

Courthouse Junior School

Pupil Premium Strategy 2024 - 2027



This statement details our school's use of the pupil premium funding (2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	17% 59/347 (of which 12/59 (20%) are identified as SEND)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027
Statement authorised by	Lawrence Hyatt
Pupil premium lead	Fiona Hayes
Governor lead	Paul Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84, 840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 84, 840

Part A: Pupil premium strategy plan

Statement of intent

Overarching Aim

To ensure that all children across our Federation feel socially and academically included, creating a climate where every child can succeed.

Our ultimate objective is to narrow the attainment gap between disadvantaged pupils and their peers. We are committed to a federation-wide culture where disadvantaged children know more, remember more, and are equipped with the social and emotional security to succeed in the next stage of their education. We reject the concept of "low ability" and instead focus on removing the barriers that prevent children from accessing our full curriculum.

Research Informed Key Principles

Our strategy is underpinned by the Education Endowment Foundation (EEF) Guide and the research of Mark Rowland. We adopt a long-term (3-year) approach that prioritises:

- **Social and Academic Inclusion:** We recognise that academic success cannot happen without a strong sense of belonging.
- **High-Quality Teaching:** Evidence proves that quality first teaching is the most important lever to improve outcomes for disadvantaged pupils.
- **Addressing Controllable Factors:** We focus our energy on what is within our gift to change—our curriculum, our culture, and our interactions—rather than attributing underperformance to home factors.
- **Diagnostic Assessment:** We do not make assumptions about "disadvantaged" children as a homogenous group. We use rigorous diagnostic assessment to identify specific individual needs.

Federation Core Objectives

- **To narrow the achievement gap:** Work towards disadvantaged pupils achieving in line with, or exceed, national expectations for their year group.
- **To drive attendance and punctuality:** Recognising that attendance is a fundamental indicator of inclusion and belonging.
- **To develop expert communicators:** Prioritising early reading, vocabulary acquisition, and oracy skills to bridge the "language gap."
- **To support transitions:** Preparing children robustly for the shift from Infant to Junior school and onto Secondary, ensuring no learning or confidence is lost in the move.
- **To build cultural capital:** Ensuring lack of finance never prevents a child from accessing the rich enrichment experiences that bring learning to life.

Identification and Funding

We recognise that not all children who receive free school meals will be socially disadvantaged, and that not all families who are socially disadvantaged qualify for free school meals.

- We reserve the right to allocate Pupil Premium funding to support any child or groups of children the Federation has legitimately identified as being socially disadvantaged or vulnerable. Funding is allocated following a robust needs analysis to identify priority classes, groups, or individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal barrier: Cognition and learning (narrow vocabulary, poor memory, limited recall)</p> <p>We know from diagnostic assessment by our class teachers that the most common barrier disadvantaged pupils have is their cognition and learning.</p>
2	<p>Internal barrier: Specific difficulty in reading, writing or maths</p> <p>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.</p>
3	<p>Internal barrier: Limited oracy or articulation</p> <p>We know from our teacher assessment that disadvantaged pupils often have limited oracy skills (from the Voice 21 oracy framework).</p>
4	<p>Internal barrier: Attendance</p> <p>From national data, the attendance of '<i>Persistently Absent</i>' pupils who are Pupil Premium is just above the National Average. Courthouse is in 'Decile 6' which is the bottom 40 to 50% of schools.</p>
5	<p>External barrier: Emotional wellbeing / mental health / Low self esteem</p> <p>We know from our teacher assessment that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health.</p>
6	<p>External barrier: Low aspirations & limited life experiences</p> <p>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.</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
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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Attendance officer liaises with EWO and SLT regarding persistent absences / school refusal (half termly meetings) • Attendance lead follows the school pathway • The overall absence rate for all pupils being is in line with NM of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced The percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being lower than their peers.
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. Pupils have the opportunity to learn a musical instrument – removing the financial barrier.
To achieve sustained improved well-being for our pupils, particularly disadvantaged pupils.	Children receive Emotional literacy (ELSA), Nurture and Counselling when needed.

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: £13 574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued focus on curriculum development</p> <ul style="list-style-type: none"> • Embed active ingredients of the reading, writing and maths strategies • TA and teacher CPD • Walkthru project • Subject leader CPD • Staff coaching • Theme weeks – allowing children to develop interests and knowledge • Subject specific subscriptions <i>The Design & Technology Association</i> <i>The Science Association</i> <i>The PSHE Association</i> <i>The RE Association</i> 	<p>EEF Closing the Attainment Gap</p> <p>Supporting the attainment of disadvantaged pupils Research Report November 2015</p> <p>What makes great teaching? - Sutton Trust</p> <p>Making a Difference with Effective Tutoring EEF November 2022</p>	<p>1, 2, 3</p>
<p>Mentoring & Coaching</p> <ul style="list-style-type: none"> • RBWM Walkthru 3 year project with Tom Sherrington 	<p>Support schools to develop their use of instructional coaching and Walkthrus as a tool for teacher development</p> <p>Effective mechanisms of PD</p> <p>WALKTHRUs</p>	<p>1, 2, 3</p>
<p>Recruit and retain teaching & support staff with quality CPD, coaching and managing workload.</p>	<p>Staff who feel skilled and confident will see better progress from the children.</p> <p>Effective professional development</p> <p>Planning Professional Development</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> • Professional opportunities – coaching networks • Allocated directed time to support mental health and wellbeing • Employee Assistant Program • Generous special leave policy 	<p>Reducing School Workload</p> <p>Effective teacher CPD and CPD leadership: What... HISP Research School</p>	
<p>Subscription to web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> • Curriculum website subscriptions for: <i>LanguageNut</i> <i>iLearn</i> <i>White Rose Maths</i> <i>White Rose Science</i> <i>Complete Maths</i> <i>Maths Circle</i> <i>Get Set for PE</i> 	<p>EEF Parental engagement toolkit</p> <p>Using Digital Technology to Improve Learning EEF clear evidence technology approaches are beneficial for writing and maths practice.</p>	<p>1, 2, 5, 6</p>

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

Budgeted cost: £39 266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early reading intervention during assembly times and the school day</p>	<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</p> <p>Sounds Write</p> <p>The Reading Framework July 2023</p> <p>Phonics: EEF Study July 2021</p>	<p>1, 3</p>
<p>Early maths intervention during assembly times and the school day</p>	<p>Ofsted research review series: mathematics May 2021</p> <p>Numbots Game</p> <p>The EEF Guide to the Pupil Premium</p>	<p>1, 2, 3</p>
<p>Personalise and small group interventions</p> <ul style="list-style-type: none"> • Training for staff on intervention support (Sounds Write) • Identified staff trained in Precision Teaching to support learning needs • Targeted interventions for support language (SALT) 	<p>What is Precision Teaching?</p> <p>EEF report states that children make better progress if they are working in a small group as opposed to larger groups or individually (unless the child's needs require 1:1).</p> <p>Interventions will be planned alongside a Speech and Language Therapist- will be time bound with a clear criterion.</p>	<p>1, 2, 3</p>
<p>Pupil progress meetings with teachers, Head of School & SENDCo to review provision and resources. Track progress of vulnerable pupils and appropriate, timely interventions are put in place and impact assessed.</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p>EEF SEN in Mainstream Schools</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £32 000

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"> • 3 ELSAs to continue ongoing training to support identified children • Work with the ERSA toolkit • Nurture group to continue • 'Nurture' style lunchtime club to continue for a quiet space • Counselling from outside agency • OPAL (Outdoor Play and Learning) 	<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 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> <p>There is growing evidence that children's social and emotional skills - their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being.</p> <p>SPECTRUM</p> <p>OPAL</p>	<p>4, 5, 6</p>
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Ensure access to a range of before and afterschool clubs • Funding of instrumental lessons for vulnerable children • Fund a wide range of trips so family finances are not a barrier to attending • Theme weeks with speakers/performers to 	<p>Research shows engagement in activities can boost attainment and engagement</p> <p>COOL Music: a 'bottom-up' music intervention for hard-to-reach young people in Scotland (2020)</p> <p>Promoting Prosociality and Health through Musical Interventions with Groups at Risk of Social Exclusion: A Systematic Review (2023)</p> <p>Music and Autism: Music Activities and Music Therapy</p> <p>Music educational research</p>	<p>5, 6</p>

<p>improve cultural capital and engagement</p> <ul style="list-style-type: none"> • Close links with Norden Farm – Art week and other projects throughout the year and Berkshire Music Trust 	<p>Jimmy Rotheram music information</p> <p>Arts participation EEF</p>	
<p>Funding for other costs</p> <ul style="list-style-type: none"> • Miscellaneous items including daily morning fruit 	<p>The EEF Guide to the Pupil Premium September 2024</p>	6
<p>Attendance Lead and Officer</p> <ul style="list-style-type: none"> • Attendance officer to support Head of School in the day to day monitoring of attendance • Embedding principles of good practice set out in the DfE’s Working together to improve school attendance advice • Work with the EWO and SEMH team 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance August 2024</p>	4
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> • Workshops lead by key members of staff on reading/phonics, maths, OPAL • Work with families and Early Hub • Weekly newsletter to keep families informed with events and ‘tell me’ statements to support parent involvement in learning • Parent consultation evenings, ‘Meet the Teacher’ at the start of term 	<p>Parent engagement EEF</p> <p>Working with parents to support children's learning: Guidance Report EEF</p>	4, 5, 6
<p>Pupil progress meetings with teachers, head of school & SENDCo</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s wellbeing. Staff will know who they are, their barriers to learning and any strategies needed to meet their emotional needs and support attendance.</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £84, 840

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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. Texts to support all pupils were also purchased, further increasing the inclusive offering.

Planning meeting 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 have been fundamental in raising the profile of maths and reading at home. There has been greater pupil engagement and progress made.

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. 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. Work with outside agencies such as DASH and Thames Hospice have further supported children.

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.

Intended outcome by 2025	Impact								
To reduce the gap between disadvantaged pupils and their peers in reading, writing and maths.	Key Stage 2 SATs Reading, Writing and Maths combined								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; text-align: center;">Year Group - 6</th> <th style="width: 40%; text-align: center;">6, Autumn End of Term 2024</th> <th style="width: 40%; text-align: center;">6, Summer End of Term 2025</th> </tr> <tr> <td></td> <th style="text-align: center;">Attainment Bar</th> <th style="text-align: center;">2025</th> </tr> </thead> </table>			Year Group - 6	6, Autumn End of Term 2024	6, Summer End of Term 2025		Attainment Bar	2025
	Year Group - 6	6, Autumn End of Term 2024	6, Summer End of Term 2025						
		Attainment Bar	2025						
	All Students	Maths	71% - Below Expected	49% - Below Expected					
			21% - At Expected	43% - At Expected					
			8% - Above Expected	8% - Above Expected					
		Reading	46% - Below Expected	41% - Below Expected					
			43% - At Expected	32% - At Expected					
			11% - Above Expected	27% - Above Expected					
		GPS	54% - Below Expected	64% - Below Expected					
			40% - At Expected	26% - At Expected					
			6% - Above Expected	10% - Above Expected					
	PP	Maths	89% - Below Expected	77% - Below Expected					
			11% - At Expected	23% - At Expected					
			0% - Above Expected	0% - Above Expected					
		Reading	83% - Below Expected	77% - Below Expected					
			17% - At Expected	15% - At Expected					
			0% - Above Expected	8% - Above Expected					
		GPS	83% - Below Expected	100% - Below Expected					
			17% - At Expected	0% - At Expected					
			0% - Above Expected	0% - Above Expected					
	Non-PP	Maths	67% - Below Expected	41% - Below Expected					
			23% - At Expected	48% - At Expected					
			10% - Above Expected	11% - Above Expected					
		Reading	36% - Below Expected	30% - Below Expected					
			49% - At Expected	37% - At Expected					
			15% - Above Expected	33% - Above Expected					
GPS		47% - Below Expected	57% - Below Expected						
		46% - At Expected	31% - At Expected						
		7% - Above Expected	12% - Above Expected						

To ensure all children can access the intended curriculum	The curriculum for subjects are constantly reviewed after each teaching block. Subject leaders have worked with year group planners to share expertise. Training ongoing for subject leaders.
Expert teaching of early reading and maths	Staff who need training are identified and a rolling training programme with Sounds Write is undertaken. The maths leader trains both teachers and teaching assistants through CPD in all terms which is ongoing.
Increase accessibility of out-of-school experiences for pupils eligible for PP.	All children have the opportunity to partake in all trips. Funding is used to support these children so they can take part in day trips and also the year 6 residential trip. Year 4 all go to a local theatre to partake in a singing festival, the cost is covered for PP children. Trips to watch the London Symphony Orchestra at the Barbican and a choir event at Wembley are funded and we aim to take a large proportion of PP children to widen their life experiences.
To achieve sustained improved well-being for our pupils, particularly disadvantaged pupils.	Children receive ELSA support when needed and if needed the private counselling service. Funds from PP fund those spaces for the children who are PP. Nurture support is also made available for those children who need it, again PP funding is used to support those children who are PP. Targeted transition support is in place for year 6 pupils in the summer term. Those identified with higher needs receive targeted support, again PP funding is used to support those children who are PP.

Externally provided programmes

Programme	Provider
Sounds Write phonics	Sounds Write Ltd
Times tables rockstars	Maths Circle
Numbots	Maths Circle
LanguageNut	LanguageNut
White Rose Science	White Rose