

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2023 to 2024 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	344
Proportion (%) of pupil premium eligible pupils	15.4% (53/344)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – July 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Karen Geddes
Pupil premium lead	Lucy Wilson-Woodham
Governor / Trustee lead	Glynis Alexander

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77, 115
Recovery premium funding allocation this academic year	£ 8,120
<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	£85, 235

# 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. 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 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 providing quality education 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	<p>Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Mathematics.</p> <p>Number of children reaching the expected levels at the end of last year were:</p> <p>Present Year 2 Non Disadvantaged R = 75%, W = 73.8% and M = 77.4%</p> <p>Present Year 2 Disadvantaged children R = 57.1%, W = 42.86% &amp; M = 57.1%</p> <p>Present Year 1 Non Disadvantaged R = 91.3%, W = 81.7% and M = 90.3%</p> <p>Present Year 1 Disadvantaged children R = 56.25%, W = 43.75% &amp; M = 68.75%</p>
2	<p>Multiple barriers exist for a number of our children including SEND and emotional needs. For example:</p> <p>High level of SEND needs within our Pupil Premium cohorts.</p> <p>In the Year 2 Pupil Premium cohort, 38% (8/21) of disadvantaged pupils are registered as pupils with SEND.</p> <p>Within the Year 1 Pupil Premium cohort there are 52.9% (9/17) registered as SEND or on the monitor list.</p>

3	<p>Some pupils have poor communication and language skills. This impacts on speaking, listening, reading and writing. For example, in the current Year 1 Pupil Premium Cohort 62.5% achieved ELG for Communication and Language. This demonstrates a gap of 26% between those that are non-disadvantaged. 88.5% of non-disadvantaged pupils achieved ELG in Communication and Language.</p> <p>In The Year 2 Pupil Premium Cohort 61.1% of pupils achieved ELG for Communication and Language at the end of EYFS.</p> <p>The baseline data for present reception disadvantaged cohort is being collated. <i>Currently 90% of disadvantaged pupils are on track for speaking.</i></p>																								
4	<p>Reduced levels of learning to learn skills as teachers have noted a lack of resilience and independence in children since their return from the impact of Covid and the summer break:</p> <p>Present disadvantaged cohorts average teacher rating out of 10:</p> <table border="1" data-bbox="368 719 1142 949"> <thead> <tr> <th></th> <th>Yr 2</th> <th>Yr 1</th> <th>Yr R</th> </tr> </thead> <tbody> <tr> <td>Reflective</td> <td>3.8</td> <td>3.7</td> <td>4.3</td> </tr> <tr> <td>Relating to others</td> <td>4.8</td> <td>5.5</td> <td>5.3</td> </tr> <tr> <td>Resilience</td> <td>4.0</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>Resourceful</td> <td>4.2</td> <td>4.0</td> <td>4.7</td> </tr> <tr> <td>Risk Taking</td> <td>3.6</td> <td>3.8</td> <td>4.8</td> </tr> </tbody> </table>		Yr 2	Yr 1	Yr R	Reflective	3.8	3.7	4.3	Relating to others	4.8	5.5	5.3	Resilience	4.0	4.3	4.2	Resourceful	4.2	4.0	4.7	Risk Taking	3.6	3.8	4.8
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5	<p>Parental Engagement</p> <p>Parents of disadvantaged children can show a reduced engagement with fewer supporting with home learning or engaging with activities in school</p>																								
6	<p>Attendance - Disadvantaged attendance was 92.1% - the school attendance for the year was 96.1%.</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
<p>Raised attainment in reading, writing, maths and phonics.</p>	<p>Difference is diminished within school and levels are in line with their non-disadvantaged peers.</p>
<p>Improvements are seen in the communication and language skills of pupils.</p>	<p>Communication and language levels are comparable for our non-pupil premium and pupil premium children at the end of their reception year.</p>
<p>Increased levels of Learning Behaviours are seen.</p>	<p>For the vast majority of disadvantaged pupils these levels are increased during the school year and the average figure out of 10 increases.</p>
<p>Attendance for the vast majority of Pupil Premium children is improved.</p>	<p>For the vast majority of pupils attendance is above 95%</p>

<p>A wider range of methods of engaging with parents are introduced that support parents 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 **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,000

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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>                      NCTEM Teaching for Mastery  <a href="https://www.ncetm.org.uk/media/gxhnsnf0/ncetm_primary_teachingformastery_report_july2019.pdf">https://www.ncetm.org.uk/media/gxhnsnf0/ncetm_primary_teachingformastery_report_july2019.pdf</a>   <u>Maths subject leader £27,53 per hour</u></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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>                      EEF guidance: Improving Mathematics in the Early Years and Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>                      Evidence Review Great Teaching Toolkit June 2020  <a href="https://2366135.fs1.hubspotusercontent-na1.net/hubfs/2366135/Great%20Teaching%20Toolkit%20Evidence%20Review.pdf">https://2366135.fs1.hubspotusercontent-na1.net/hubfs/2366135/Great%20Teaching%20Toolkit%20Evidence%20Review.pdf</a>                      EEF guidance report: Making the Best use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2,3,4</p>

<p>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.</p>	<p>The Reading Framework:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a>  Teaching and Learning Toolkit EEF: Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,3,4</p>
<p>Ensure that teaching is adaptive in order to address the needs of all pupils, particularly those with multiple barriers and those not yet at ARE.</p>	<p>EEF Guidance report: Special Educational Needs in Mainstream  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  EEF Guidance on improving Literacy skills in KS1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  EEF guidance: Improving Mathematics in the Early Years and Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  High Quality Teaching Benefits pupils with SEND 5 a day principle.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a></p>	<p>1,2,3,4</p>
<p>Ensure that digital technology is used across the curriculum to improve learning.</p>	<p>EEF Digital Technology Guidance Report  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition led by experienced school staff including a SEND teacher	Teaching and Learning Toolkit EEF Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4
Oral Language Interventions to support language and literacy skills.	EEF: Oral Language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,4
Additional emotional / wellbeing support for children and families.	EEF guidance report: Making the best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> SEND code of practice Improving Social and Emotional Learning Guidance Report <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1697691937">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1697691937</a>  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.	1,2,4,5,6
Targeted interventions to meet the needs of disadvantaged pupils with SEND	High Quality Teaching Benefits pupils with SEND 5 a day principle. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a>  EEF Guidance report: Special Educational Needs in Mainstream <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	

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

Budgeted cost: £ 11,000

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	Teaching and Learning Toolkit: Parental Engagement: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> EEF Guidance report: Working with parents to support children's learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	4,5,6
Learning behaviours are promoted and reinforced throughout the school	EEF Guidance report: Metacognition and self-regulation <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1697686216">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1697686216</a> Teaching and Learning Toolkit: Metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3,4
Support student wellbeing; identified pupils are supported to acquire strategies for emotional wellbeing.	Teaching and Learning Toolkit: Social and Emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> EEF Guidance report: Improving Social and Emotional Learning in Primary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Increased Arts Participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,3,4,6
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	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
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**Total budgeted cost: £ 85,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<b><u>Final Review 2022 2023</u></b>									
<b><u>QFT and careful targeting of children:</u></b>									
<b><u>Year 2:</u></b>									
<i>Number of children making better than expected progress since the end of EYFS</i>									
	<i>Reading</i>			<i>Writing</i>			<i>Maths</i>		
	<i>W to ARE</i>	<i>ARE to GDS</i>	<i>Total %</i>	<i>W to ARE</i>	<i>ARE to GDS</i>	<i>Total %</i>	<i>W to ARE</i>	<i>ARE to GDS</i>	<i>Total %</i>
Yr 2  (23)	5	7  (1 from W)	52%	6	0	26%	2	5	30%
<p><i>The vast majority of pupils have made expected progress in year two with a substantial number making accelerated progress as a result of quality first teaching. Interventions have had an impact on their confidence and willingness to take part in learning. HLTA, experienced teacher and volunteers are 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 for them including ELSA, precision teaching, social skills etc.</i></p>									
<b><u>Year 1</u></b>									
<i>Gap between disadvantaged and non disadvantaged</i>									
12 children	<b><u>Reading</u></b>			<b><u>Writing</u></b>			<b><u>Maths</u></b>		
<b>Autumn mid</b>	15.3%			32.3%			17.3%		
<b>Summer end</b>	14.1%			27.9%			16.5%		
<p><i>The gaps in reading, writing and maths have all decreased since the beginning of the year. HLTA, experienced teachers and volunteers are being utilised to support additional practice in reading and writing. Additional support has also been given from outside agencies and professionals to provide advice on strategies to support teachers within school.</i></p>									
<b><u>Yr R</u></b>									
<p><i>The vast majority of pupil premium children within Yr R have multiple barriers and this can have an impact of their learning. They have been supported with various interventions and will continue to receive support next year.</i></p>									

### **Improvements are seen in the communication and language skills of our Year R children**

*Outcomes in communication and language skills have increased from Spring End data. NELI intervention has supported pupils in their development of language skills and pupils have attended Little Wandle Keep Up to support their speaking, reading and writing skills.*

### **Learning Behaviours**

Year R

	Initial	Feb	Post
Reflective	3.1	5.1	6
Relating	3.9	5.8	6.6
Resilience	3.1	5.3	6.1
Resourceful	3.3	5.6	5.9
Risk-taking	2.8	5.2	6.2

Year 1

	Initial	Feb	Post
Reflective	4.4	5.1	5.6
Relating	5.7	6.8	7.2
Resilience	4.8	5.7	5.9
Resourceful	4.9	5.7	6.1
Risk-taking	4.4	5.4	5.6

Year 2

	Initial	Feb	Post
Reflective	4.3	4.8	5.4
Relating	4.7	5.4	5.9
Resilience	4.5	5.2	5.7
Resourceful	4.5	5.1	5.7
Risk-taking	4.6	5.2	5.7

*The above tables show the increase in the average mark out of 10 given to children by their teachers for their ability to use their learning behaviours. All year groups across all areas have shown an improvement.*

### **Attendance for the vast majority of Pupil Premium children is improved.**

*The school will continue to work with families to improve the attendance of Pupil Premium children and this will be a focus moving forward. The average stands at 90.7% for Pupil Premium children with an average for the school of 94.39%.*

### **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.**

*We have extended the range of communication methods available and will continue to focus of this next year to support parents ability to engage. This included providing parents with knowledge organisers for some foundation subjects, giving all year groups access to direct communication with the class teachers and providing a range of workshops to support parents in understanding both the academic needs of their children and also the emotional needs of their children.*

