

Pupil Premium Strategy Statement (Courthouse Green Primary)

Metric	Data
Courthouse Green	Primary School
Pupils in school	676
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£236,720
Academic year or years covered by statement	2021- 2023
Publish date	01 September 2021
Review date	01 September 2023
Statement authorised by	Sarah Malam
Pupil premium lead	Bindi Chauli
Governor lead	Carmen Hibbert

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.5
Writing	-0.2
Maths	-2.8

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	49%
Achieving high standard at KS2	8%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure staff have received paid training to deliver the RWINc, NELI, Shine, 3 rd Space learning and Mastering number programmes effectively.
Priority 2	All teachers deliver learning that is specific so that children know what they are learning and what they need to do to improve.
Barriers to learning these priorities address	Inconsistency in the regularity and delivery of the research based interventions.
Projected spending	£47,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average (0) progress scores in KS2 reading (1.0) for all pupils including DP	Sept 23
Progress in Writing	Achieve above national average (0) progress scores in KS2 reading (1.0) for all pupils including DP	Sept 23
Progress in Mathematics	Achieve above national average (0) progress scores in KS2 reading (1.0) for all pupils including DP	Sept 23
Phonics	Achieve above national average expected standard in PSC for all pupils including DP	Sept 23
Other	Improve attendance of disadvantaged pupils to above national average (95.1%)	Sept 23
Other	Improve DP parents attendance at parents meetings and at Inspire to Aspire reading events	July 22

Remember to focus support on disadvantaged pupils reaching in line with national in Reading and Writing at the end of YR, Y2 and Y6 (2019) and above the expected standard in phonics check at end of Y1 and in line in Maths at the end of Y2 and Y6 (2019).

Measure	Activity
Priority 1	Ensure staff have received paid training to deliver the RWINc, NELI, Shine, 3 rd Space learning and Mastering number programmes effectively.
Priority 2	All teachers deliver learning that is specific so that children know what they are learning and what they need to do to improve. Higher level vocabulary and precise writing feedback ensures the development of sentence structure, punctuation and application of skills to promote coherence and fluency.
Barriers to learning these priorities address	Inconsistency in the regularity and delivery of the research based interventions.
Projected spending	£47,000

Targeted academic support for current academic year 2021 - 2022

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (3 rd Space Learning)
Priority 2	Provide writing intervention through weekly small group conferencing for disadvantaged pupils
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness. Range of vocabulary to develop impact of writing on the reader.
Projected spending	£25,000

Wider strategies for current academic year – Improve the attendance of DP pupils to be closer to national (96.1%)

Measure	Activity
Priority 1	Creating and embedding Family Thrive
Priority 2	Sharing a part-time Mentor with partner schools to support pupils achievement of their learning goals
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£32,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups and monitor impact	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups (Summer 2022)
Wider strategies	Engaging the families facing most challenges	Use of Family Thrive programme and Thrive action plans to target attendance

Review: 2019 – 2021 outcomes

Improvement Focus		
	Desired outcomes – measured by	Outcome
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.	0 FTE 2020 – 2021 End of year attendance in line with national (all pupils and DP)
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. Gap needs to close 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 (below reading and writing). As a result, fluency will be embedded across the school, to ensure we meet the aim.
D	DP children have attendance in line with peers and have rich extra-curricular opportunities thus improving future aspirations.	Some improvement in PAs and in line with national attendance. Continued focus on reducing PAs across school.

