

Courthouse Green 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	Courthouse Green
Number of pupils in school	630 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	November 2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Executive Head Teacher
Pupil premium lead	Bindi Chauli
Governor / Trustee lead	Mary Hoverd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,720
Recovery premium funding allocation this academic year	£26,029
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	£262,749

Part A: Pupil premium strategy plan - Statement of intent

Significant proportion of pupils do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, self esteem and often an inability to self regulate their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans and consistently high quality teaching and learning across all years groups in order to close the social, emotional and academic attainment gap.

Where you start in life shouldn't determine your future. It is Triumph Trust's belief that education should ensure that each generation does better than their parents. Triumph Trust aims to ensure that every child's potential, skills, talents and choices determine what they achieve not their background or the place in which they grew up. Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our core values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all DP leave us:

1. Achieving in line with age expected peers in reading, writing and maths.
2. Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
3. Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

Challenges

Challenge number	Detail of challenge
1	At least 40% of our pupils have experienced trauma in their lives due to adverse childhood experiences (e.g. poverty, crime, breakdown of family structure, bereavement, parents dependent on alcohol or drugs, poor parental mental health) as a result our DP attain less well than their peers. We want them to make accelerated progress through high quality teaching and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve.
2	<i>Low levels of language acquisition on entry to school (54% arrive at school with language levels below typical, 62% below in self regulation, 100% below in number and writing and 88% below in reading skills).</i>
3	Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital. Pupil's low development of oral language is directly linked to limited exposure to literature.
4	Those pupils who are persistently absent are PP pupils and their lower than typical attendance and punctuality impacts on their attainment, reducing their hours spent in school causing them to fall behind on their peers, resulting in a lack of aspiration and creating a sense of hopelessness
5	For a large% of PP pupils, parental engagement with school is limited due to parents perception of school and its purpose, this has been acerbated by the pandemic (e.g attendance at Parents' Evening, attending workshops, ensuring that their child attend an after school intervention / club or hearing their children read at home). This has a detrimental effect on their academic progress to that of their peers. (Particularly middle and higher attaining children.)

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
All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<ul style="list-style-type: none"> - DP make accelerated progress and gap in attainment between DP and non DP closes. - 70%+ of DP at AE standard July 22 - Year group and class teachers meet termly targets for DP progress and attainment.

<p>DP children will achieve in line with their peers in reading.</p>	<ul style="list-style-type: none"> - DP children read regularly at both home and school and develop a love of reading (at least 3 x week) - Reading outcomes for all and DP are in line with national.
<p>DP children have attendance in line with peers.</p>	<ul style="list-style-type: none"> - Attendance of DP pupils is 96% - Parents ensure children attend school on time and have good attendance (96%+)
<p>Full engagement of DP parents/carers at school events such as parents evening, reading/maths mornings and SATS meetings increase.</p>	<ul style="list-style-type: none"> - 95% DP parents attend 1:1 meet with staff - Thrive targets are met and specific targeted children's SEMH is improved. - All children and families know strategies to support well being. - All parents that are offered engage in family Thrive and Thrive action plans. - Parents ensure children attend school on time and have good attendance (96%+)
<p>DP children have high aspirations for their future.</p>	<ul style="list-style-type: none"> - DP make accelerated progress. - DP parents attend 1:1 parents events and complete homework

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Feedback</i>	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+6mths progress) for DP.	1,3,5
<i>Metacognition</i>	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	1,3,5
<i>Intrinsic motivation</i>	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	2,3,4,5
<i>Early Years Education Development Trust</i>	CPD to support practitioners to develop and improve the low levels of language of DP children with aged 2-4years of age	1, 2,5
<i>CPD leadership</i>	Ensuring that raising attainment of DP is a whole school priority, all leaders are effective in their ability to drive improvement in order to impact on outcomes.	1, 2, 3, 4, 5
<i>ECT CPD</i>	Ensuring that raising attainment of DP is a whole school priority, all ECT are effective in their ability to ensure all DP make strong progress, in order to impact on outcomes.	1,2
<i>Reading comprehension and assessment strategies</i>	Education Endowment Foundation confirms effective CPD in the teaching of and development of reading strategies that transforms teachers practice has high impact (+6mths progress) for DP.	1, 2, 3, 4

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

Budgeted cost: £154,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightening Squad 1:3 reading intervention (daily x 6weeks) £2,490	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,5
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable) £35,000	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Maths fluency (1:1 tutorial 2xweekly 1hour) £3,400	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,4
Early literacy skills – NELI (1:3 daily) £9,000	Education Endowment Foundation, DfE confirms that oral language interventions has high impact (+6mths progress) for DP.	1,2,3,4,5
Mastering number (whole class intervention on fluency)	Education Endowment Foundation, DfE confirms that mastery learning has high impact (+5mths progress) for DP.	1,4

Speech therapy intervention (1:1) £10,000	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Low Attainment intervention (daily 1:10) £25,000	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Peer tutoring through feedback and success criteria £0	Education Endowment Foundation, DfE confirms this has high impact (+5mths progress) for DP.	4,5
Teaching assistant intervention number and reading fluency (1:5 x 5pm) £70,000	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	1,2,3,4,5

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Thrive (6 x 2hrs) support with families to promote effective social and emotional mental health £3,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
<i>Blossom (Intensive Thrive)</i> £45,000	Education Endowment Foundation, DfE confirms social and emotional learning has high impact (+4mths progress) for DP.	1,5
<i>Young carers</i>	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Direct work (1xweek) with learning mentor	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5

Total budgeted cost: £262,890

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

This strategy, despite the pandemic, had good impact. We ensured DP engagement, resources directed to support DP access, additional school support to promote home learning challenge. Good engagement and accelerated progress during the autumn term 2020-21 and following the lockdown in the summer term 2020-21 ensured that the gap between all pupils and DP did narrow but this now needs to be accelerated further to ensure that they leave primary school with outcomes in line with all non DP.

	Desired outcomes – measured by	Outcome and impact
A	Improved parental engagement in all events across school. A reduction in behaviour incidents and FTE for DP students. Through curriculum provision create learners who are confident, resilient and independent.	Ofsted 2020 – 2021 stated our curriculum ensured pupils made accelerated progress. 2019 -20 end of year attendance in line with national (all pupils and DP) Reduction in FTE (only 1 FTE in 2020 - 21)
B	DP children will make accelerated progress in order to achieve in line with their non-DP peers across the curriculum.	All DP children made good progress in Reading, Writing and Maths across school however, the pandemic has disproportionately affected DP, the gap needs to close further between all pupils and DP pupils.
C	DP children will read consistently at home, have access to high quality interventions and, as a result, achieve in line with their peers.	Y2 phonics showed DP closing the attainment gap with All pupils. Stability in results which means that DP are below all pupils in reading and writing. As a result, fluency in reading and maths will be embedded across the school.
D	DP children have attendance in line with peers and have rich extra-curricular opportunities thus improving future aspirations.	Some improvement in PAs (in line with national) attendance. Continued focus on reducing PAs across school.

Externally provided programmes

Programme	Provider
Lightening Squad 1:3 reading intervention (daily x 6weeks)	Fisher Family Trust
Early Reading skills (1:1 daily 20% and target children, additional phonics in timetable)	RWInc
Maths fluency (1:1 tutorial 2xweekly 1hour)	3 rd Space Maths
Early literacy skills	NELI
Mastering number (whole class intervention on fluency)	Maths Hub
Family Thrive (6 x 2hrs) support with families to promote effective social and emotional mental health	Thrive
Direct work (1xweek) with learning mentor	Thrive
Speech therapy intervention (1:1)	SALT

Further information

Through our curriculum and our provision our priority is to ensure all children are inspired, motivated to learn and ambitious for their future. To support this drive we have allocated additional resource:

- *Close learning partnership between the 2 schools within the MAT, to share best practice, review provision and hold each other to account for the progress of DP.*
- *We ensure that all use of funds and intervention is underpinned by research and a secure evidence base of impact*
- *A pastoral strategy that develops a child personally and academically, ensuring that the impact of adverse childhood experiences are mitigated and minimised*
- *Relational approach to safeguarding and behaviour management weaves through the whole curriculum enabling children to self regulate and effectively engage in learning*
- *A PSHE curriculum that teaches children how to learn effectively, how to self regulate and how to manage their physical and mental health*
- *11B411 enrichment curriculum that ensures that all children within the schools within the MAT have opportunity to grow in social confidence, as communicators and creative thinking through specific extra curricular opportunities*
- *Inspire to aspire half termly events to develop the children's understanding of the world beyond education, setting themselves goals for their future.*