

Courtlands School 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	Courtlands
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	15.12.21
Date on which it will be reviewed	October 2022
Statement authorised by	Lee Earnshaw
Pupil premium lead	Caroline Kearney
Governor / Trustee lead	Graham Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£11,600
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	£72,125

Part A: Pupil premium strategy plan

Statement of intent

At Courtlands we recognise that all of our children have additional barriers to face because of their special educational needs and disabilities. For those who are additionally disadvantaged we aim to use our pupil premium funding to develop resilience and increase mental health so that rates of wellbeing progress are in line with their peers. We also aim to increase rates of academic progress, particularly in English and maths so that disadvantaged children perform in line with their peers. Typically, disadvantaged children at Courtlands perform broadly in line with non-disadvantaged children (with variances) however, following the COVID-19 pandemic, the gap has widened therefore the key principles to this strategy plan are to:

- Support the emotional wellbeing and mental health of the children
- Secure accelerated rates of progress in English and maths.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school
2	Diagnosed speech and language difficulties
3	Lack of resilience and low mental health
4	High levels of school mobility
5	Less opportunities to engage with books at home
6	Family challenges and less enrichment experiences
7	Safeguarding concerns 44% of children with an EHAT are PP 100% of children on a CIN plan are PP 100% of children on a CP plan are PP 20% of all pupil premium children have an EHAT/CIN/CP
8	Slower rates of progress for PP children during lockdown periods, particularly in maths.

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>Support and develop the emotional wellbeing and mental health of the children in line with EHCP outcomes.</p>	<p>Evident in:</p> <ul style="list-style-type: none"> • Communication assessments • Behaviour communication data • Social development assessments • Motional Assessments • Wellbeing curriculum assessment • Attendance data • EHCP review outcomes • CP/CIN/EHAT/TAM review outcomes • Engagement profiles
<p>Secure accelerated rates of progress in English and maths.</p>	<p>Evident in assessments of:</p> <ul style="list-style-type: none"> • EYFS • Pre-formal curriculum assessments • Reading curriculum assessments • Writing curriculum assessments • Maths curriculum assessments

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: £10,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of specific resources to support progression in reading and phonics. CLPE – The Power of Reading Phonics Play Read Write Inc Phonics Play</p>	<p><u>Reading Comprehension Strategies</u> Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</p> <p>Education Endowment Foundation effectiveness score: +6 Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p><u>Phonics</u> Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Education Endowment Foundation effectiveness score: +4 Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5 & 8</p>
<p><i>Support staff contracts to include weekly CPD sessions after school to ensure that all staff are up to date with training and therefore proficient in strategies that will enable individual instruction and support SEMH needs.</i></p>	<p><u>Individualised Instruction</u> Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>Education Endowment Foundation effectiveness score: +3 Individualised instruction Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 & 4</p>
<p><i>Subsidised induction programme to ensure that all staff are up to date with training and therefore proficient in strategies that will enable individual instruction and support SEMH needs.</i></p>	<p><u>Individualised Instruction</u> Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>Education Endowment Foundation effectiveness score: +3 Individualised instruction Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 & 4</p>

	<p>Social and Emotional Learning</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students understand themselves, work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Education Endowment Foundation effectiveness score: +4</p> <p>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and TAs deployed to work on specific individual targets (derived from IEP's, EHCP's and assessment data) on a 1:1 or small group basis, daily. This will be enabled by providing staffing structures/ratios that allow staff to work in this way.	<p>Individualised Instruction</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>Education Endowment Foundation effectiveness score: +3</p> <p>Individualised instruction Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4 & 8

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

Budgeted cost: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to Seesaw to facilitate relationships between home and school and engage parents in learning.</i>	<p>Parental Engagement</p> <p>The EEF defines parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>Education Endowment Foundation effectiveness score: +3</p> <p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p>	6 & 7
<i>Family support worker to engage families in learning.</i>		6 & 7
<i>Additional safeguarding support to facilitate high prevalence of EHAT/CIN/CP.</i>		6 & 7
<i>Occupational Therapist to carry out sensory regulation assessments, create sensory diets, train staff and provide resources. Regulation will support SEMH and enable learning.</i>	<p>Social and Emotional Learning</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students understand themselves, work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Education Endowment Foundation effectiveness score: +4</p> <p>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 3 & 4
<i>Play Therapist to enable children to understand and express emotions and experiences appropriately. Play therapist will also work with families in order to help parents/carers to build a positive relationship with their child.</i>		3 & 6
<i>School trips enhancement and use of school bus to ensure that disadvantaged children can access enrichment activities that they may otherwise not experience.</i>		6
<i>Implementation of trauma supportive strategies.</i>		3, 6 & 7
<i>Purchase and use of motionial assessment tool, including training.</i>		3, 6 & 7
<i>The use of a specially trained behaviour support worker to support children in who are dangerously dysregulated and to support staff with preventative strategies.</i>		3, 6 & 7
<i>All staff trained in the use of Safety Intervention Training to support the children to communicate through positive behaviours. This includes three members of staff trained to instructor level.</i>	<p>Behaviour Interventions</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Education Endowment Foundation effectiveness score: +3</p> <p>Behaviour interventions Toolkit Strand Education Endowment Foundation EEF</p>	3, 6 & 7

Total budgeted cost: £72,125

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.

Summer 2021 data shows that disadvantaged children had broadly similar wellbeing scores to non-disadvantaged children. Disadvantaged children had higher rates of progress in the wellbeing curriculum than non-disadvantaged children.
Gaps in progress in favour of non-disadvantaged children:
Reading 6%
Writing 25%
Maths 23%
Typically, disadvantaged children at Courtlands perform broadly in line with non-disadvantaged children (with variances) however, following the COVID-19 pandemic, the gap has widened.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Motional	Steps Along the Way
The Power of Reading	Centre for Literacy in Primary Education
Phonics Play	Phonics Play Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.