> <td>3.5</td> </tr> </tbody> </table>		Yr 2	Yr 1	Yr R	Reflective	3.9	3.1	2.8	Relating to others	4.3	4.1	4.2	Resilience	3.9	3.7	3.1	Resourceful	4.2	3.1	3.4	Risk Taking	4.1	3.3	3.5
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5	<p>Parental Engagement</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parent evenings and learning workshops</p>																								
6	<p>Poor attendance for a number of children impacts on their learning.</p> <p>Number of disadvantaged children with attendance at less than 95% since the start of the academic year during the Autumn 1 half term:</p> <p>Yr 2 - 7/17 children</p> <p>Yr 1 - 8/23 children</p> <p>Yr R - 9/18 children</p>																								

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
Raised attainment in reading, writing, maths and phonics	Difference is diminished within school and levels are in line with national outcomes for disadvantaged
Improvements are seen in the communication and language skills of our Year R children.	Communication and language levels are comparable for our non-pupil premium and pupil premium children at the end of their reception year.
Increased levels of Learning Behaviours are seen	For the vast majority of disadvantaged pupils these levels are increased during the school year and the average figure out of 10 increases.
Attendance for the vast majority of Pupil Premium children is improved	For the vast majority of pupils attendance is above 95%

<p>A wider range of methods of engaging with parents are introduced that support parent more easily interacting with staff and as a result are more engaged with their children's learning.</p>	<p>All parents interact with staff through at least one means of communication to support and engage with their child's learning.</p>
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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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in amount of teaching assistant time in classrooms including time to meet before school to discuss learning.	EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3
Ensure mathematical fluency to support rapid progress. Train staff in NCTEM Mastering Number and introduce daily sessions	EEF guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths NCTEM Teaching for Mastery https://ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf	1,2,3,4
Develop writing across the school by reviewing the curriculum, strategies, sequencing etc to support writing development.	EEF Guidance report: Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Guidance report: Improving Literacy Skills in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3,4
Phonics teaching is reviewed and streamlined to ensure that it is well structured and sequential	The Reading Framework:DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4
Improve the effective provision for SEND pupils across the school	EEF Guidance report: Special Educational Needs in Mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	12,3,4,5

	EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition led by experienced school staff.	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5
Nuffield Early Language Intervention to support language and literacy skills in Year R.	EEF: Nuffield early language intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention EEF: Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4
National tutoring programme – small group; 1:1 interventions to support attainment in English and Maths funded by the recovery and tutoring funding)	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5

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

Budgeted cost: £ 17,345

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Increase in the number of methods of interaction between staff and parents e.g. Introduction of Tapestry across all the school</p>	<p>Teaching and Learning Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>4,6</p>
<p>Learning behaviours are promoted and reinforced throughout the school</p>	<p>EEF Guidance report: Metacognition and self-regulation https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf Teaching and Learning Toolkit: Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4,5,6</p>
<p>Support student wellbeing; identified pupils are supported to acquire strategies for emotional wellbeing.</p>	<p>Teaching and Learning Toolkit: Social and Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Guidance report: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 74,645

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than expected in key areas of the curriculum (see data in challenges 1) and therefore our aims for these pupils were not fully realised.

Our assessment of the reasons for these outcomes were primarily due to the impact of COVID and the disruption this caused to their education, this has been a pattern that has been reflected across the country. This impact was despite the high quality remote education that was provided by the school during this time.

Our initial assessment on return to school is that pupil's learning to learn skills have been impacted alongside their academic progress and therefore these will need to be addressed throughout the year to ensure that strategies and support offered to children has the most impact.