

**Courthouse Green Primary School**  
**'Doing our best to be our best'**

**Pupil Premium Strategy 2016 - 2017**

**PURPOSE**

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Headteachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After Pupils. The level of premium per pupil in 2016-2017 is £1320 per pupil per academic year.

At Courthouse Green Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body use the progress of individual pupils as our first starting point when allocating additional resource to support pupils' progress. We believe strongly that the best intervention that can be provided for a child is through focused assessment and targeted support from their class teacher. Through the use of targets and very focused marking we help all of our pupils to understand what it is they are doing well and what they need to do to improve further.

We have high aspirations and ambitions for our children and we believe that no child should be allowed to underachieve. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to achieve well, whatever their starting point. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. For many children in our school community who are deemed disadvantaged we are also very aware of the impact of low esteem and poor social and emotional well being can have on their academic achievement.

**KEY FACTS**

- The School is a "Growth Mindset School" a positive learning culture and belief that through hard work and effort we can achieve exists in all classrooms
- Behaviour in school is exemplary
- Our school motto 'Doing our best to be our best' reflects our high expectations of the whole school community
- As Ofsted (2013) noted, "Disadvantaged pupils make good progress because extra funding is used effectively and gaps in attainment are closing in all subjects". This good progress has continued to improve
- Year on year improvement in outcomes at the end of EY and KS2 irrespective of the very low starting points that our children enter school with. Increased percentages of children working at age related expectations and the gap between disadvantaged pupils and their peers has closed considerably over time.
- Earlier intervention in place from EYFS onwards to support writing outcomes (additional adult to child ratio, introduction of the WELCOMM programme and provided 1:1 tuition across EY and KS1 in phonics).
- Phonic test outcomes at the end of Y1 in line or above national average
- We now have 2 year old provision to provide early language support to challenge early underachievement for those children who are from disadvantaged homes
- Improved attendance (now in line with national with low PAs) as a result of targeted intervention
- Courthouse Green is now a first school of choice with all year groups full.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community to support all pupils and families in need of help.
- Thrive, Nurture, Forest School and Sensory provision support our children with social, emotional needs.
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Award (Silver); Anti Bullying Award;
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit interventions, within school variance and Carol Dweck's Mindsets

## **ALLOCATION OF FUNDS**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium funding is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

## **KEY PRINCIPLES**

### ***Building Belief***

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### ***Analysing Data***

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective ***Identification of Pupils***
- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our year and senior leaders to:

- Provide high quality CPD
- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise

### ***Increasing learning time***

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning

- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Recognising and building on children’s strengths to further boost confidence

**Going the Extra Mile**

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

**IMPACT of FUNDING**

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS. To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents’ meetings to support them in helping children at home.

**Attendance**

	2014		2015		2016	
	Sch	Nat	Sch	Nat	Sch	Nat
% PA 15%+	5.3	2.8	2.8	2.7	1.8	
% PA 10%+	11.6	9.1	8.7%		5.8	8.8
%overall absence	4.5	3.9	4.1	4.0	3.8	3.9
%overall attendance	95.5	96.1	95.9	96.0	96.2	96.1

- Improved attendance – upward trend
- Persistent absenteeism for the whole school in 2016 was 5.8% (decreasing year on year) and below National
- Overall whole school absence 2016 was 3.8% (below National 2016%)
- The attendance for disadvantaged pupils was 95.4% (N=94.3%) compared to 96.6% (N =96.4%) for other pupils
- Overall whole school attendance 2016 was 96.2% (including Reception) excluding Reception it was 96.5% (0.4% above National)

**% EY achieving Good Level of Development (GLD)**

	Courthouse Green % GLD (all)	National % GLD (all)
Overall	59%	69%
Boys	47%	
Girls	68%	
Disadvantaged	67%	
Non- Disadvantaged	53%	

- GLD has **increased** by 2% from 2015, continuing **upward trend** (this is with one child removed for significant cognitive delay)
- 2016 maintained the **reduced difference** between school and national GLD, -9%. (2013 27%, 2014 10%, 2015 8.4%, 2016 9%)
- A significant difference between boys and girls remains -21% between boys and girls although national difference in 2015 was -25% with girls attaining **higher**.
- Disadvantaged children **achieved** a higher % at GLD +7% against all cohort. This has **reduced** the difference between disadvantaged children and national all children to -2%.
- Good level of development for disadvantaged children has **increased** from 42% 2015 to 67% 2016. The difference between disadvantaged and all national has **significantly decreased** 2015 24% and 2016 2%.
- Due to the impact of targeted intervention and strategic use of Pupil premium funding disadvantaged pupils made outstanding progress with a higher % attaining GLD.

### % Key Stage 1 pupils working at the Expected Level 2016

%	Reading			Writing			Maths		
	All Pupils	Disad	Non Disad	All Pupils	Disad	Non Disad	All Pupils	Disad	Non Disad
37%	72%↑	62%↑	71%↑	67%↑	59%↑	70%↑	68%↑	59%↑	73%↑

### % Key Stage 2 pupils working at the Expected Level 2016

Reading			Writing			Maths		
All Pupils	Disad	Non Disad	All Pupils	Disad	Non Disad	All Pupils	Disad	Non Disad
57%	64%	47%	68%	72%	55%	61%	64%	69%

### Diminishing the difference of Disadvantaged pupils (School v National)

KS1	School Difference	National Difference
Reading	-10%	-17%
Writing	-15%	-18%
Maths	-25%	-18%

Phonics	School difference	National difference
Year 1	-3 %	-14%
Year 2	-6%	-7%

This demonstrates good impact of targeted pupil premium spending

### IMPACT OF EXPENDITURE (July 2016)

This has had significant impact on progress across school:

The overall effectiveness of the school is **outstanding** as a result of the highly effective curriculum which enables teaching and use of assessment to have outstanding impact on the learners of this school ensuring that they are closing the gap with national (despite their very low starting points) for all groups particularly those pupils who are disadvantaged demonstrating very good impact of Pupil Premium funding (particularly additional funding to support Y6 intervention, Y2 and Y1 RWI and Y2 Maths). Teaching and provision across the school through EY to Y6 enables pupils to make **outstanding** gains in their learning.

Financial year	% of FSM Pupils	Number of FSM pupils eligible for PP	Number of CLA pupils eligible for PP	Number of Service pupils	Total funding available
2014	46%	250 @ £953	3 @ £953	NONE @ £300	£241,109
2015	42%	251 @ £1300	1 @ £1900	NONE @ £300	£328,200
2016	39.7%	237 @ £1320	0 @ £1900	NONE @ £300	£312,840

### Key expenditure - Investment for this academic year (2016/2017)

Description	Cost	Purpose of intervention	Previous / Expected Impact
RWInc Y1 and Y2, BLAST EY and Welcom Language intervention SP 2 x p.m. Th 3 x p.m.	£12,681	Target those children who have not yet passed the Y2 retake or who 'just' passed Y2 test to enable them to catch up with ARE or whom start school behind ARE	Outstanding progress in EY in Reading and % who pass phonic screen test is inline with national ARE
Maths - Every Child Counts (Teacher)	£9,951	Work with pupils in Y2, Y3 and Y4 who lack confidence in maths and need support to apply learning	Intervention in Y2 2014-15 had good impact (% at ARE increased)
Nurture group teacher	£33,564	Children who are at risk of underachievement due to social and emotional barriers to learning identified through Thrive online Assessment as being below the expected development band for their age.	Evidence supports that Nurture provision increases self esteem and improves attendance and learning behaviours.
Nurture group TA	£17,568		
Beanstalk volunteer readers Y5	£1,180	To develop reading stamina, reading for meaning and reading with a range of reliable decoding strategies.	Pupils making outstanding progress in reading. 13% increase in proportion of pupils working at ARE in reading.
Sat's Booster – Reading and Maths	NIL COST	To develop reading stamina, reading for meaning and reading with a range of reliable decoding strategies. Application of maths strategies to solve problems – Staff voluntarily run this	Progress of Disadvantaged pupils better than that of Non Disadvantaged pupils demonstrating good impact and the school closing the gap and increasing the % working at ARE in Reading and Maths.
55% Cost of non-teaching Assistant Heads x 2 (1 is SENCO – 1 Yr Coach)	£65,450	Ensure SEN provision matches need  Support new teachers to develop strategies that enable learners to make at least good progress	SEN pupils making Good progress in Reading and Maths. Y5 Disadvantaged pupils making Good / Outstanding progress in Reading, Writing and Maths. NQT and TF trainees successful 1 <sup>st</sup> year
Clinical Psychology Service	£7,500	Support for SENCO and provision that enables all pupils to access learning	SEN pupils making Good progress in Reading and Maths.
Counselling Service (1 day per week)	£6,010	Individual pupils invited to attend breakfast club were appropriate – ie for attendance issues,	Improved behaviour and engagement of Disadvantaged pupils across school which is reflected in the good / better progress in all year groups  Attendance/behaviour/well-being of PP pupils in-line with non PP
CAF co-ordinator plus Learning Mentors (4)	£154,272	Learning mentors to target PP pupils in all areas of their work to support the narrowing of the gap for these pupils, specifically targeting PP pupils who are also identified as vulnerable pupils	
After School Clubs	£3,000		
Contribution to the costs of providing breakfast club	£5 000		
Subsidise visit for enrichment (Art Gallery/Theatre) to raise aspiration	£6,000		
Pupil Premium cost centre for on-going intervention needs – bus pass, Home learning support and Young Carers	£5,000		
Additional LSA hours (Yr1 + Rec) to target individual pupil need, including resources and planning time. KS2 LSA daily Wobbly Wallet Time	15,551	Research states that early intervention has the best impact	Increased percentage at ARE
Speech Therapy 1-1/small group intervention	£10,095	Target low communication levels in EY + across school through speech therapy	Improved communication and language understanding
1-1/small group reading intervention - EY – Yr3	£22,980	Ensure 90% + pupils pass phonics screen test	Phonic screen test catch up and phonic screen test pass
<b>Total</b>	<b>£375,802</b>		