

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 A school.

School overview

Detail	Data
School name	Court Lane Junior
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	24% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024- July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs L. Flitton, Headteacher
Pupil premium lead	Mrs J Sandy, Assistant Headteacher
Governor / Trustee lead	Ben Newell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,080
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	£ 147,080

Part A: Pupil premium strategy plan

Statement of intent

Our school serves a community where deprivation is increasing. Our families are often trying to overcome more than one complex barrier and we understand that a 'one size fits all approach' is not sufficient in meeting the needs of our disadvantaged pupils. Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils, including those who may have a social worker or are a young carer, to achieve that goal.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Everybody is responsible for our disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. We sustain good relationships and pastoral support for our families and ensure we know their needs well.

Our key principles within the strategy are to:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils through quality first teaching for all. High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Build life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- Promote a whole school ethos where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We ensure that there is support and intervention in place to help children to be successful.
- Know the children as individuals and nurture a positive relationship with the child and their family to ensure that they feel supported as well as challenged.
- Ensure all staff have access to high quality CPD and interventions for pupils will be well-chosen based on research and feedback.

Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning faced by disadvantaged pupils. Such as those who are also on the SEND register and/or EAL. This accounts for nearly half of our PPG eligible pupils in Sept 24.
2	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils (particularly prior middle attaining) is not consistently in line with their non-disadvantaged peers.
3	There are a disproportionate number of children who are eligible for pupil premium and are also persistently absent (27%) this is compared to 11% of children not eligible for pupil premium.
4	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs there is an increased requirement for wellbeing, mental health and safeguarding support, including managing self-regulation difficulties. Referrals for emotional support have markedly increased in recent years. Proportionally more of our disadvantaged pupils require regular individual or small group support from our pastoral team compared to their non-eligible peers.
5	Limited cultural capital. Some disadvantaged pupils do not have equitable life experiences compared to their non-disadvantaged peers and are therefore unable to draw on and use them within the curriculum.

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
Improved attainment in Reading among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Reading is in line with National or our non-disadvantaged pupils, whichever is higher.
Improved attainment in Writing among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Writing is in line with National or our non-disadvantaged pupils, whichever is higher.
Improved attainment in Mathematics among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Mathematics is in line with National or our non-disadvantaged pupils, whichever is higher.
Improved attendance for persistently absent pupils	Attendance at least in line with non-pupil premium eligible pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Ensure all pupils receive challenging QFT to meet their needs through high quality CPD and development.	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> <p>Ordinarily Available Provision Portsmouth Education Partnership (PCC 2022)</p>	1,2,3	
Development of Maths mastery to secure and deepen their understanding	<p>DFE approved scheme for the teaching of maths</p> <p>Approach recommended by many EPs</p> <p>EEF – guidance report improving Mathematics in Key Stage 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Engagement with Solent Maths Hub and PEIA strategy.</p>	1,2,3	
CPD - research based adaptive teaching (Trust based development programme)	<p>Adaptive Teaching</p> <p>EEF blog</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p> <p>Trust symposium articles</p>	1,2,3	
CPD for teachers and TAs relating to strategies that will meet the needs of vulnerable and disadvantaged pupils	<p>EEF guidance report: Making the best use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>SEND code of practice</p> <p>At our school everybody is responsible for our disadvantaged pupils and we are all</p>	3,4	

Weekly TA and weekly Pastoral team meetings to share good practice and highlight areas of need in a timely manner so that emerging needs are quickly identified and addressed.	committed to meeting children's individual pastoral, social and academic needs within the school environment. We sustain good relationships and pastoral support for our families and ensure we know their needs well. In our experience to do this we need regular meetings to share good practice and strategies.		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Small group teacher led same day intervention focusing on misconceptions in lessons.	EEF shows +4 months progress and a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2	
Phonics catch up for pupils falling into the lowest 20% of readers.	The Reading Framework:DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2	
Bespoke teaching for children working pre-key stage.	EEF shows +4 months progress and a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2	
TAs working in the classrooms – supporting children and enabling children to learn alongside their peers.	Targeted to specific children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional interventions have a positive impact on average 4 months progress over an academic year - EEF	1,2,3,4	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates (termly)
To provide emotional, pastoral and positive well-being support including: Loss and Bereavement Lego Therapy Drawing and Talking	Social and emotional interventions have a positive impact on average 4 months progress over an academic year - EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Relational and Restorative Practice https://relationalschools.org/ 4	3,4	
Provision of OPAL to support pupils at lunchtime	Teaching and Learning Toolkit: Social and Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Guidance report: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,4	
Mental Health Support Team consultations SLT/Pastoral Team.	EEF – wider strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3,4	
Positive handling training.	‘When the Adults Change’ Paul Dix (2017) ‘We believe all adults must be fully engaged in managing and modifying behaviour. Everybody is trained to an exceptionally high standard so around the site, nobody walks past.’	3,4	
Curricular and extra-curricular opportunities for targeted pupils and forest school	Cultural Capital research https://www.anewdirection.org.uk/research/cultural-capital	3,4,5	

Provision of laptops/iPads in class enabling catch up sessions and use of intervention programmes.	Using Digital Technology to Improve Learning: Evidence Review https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,2,3	
Relational and restorative practice embedded across the school community.	Relational and restorative practice https://relationalschools.org/ EEF Guidance Report – Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Teaching and Learning Toolkit: Metacognition and Self-Regulation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3,4	
Contingency fund for acute issues.	EEF – Guide to Pupil Premium – tiered approach - wider strategies https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Based on previous experiences and those of similar schools, we have identified a need to set aside funding to respond quickly to needs that have not yet been identified. Also many of the children lack life experiences (cultural capital), which would support their learning. This will avoid them missing out or feeling different.	4,5	

Total budgeted cost: £

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 2023 to 2024 academic year and summarises the impact of the three-year strategy Sept 2021- July 2024.

At the end of the 2023-2024 academic year, summative teacher assessments were made for every pupil in every year group in Reading, Writing and Mathematics. Pupils in Year 6 completed SATs tests for Reading, Grammar, Punctuation and Spelling and Mathematics.

Summative and formative assessments were carried out throughout the year based on the needs of individual cohorts and groups.

ARE

Subject (number in cohort)	National (National Disadvantaged)	School (119)	Disadvantaged (26 – including 5 who did not take any SATs tests)
Reading	74%	70%	50%
Writing	67%	72%	54%
Mathematics	73%	60%	31%
GPS	72%	64%	46%
Combined Reading, Writing and Mathematics	61% (45%)	50%	23%

GDS

Subject (number in cohort)	National (National Disadvantaged)	School (119)	Disadvantaged (26 – including 5 who did not take any SATs tests)
Reading	28%	24%	12%
Writing	13%	3%	0%
Mathematics	24%	18%	19%
GPS	24%	32%	8%
Combined Reading, Writing and Mathematics	8% (3%)	1%	0%

Bespoke teaching for pupils not able to access the Key stage 2 curriculum has resulted in progress up the PK levels and retention of basic skills taught for these pupils. This accounts for

three of the pupils in Year 6 who are eligible for Pupil Premium. A further two Year 6 pupils eligible for Pupil Premium were absent for all of the KS2 tests.

The implementation of Maths No Problem has provided a common language, understanding and toolkit for learners. Same day intervention has made it possible to address gaps and misconceptions in a timely manner in reading, writing and mathematics.

The intended outcomes of the three-year strategy were to improve outcomes in reading, writing and mathematics among disadvantaged pupils and to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

These outcomes have been relentlessly pursued and the progress of individual pupils has been positive. This can be demonstrated by their increased engagement with learning and the small steps academic progress that they have achieved (in line with their complex needs). There are some pupils for whom the intended academic outcomes have not been seen as rapidly as hoped. This has often been where emotional wellbeing needed to be secured before learning could progress. The school's Ofsted report (June 2024) said:

'Reading is at the heart of this thriving school. Staff expertise has been prioritised, ensuring that pupils who struggle receive effective help. Pupils learn to become fluent and confident readers.'

'Pupils achieve in line with the national average in English and Mathematics, and disadvantaged pupils achieve well.'

'...well-being is valued highly across the whole school community. As a result, pupils are flourishing in this forward thinking and inclusive school.'

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle
Maths - No Problem!	Maths - No Problem!

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of a Military families club where children participated in activities to find out more about where their parents were deployed, prepared for Armed Forces Day and took part in Remembrance Day commemorations.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils had a shared understanding of what it was like to be part of a service family. They had space to express their thoughts and emotions with others in the group.