

Courthouse Junior School

Pupil Premium Strategy 2021 - 2024



This statement details our school's use of the pupil premium funding (2023 to 2024 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	Courthouse Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	13% 47/358
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kirsty Grierson
Pupil premium lead	Fiona Hayes
Governor / Trustee lead	Chandra Kunder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,170
Recovery premium funding allocation this academic year	£ 4, 059
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 70, 229

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is to improve their outcomes so they know more and remember more. We will do this by creating a climate at Courthouse Junior School where all children can flourish. The systems and processes that effect the climate will continually be improved to allow adults knowledge and behaviour to improve.

We currently have a three-year pupil premium strategy which links into the schools six strategic priorities:

- A world class experience
- A calm and purposeful environment
- A skilled workforce and high performing culture
- Addressing underachievement
- The right support at the right time for families
- Developing leaders

In the Spring term of 2021, at the start of our 3-year strategy, we carried out research to determine the common barriers to learning for our disadvantaged pupils and have used this to underpin the key principles of our strategy.

The key principles for our strategy will ensure:

- Quality first teaching
- Expert early reading teaching
- Expert maths teaching
- Oracy skills are integrated into all school experiences
- Continued professional development for all staff
- Children getting access to a wide range of enrichment experiences

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	Internal barrier: Cognition and learning (narrow vocabulary, poor memory, limited recall) We know from diagnostic assessment by our class teachers that the most common barrier disadvantaged pupils have is their cognition and learning.
2	Internal barrier: Specific difficulty in reading, writing or maths We know from our summative assessment and teacher assessment that disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and/or maths.
3	Internal barrier: Limited oracy or articulation We know from our teacher assessment that disadvantaged pupils often have limited oracy skills (from the Voice 21 oracy framework).
4	External barrier: Emotional wellbeing / mental health / Low self esteem We know from our teacher assessment that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health.
5	External barrier: Low aspirations & limited life experiences We know from research and our teacher assessment that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school.

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
To reduce the gap between disadvantaged pupils and their peers in reading, writing and maths.	Gap between disadvantaged pupils and non-disadvantaged pupils has closed in reading, writing and maths attainment.
To ensure all children can access the intended curriculum	Children know more and can do more. The curriculum is iteratively improved. Subject leaders share expertise across the school .
Expert teaching of early reading and maths	Staff are sufficiently trained to deliver high-quality early reading and maths Clear school wide strategies to implemented and all staff are trained on how to implement them.
Increase accessibility of out-of-school experiences for pupils eligible for PP.	All pupils eligible for PP take part in out of-school experiences and are included at all times, reducing financial barriers

To achieve sustained improved well-being for our pupils, particularly disadvantaged pupils.	Children receive Emotional literacy (ELSA), Nurture and Counselling when needed. Attach Aware Silver Award 2023-2024
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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: £ 35, 742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on curriculum development <ul style="list-style-type: none"> Embed active ingredients of the reading, writing and maths strategies TA and teacher CPD Walkthru project 	EEF Attainment Gap Report 2018 - East Of England Pupil Premium Champion (pupilpremiwest.org) Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) What makes great teaching? - Sutton Trust New EEF trial: low-cost tutoring can boost struggling pupils'... EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Mentoring & Coaching <ul style="list-style-type: none"> RBWM Walkthru 3 year project with Tom Sherrington 	Support schools to develop their use of instructional coaching and Walkthrus as a tool for teacher development Effective mechanisms of PD	1, 2, 3
Recruit and retain teaching & support staff with quality CPD, coaching and managing workload.	Staff who feel skilled and confident will see better progress from the children. Effective professional development Planning Professional Development Reducing School Workload What makes effective CPD? - Teacher Development Trust (tdtrust.org) Effective teacher CPD and CPD leadership: What... HISP Research School Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

Staff have deeper understanding of the impact of good oracy	Microsoft Word - The Oracy Skills Framework and Glossary.docx (oracycambridge.org)	1, 2, 3, 4 & 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10, 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading intervention before school and during assembly times	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>Home Sounds Write Sounds Write - first rate phonics An exciting, new approach to the teaching of reading, spelling and writing An exciting, new approach to the teaching of reading, spelling and writing (sounds-write.co.uk)</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3
Early maths intervention	<p>Ofsted publishes research review on mathematics education - GOV.UK (www.gov.uk)</p> <p>Numbots Game</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Identified staff trained in Precision Teaching to support learning needs	What is Precision Teaching?	1, 2, 3

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

Budgeted cost: £ 23, 991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • 4 ELSAs to continue ongoing training to support identified children • Attachment and Aware Emotional Coaching training from the EP service • Work with the ERSA toolkit • Nurture group to continue • 'Nurture' style lunchtime club to continue for a quiet space • Counselling 	<p>The EEF guidance report on Improving Social and Emotional Learning in Primary</p> <p>The EEF guidance report on Improving Behaviour in Schools</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p> <p>ERSA toolkit information from RBWM</p> <p>Nurture information</p> <p>Nurture research</p> <p>The school buys in an outside fully trained counsellor for primary aged children to work with pupils in all year groups</p>	5
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Ensure access to a range of before and afterschool clubs – funding one per year for vulnerable children • Fund a wide range of trips so family finances are not a barrier to attending 	<p>Research shows engagement in activities can boost attainment and engagement.</p>	5
<p>Funding for other costs</p> <ul style="list-style-type: none"> • Miscellaneous items including daily morning fruit 	<p>Using Pupil Premium Funding</p>	5

Total budgeted cost: £ 70, 598

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 2022 to 2023 academic year.

REVIEW OF INTENDED OUTCOMES FOR PREVIOUS YEAR (2022-2023)

1 Improved achievement for vulnerable and disadvantaged

Significant focus was spent on further embedding and refining Sounds Write (phonics scheme) into the curriculum. Phonics groups in the morning had a positive impact with a reduction of pupils attending as the academic year progressed. Further teachers and teaching assistants were trained by Sounds Write, ensuring staff were empowered to support all pupils with fidelity to the scheme. Further texts to support all pupils were also purchased, further increasing the inclusive offering.

Planning meetings and CPD are used to identify children with their barriers to learning, therefore the curriculum can be amended, and interventions adapted to support all. Interventions are carried out by the class teacher and teaching assistants who know the children's needs best.

Online programs such as Numbots, Times Tables Rock Stars and MyOn have been fundamental in raising the profile of maths and reading at home. There has been greater pupil engagement and progress made.

Year 6 pupils, who experienced huge disruption due to Covid lockdowns in year 3 and 4, made good progress. 50% of these pupils struggled to engage during these lockdown periods and therefore needed extra support when they returned. Data, shown below, was very positive.

	Reading	Writing	Maths
Pupil Premium Pupils made progress on KS1	43%	64%	50%
Pupil Premium Pupils met national expectations	64%	57%	64%
Courthouse Junior School full cohort	73%	71%	73%
National data	73%	71%	73%

2 Improved support and improved outcomes for pupils emotional wellbeing

ELSA sessions have been paramount in supporting pupils emotional needs. The amount of pupils needing this support has increased further, a new ELSA was trained to manage this increase in demand. Impact has been measured using the Boxall Profile, which has shown positive outcomes in the majority of cases. Those pupils needing further support have either been referred to CAMHS or have used the

counsellor that has been employed by the school. Again, ongoing reports have shown positive impacts. Nurture groups, run by qualified Nurture Practitioners, have again shown positive outcomes, measured by the Boxall Profile. The cohort targeted have increased their attitudes to learning, social skills and emotional literacy.

3 Pupil access to enrichment activities

Financial support for school trips, including a residential, clubs and experiences was used as planned. These helped with the children's cultural capital. Parent workshops, run by staff, were well attended.

Externally provided programmes

Programme	Provider
Sounds write phonics	Sounds Write Ltd
Times tables rockstars	Maths Circle
Numbots	Maths Circle
STAR Maths, STAR Reading	Renaissance
Accelerated Reader	Renaissance
myON	Renaissance
Languagenut	Languagenut