

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Court Lane Junior
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	26% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs L. Flitton, Headteacher
Pupil premium lead	Mrs K. Reynolds, Deputy Headteacher
Governor / Trustee lead	Glynis Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,285.00
Recovery premium funding allocation this academic year	£16,095 (tbc)
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	£195,380 (tbc)

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 strategy is also integral to wider school plans for education recovery for all.

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 will identify barriers to learning and ensure that there is support and intervention in place to address and mitigate these barriers.
- 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	<p>Multiple barriers to learning faced by disadvantaged pupils. Such as those who are also on the SEND register and/or EAL. This accounts for 49% (60) of PP pupils in Sept 21.</p> <p><i>This number remains the same in Jan 23 and July 23</i></p>
2	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils (particularly prior middle attaining) is significantly below that of non-disadvantaged pupils in Reading, Writing and Mathematics.</p> <p>Analysis of our baseline data, on entry to year 3 (Sept 2021) shows there is a gap between our disadvantaged and non-disadvantaged pupils beginning their KS2 curriculum on track for ARE of 27% in Reading, 22% in Writing and 31% in Mathematics.</p> <p><i>Sept 22 Y3 baseline gaps between disadvantaged and non-disadvantaged pupils: 38% in Reading, 38% in Writing and 39% in Mathematics</i></p> <p><i>July 23 Y3 gaps between disadvantaged and non-disadvantaged pupils: 45% in Reading, 37% in Writing and 45% in Mathematics</i></p> <p>In previous years, this gap has not sufficiently diminished by the end of KS2.</p>
3	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially for our prior middle attaining pupils in core subjects.</p>

4	<p>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.</p> <p>Our knowledge of and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, and can have a negative impact on their attainment.</p> <p>Referrals for emotional support have markedly increased during the pandemic. Currently, 21% of our disadvantaged pupils require regular individual or small group support from our pastoral team compared to 11% of their non-disadvantaged peers.</p>
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.	<p>Percentage of pupils attaining ARE and GD in Reading is in line with National or our non-disadvantaged pupils, whichever is higher. Targets: 91% ARE, 49% GD</p> <p>2023: ARE all 75%, disadvantaged 65% GD all 21%, disadvantaged 19%</p>
Improved attainment in Writing among disadvantaged pupils.	<p>Percentage of pupils attaining ARE and GD in Writing is in line with National or our non-disadvantaged pupils, whichever is higher. Targets: 87% ARE, 24% GD</p> <p>2023: ARE all 74%, disadvantaged 68% GD all 11%, disadvantaged 8%</p>
Improved attainment in Mathematics among disadvantaged pupils.	<p>Percentage of pupils attaining ARE and GD in Mathematics is in line with National or our non-disadvantaged pupils, whichever is higher. Targets: 89% ARE, 35% GD</p> <p>2023: ARE all 73%, disadvantaged 65% GD all 21%, disadvantaged 11%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • fewer adults required to focus solely on supporting these aspects of school life • an increased ability to self-regulate.
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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: £ 65,250

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Ensure all pupils receive challenging QFT to meet their needs through 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 2018)</p>	1,2,3	<p>Focus in Autumn term on CPD for curriculum provision. Subject leaders ensuring the content of each unit meets NC requirements and providing an example of lesson planning for a unit. OAP document has been updated and distributed to all staff. This includes hyperlinks for ease of use.</p> <p>Monday monitoring by YL and whole school moderation and CPD activities has identified areas of strong practice and opportunities for development of individuals.</p>
Development of Maths No Problem so that pupils are able to use journaling effectively 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>	1,2,3	<p>Maths No Problem is used throughout the school. Maths leader attended Maths No Problem National Conference.</p> <p>There is increased fidelity to the scheme and more emphasis is being put on using the textbooks to support teaching. AIP visit identified clear strengths and next steps for SL to implement.</p>
CPD - research based Teaching Sprints so	<p>'Teaching Sprints' Simon Breakspear and Bronwyn Rylie Jones (2020) – page 1</p> <p>'We now know that professional learning has a better chance for being</p>	1,2,3	<p>A feedback and marking sprint is in progress. Led by GB.</p> <p>A new feedback and marking policy has been</p>

that a small mindful shift in practice can secure a better outcome for pupils.	effective if it's school-based, job-embedded, sustained over time and supported by local school leadership.'(Cole, 2012; Cordingly et al., 2015 ; Timperley et al., 2007)		developed as a result of this and staff are implementing it to improve the outcomes of all pupils.
Continuing increased ELSA support in the classrooms 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.	EEF guidance report: Making the best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants SEND code of practice At our school 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. In our experience to do this we need regular meetings to share good practice and strategies.	3,4	ELSAs work in the classrooms in each year group during the morning sessions to identify trigger points and regulate behaviour before it escalates. Weekly pastoral meetings provide the opportunity for the whole team to discuss which pupils may benefit from support from MHST (Mental Health Support Team). Similarly, all of the team are able to share the progress of the pupils they are working with on a regular basis. The impact of this has been that pupils are more ready to learn when they are in the classroom and that the learning of others in the class is not impacted by the needs of pupils requiring pastoral support.
Additional release time for Mathematics Subject Lead to develop planning and assessment across the school by co-planning, modelling, reviewing teaching and learning and providing CPD for support staff as well as teachers.	EEF Guide to Pupil Premium – tiered approach – https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Teaching is the top priority. The subject lead works alongside staff to strengthen teaching and planning. Maintain a curriculum that continues to be broad and balanced for all pupils EEF – Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,4,5	Maths leader is co-planning with maths planners from two year groups each week. From Maths leader's analysis: Maths planners have a clear understanding of the Maths No Problem scheme and how to deliver this. Maths planners support teachers in planning meetings and go through planning. Deliver PDM re Fluency vs Automaticity, key messages regarding MNP and the lesson structure. Regular discussions regarding lesson structure and how to support objectives within a unit. Implementing increased use of MNP textbooks to generate

			more discussions with peers to further develop mathematical reasoning and further develop mathematical thinkers. Interventions to pre-teach key learning or same day intervention during reading time to address misconceptions.
Participation in Inclusion Conference.	<p>Pooky Knightsmith – Key Note Speaker – ‘Be the change you want to see’</p> <p>Marie Gentles OBE - Making School a Place all children want to be.</p> <p>Supporting wellbeing and attendance for our most vulnerable pupils.</p>	1,2,3,4,5	Inclusion Conference attended by SEND leader. Awareness of emotional school-based avoidance and how to support this.

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

Budgeted cost: £ 65,250

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	This has been established in most classes (phonics is being taught by 3 members of staff at this time). Monitoring has been undertaken by academic mentor.
Intensive and high quality teacher led tutoring for individuals and groups in English and Mathematics.	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	In the Autumn Term this has been focussed on Y6 pupils who are just below the expected standard. This continued into the Spring and Summer term in Y6
Phonics catch up for pupils in Y3 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	Phonics (using the scheme Little Wandle) is taking place in small groups every day in Y3. This has continued across the year. English Leader has reported that at least 4 pupils in Y3 have now successfully completed the programme. On average, every child that has done the intervention has made 11 months progress in 8 months.
Use of Lexia programme to target pupils not yet secure in basic literacy skills so that they can access the full curriculum	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	1,2	Lexia use has been monitored by English leader. There have been some technical issues that reduced impact in the Autumn term – these have now been resolved. By the end of the year, and through ongoing monitoring the impact of

offer independentl y at an age appropriate level.			the Lexia programme has been more limited than expected. The intervention will continue, with adaptations until the end of 2023(current package) and will then be re-evaluated before continuing.
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	Former SENCO is providing a 'skills for life' curriculum for a group of 3 Y6 pupils working below and just into the KS2 curriculum. This allows the class teacher to focus on prior middle attaining disadvantaged pupils who are a group known to be at risk of not achieving ARE at the end of KS2.
ELSAs 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	The impact of ELSAs working alongside pupils in the classrooms has been better engagement with learning for some pupils and the opportunity to regulate other pupils to reduce the amount of lost learning time. The impact of this will take longer to be seen in academic outcomes.

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

Budgeted cost: £ 64,880

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates (termly)
ELSA support in each year group. To provide emotional, pastoral and positive well-being support including: Loss and Bereavement Lego Therapy Pets as Therapy.	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 'When the Adults Change' Paul Dix (2017).	3,4	ELSAs have worked on bespoke 6 week programmes with pupils across the school. The impact of this has been seen in the improved ability of the pupils to engage with learning. There has also been support for pupils going through a bereavement and engagement with Lego therapy.
Provision of pastoral team 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	There is a member of the pastoral team on the playground at lunchtime to quickly identify and support pupils who find unstructured times of the day challenging. This includes modelling play activities and restorative conversations if disagreements or unsafe play occurs.
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	Regular meetings held between MHST and pastoral leader / SEND leader / DHT to identify pupils to work with MHST team and to suggest strategies for school staff to employ with other pupils.
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	Rescheduled for next academic year.

Curricular and extra-curricular opportunities for targeted pupils	Cultural Capital research https://www.anewdirection.org.uk/research/cultural-capital	3,4,5	Opportunities have been sourced and all eligible families have been informed of activities available to them.
Laptop loan scheme: Use of laptops at home with IT support. The long term loan of digital devices to pupils to develop digital equity.	Using Digital Technology to Improve Learning: Evidence Review https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Experience shows children who had laptops from school during the COVID lockdowns were engaging in the work set and had a positive impact on the pupils.	1,2,3	We currently have no laptops out on loan.
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	Laptops and ipads are allocated across the school to support daily use of intervention packages – in particular TTRS and Lexia.
Learning behaviours – 3Rs (Ready, Respectful, Reflective) are promoted and reinforced throughout the school.	Paul Dix – ‘When the Adults Change’ (2017) – chapter 10 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	Merit certificates have been awarded and achievement celebrated based on these learning behaviours.
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	Funding has been used to support the payment towards trips Y5 planetarium £108.90 Y5 Viking visitor £15.40 Y4 residential Y6 residential

Total budgeted cost: £ 195,380

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 2022 to 2023 academic year.

At the end of the 2022-2023 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	School (119)	Disadvantaged (38)
Reading	73%	75%	65%
Writing	71%	74%	68%
Mathematics	73%	73%	65%
GPS	72%	79%	70%
Combined Reading, Writing and Mathematics	59%	59%	44%

GDS

Subject (number in cohort)	School (119)	Disadvantaged (38)
Reading	21%	19%
Writing	11%	8%
Mathematics	21%	11%
GPS	22%	19%
Combined Reading, Writing and Mathematics	7%	6%

The impact of the support of an ELSA in each year group is improved readiness for learning and engagement with lessons across the curriculum. There has been individual support to improve attendance for a small number of pupils who had been identified as missing learning due to late arrival or absence from school.

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.

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.

Use of teacher led tutoring to support small groups of learners in year 6 to work intensively to catch up and keep on track with their peers to reach the expected standard at the end of KS2 ensured that gaps did not widen and 67% (26) of pupils who worked in these groups attained the expected standard in reading, 69% (27) in writing, 62% (24) in mathematics and 44% (17) combined.

Quote from Challenge Partner Review March 23 - Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well:

‘...the deputy headteacher takes responsibility for disadvantaged pupils, including those from service families. This indicates the importance which the school places on supporting the most vulnerable pupils. Alongside the two leaders, the support team consists of pastoral workers, teaching assistants assigned to individual SEND pupils and four emotional literacy support (ELSA) staff, all of whom work with one specific year group and move up with the year group as pupils progress through the school. The comprehensive team is well-informed and works tirelessly to secure excellent provision for the most vulnerable pupils. The team has also undertaken much specific CPD, to build expertise which helps to best meet the needs of the most vulnerable pupils.

Pupil progress meetings have specific focus on SEND and disadvantaged pupils. In the comprehensive approach taken, year leaders initially work with class teachers, and then with the deputy headteacher who gains a useful overview of all pupils. The leaders will look at both academic and pastoral barriers to learning, and then cascade this information to the support team. This ensures that prompt and timely interventions are as effective as possible. Case study evidence highlights that vulnerable pupils are generally making good or better progress from their individual starting points.’

Externally provided programmes

Programme	Provider
Lexia	Lexia Learning Systems
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 additional ELSA and pastoral staff to provide support for pupils with increased SEMH needs. Provision of a Military Kids Club where children did activities to find out more about where 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?	Quote from Challenge Partners March 23: ‘Pupils from service families thrive in the school, with their own military club and special visits and events, such as a shared sports day with other service children and participation at the historic dockyard remembrance parade.’ Teachers and support staff reported improvements in wellbeing amongst these pupils.