

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year - funding to help improve the attainment of our pupils particularly 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	341
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – July 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£73,540
Recovery premium funding allocation this academic year	£ 6,960
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	£80,500

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 vulnerable pupils 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 for all.

Our key principles within the strategy are to:

- Ensure quality first teaching for all
- Provide an ambitious, progressive curriculum so that 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	Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Mathematics. Number of children reaching the expected levels at the end of last year were: Present Year 2 Non Disadvantaged R = 72.2%, W = 65.0% and M = 60.9% Present Year 2 Disadvantaged children R = 60.9%, W = 52.2% & M = 73.2% Present Year 1 Non Disadvantaged R = 84%, W = 82.7% and M = 88.9% Present Year 1 Disadvantaged children R = 52.60%, W = 47.4% & M = 63.3%
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 1 Pupil Premium cohort. 38.9% (7/18) of disadvantaged pupils in Year 1 are registered as SEND learners.
3	Some children have poor language development which impacts on their speech, reading and writing. For example; of the children that attended Court Lane in their Reception year:

	Only 14 out of 20 Year 2 children reached ELG for all areas of communication and language in 2022. The baseline data for present reception disadvantaged cohort is being collated.																								
4	Reduced levels of learning to learn skills as teacher have noted a lack of resilience and independence in children since their return from the impact of Covid and the summer break: Present disadvantaged cohorts average teacher rating out of 10: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Yr 2</th> <th>Yr 1</th> <th>Yr R</th> </tr> </thead> <tbody> <tr> <td>Reflective</td> <td>4.4</td> <td>3.1</td> <td>3.0</td> </tr> <tr> <td>Relating to others</td> <td>4.4</td> <td>4.0</td> <td>3.9</td> </tr> <tr> <td>Resilience</td> <td>4.6</td> <td>3.5</td> <td>3.1</td> </tr> <tr> <td>Resourceful</td> <td>4.6</td> <td>3.4</td> <td>3.3</td> </tr> <tr> <td>Risk Taking</td> <td>4.6</td> <td>3.0</td> <td>2.8</td> </tr> </tbody> </table>		Yr 2	Yr 1	Yr R	Reflective	4.4	3.1	3.0	Relating to others	4.4	4.0	3.9	Resilience	4.6	3.5	3.1	Resourceful	4.6	3.4	3.3	Risk Taking	4.6	3.0	2.8
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5	Parental Engagement Parents of disadvantaged children can show a reduced engagement with fewer supporting with home learning or engaging with activities in school																								
6	Attendance - Disadvantaged attendance was 92.0% - the school attendance for the year was 94.06%.																								

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 For example: Yr 2 disadvantaged children Writing to 73.9%	Difference is diminished within school and levels are in line with their non-disadvantaged peers.
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%
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.	All parents interact with staff through at least one means of communication to support and engage with their child's learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maximise the amount of teaching assistant time in classrooms including time to meet before school to discuss learning.</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4</p>
<p>Ensure mathematical fluency to support rapid progress. Embed and link the NCTEM Mastering Number approaches and enhance the use of concrete, pictorial and abstract experiences to support mathematical learning.</p>	<p>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://nctem.org.uk/media/2ljdu4kh/nctem_primary_teachingformastery_report_july2019.pdf</p>	<p>1,2,3,4</p>
<p>Ensure that children are targeted accurately in reading, writing and maths so that standards are raised and gaps are diminished.</p>	<p>EEF Guidance on improving Literacy skills in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Evidence Review Great Teaching Toolkit June 2020 https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F EEF guidance report: Making the Best use of Teaching Assistants</p>	<p>1,2,3,4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
New systematic phonic programme is introduced and reading teaching is reviewed to ensure that it is well structured and sequential, and covers all areas of reading.	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
Ensure that teaching is adaptive in order to address the needs of all pupils, particularly those not yet at ARE.	EEF Guidance report: Special Educational Needs in Mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF Guidance on improving Literacy skills in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Evidence Review Great Teaching Toolkit June 2020 https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4

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

Budgeted cost: £ 26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition led by experienced school staff including a teacher and SEND teacher	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4

Nuffield Early Language Intervention to support language and literacy skills in Year R.	<p>EEF: Nuffield early language intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>EEF: Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3,4
Additional emotional / wellbeing support for children and families.	<p>EEF guidance report: Making the best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>SEND code of practice</p> <p>At our school everybody is responsible for our disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment.</p>	1,2,4,5,6

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

Budgeted cost: £ 10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the communication methods with parents including Tapestry across all the school, videos of strategies to support children and workshops	<p>Teaching and Learning Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4,5,6
Learning behaviours are promoted and reinforced throughout the school	<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</p> <p>Teaching and Learning Toolkit: Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,4
Support student wellbeing; identified pupils are supported to acquire strategies	Teaching and Learning Toolkit: Social and Emotional learning	1,2,3,4,6

for emotional wellbeing.	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	
To promote community understanding of Court Lane Academies and increase participation to support the development of the school	Working with Parents to Support Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,3,5,6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 80500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Final Review 2021 2022

Data to support:

Number of children making better than expected progress within the year - Autumn End from start of the year:

	Reading				Writing				Maths			
	B to W	W to ARE	ARE to GDS	Total %	B to W	W to ARE	ARE to GDS	Total %	B to W	W to ARE	ARE to GDS	Total %
Yr 1 (23)	1	4	6 (1 from WTS)	47.8%	1	4	3	34.8%	0	1	4	21.7%
Yr 2 (20)	2	1	1	20%	0	2	0	10%	0	2	0	10%

IMPACT Year 2:

QFT and careful targeting of children has shown some impact:

A high level of additional needs is impacting on the speed at which we can accelerate progress for these children. Interventions have had an impact on their confidence and willingness to take part in learning. HLTA, UPS teacher and volunteers being utilised to support additional practice in reading and writing. This has further enabled us to identify children who need support from outside agencies, a number have been seen by Educational Psychologists, MABS. Individual programmes and additional support has been put in place to support them including ELSA, precision teaching, social skills etc.

IMPACT Year 1

QFT and careful targeting of children has shown a good level of impact:

The gaps in reading, writing have decreased and this is against a background of accelerated progress for all children within Year 1.

Reading Progress has been seen and in particular, children targeted with the HLTA support have shown impact as four of the six children moving to Expected.

Writing The percentage of children at GDS is higher than that of non-disadvantaged children. Writing has been a whole school focus.

Maths . Maths had a stronger starting point, the gap has widened with non disadvantaged since the beginning of the year. Only 1 child moved to EXP from W, however the position is stronger for GDS with a higher percentage of children reaching GDS 17.4% than non Disad 15.5%.

Across the 3 subject there is a consistent level of GAP:

Reading – 11.5%, Writing – 12.8, Maths – 12.3% this is equivalent to approximately 3 children.

Yr R

Approximately 50% children at GLD. Neli has supported children in improving their Language skills with 13 of the 18 children having now moved to within the expected standard.

We will provide support over the summer break via reading books and activities to ensure that they maintain/improve their reading skills.

Specific support:

HLTA working with additional children 2 mornings per week:

- *Year 1 reading – 8 children have been part of this since Spring term (7 PP children)*
 - *4 are now reading at ARE 1 from B to W.*
- *Year 2 reading (now changed to writing conferencing)*
 - *5 children have taken part*
 - *1 has moved to ARE and confidence has generally improved for all*
- *Year 1 maths*
 - *5 children*
 - *1 has moved to ARE and another is very close*
- *Year 2 maths*
 - *4 children being supported– confidence growing*
 - *1 moved to ARE*
- *Year 2 writing conferencing began in summer 1 – 1 moved to ARE*
- *Year R reading started in Summer 1*
 - *7 children 2 moved up to higher of two groups in Summer 2*

School Led tutoring started in Summer 1

- *5 of the 15 children (2 Disadvantaged) reached the expected standard and all others gained in confidence, fluency and comprehension skills.*

Attendance

- Disadvantaged attendance was 92.0% - the school attendance for the year was 94.06%. Both of these figures are lower than we would normally see and have been impacted by COVID, chicken pox, general illness and parents taking their children out of school for holidays. This will be closely monitored next year in order to ensure that it improves as this level of attendance can impact of children's attainment.

Learning Behaviours

Present disadvantaged cohorts average teacher rating out of 10: **End of year levels in red:**

	Yr 2		Yr 1		Yr R	
Reflective	3.9	5.3	3.1	4.5	2.8	3.4
Relating to others	4.3	6.1	4.1	5.3	4.2	4.4
Resilience	3.9	5.8	3.7	5.0	3.1	4.3
Resourceful	4.2	6.1	3.1	5.1	3.4	3.8
Risk Taking	4.1	5.8	3.3	5.2	3.5	3.8

Therefore this shows the impact our support has been on the children's learning behaviours with the average score improving across all year groups and areas. This impacts positively on the children's ability to learn.