

Principle:

Every child in our school will receive the very best of learning opportunities to enable them to achieve excellent personal and academic growth through a rich and challenging curriculum. Pupil premium funding will be used to target **and** support disadvantaged pupils to enable them to attain in line with their peers, challenging underachievement and ensuring increased % of PP pupils attain AE standards and at GD in Reading, Writing and Maths. PP intervention and funding has had good impact during 2017-18 as we have increased the % working at AE standard and Greater Depth.

1. Summary information					
School	Courthouse Green Primary				
Academic Year	2018 - 19	Total PP budget	£283,250	Date of most recent PP Review	n/a
Total number of pupils	700	Number of pupils eligible for PP	202	Date for next internal review of this strategy	Jan 2019

2. Current Attainment (Summer 2018 data)				
Phase of school	Pupils eligible for PP		All Pupils	
	Courthouse	National	Courthouse	National
Year R % Good Level of Development	48%	57%	65.6%	71.5%
Year 1 Phonics Screening Check	75%	73% (LA)	85%	82.6%
Year 2 Reading (AE)	77%	63%	76%	75.5%
Year 2 Writing (AE)	68%	55%	69%	70%
Year 2 Maths (AE)	63%	63%	70%	76%
% Achieving AE standard or above in Reading, Writing & Maths	58%	50%	61%	65%
% Achieving a High Score in Reading, Writing & Maths	0%	5.3%	5%	65%
KS1 to KS2 Progress score: Reading	+1.6	-0	+2.6	0%
KS1 to KS2 Progress score: Writing	+0.5	-0.5	+0.4	0%
KS1 to KS2 Progress score: Maths	+0.2	-0.6	+1.0	0%
Year 6 Reading AE standard	63%	64%	74%	75%
Year 6 Writing AE standard	74%	67.5%	74%	78%
Year 6 Maths AE standard	69%	64%	75%	72%
Year 6 Combined AE standard	62%	51%	61%	64%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	All pupils enter school with significantly lower than typical oral language/ phonic skills. For pupils eligible for Pupil Premium, oral language skills are lower than all other pupils. This will slow Reading progress and also limit their understanding of and range of vocabulary used when writing and responding to texts in subsequent years.
B.	A significant number of Pupil Premium children also have significant SEN which impacts on progress and attainment and % working at AE standard within each cohort.
C.	Social and emotional barriers to learning for a large number of children across the school (particularly white British pupils and disadvantaged pupils). This manifests itself in lack of confidence to tackle new learning positively, which has a detrimental effect on their academic progress and subsequent attainment.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	For a large% of PP pupils, parental engagement with school is limited. For example: 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.) Those pupils who are persistently Absent are PP pupils and their lower than typical attendance 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.
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4. Outcomes

	Desired outcomes – measured by	Success criteria
A.	Improved oral language and phonic skills in Reception, Y1 and improved vocabulary range and understanding and text awareness skills across school.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that we increase the % of PP pupils attaining GLD and PP pupils make accelerated progress from their starting points on entry.
B.	Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.	All Pupil Premium children with SEND will make expected or better progress, in line with their cohort peers.
C.	Social and emotional barriers lessened or removed.	More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning. Fewer behaviour incidents recorded for these pupils on the school system.)
D.	To increase parental engagement of PP children by all staff.	Greater amount of PP parents at school events. Attendance at specific Parent Workshops events to help them support their children. Increased % of PP reading at home 3 times a week (at least 75% of all PP). Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves in line with 'other' pupils to 96.5%. Particular focus on 13 specific children.

Previous performance of disadvantaged pupils

2016/2017																					
% of pupils making expected progress in English	% Disadvantaged pupils attaining AE in line with all pupils at Courthouse Green but below National and therefore not significantly closing the gap. Comparative % of Disadvantaged pupils attain AE standard in Reading, Writing and Maths.																				
% of pupils making expected progress in Maths	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>% All Pupils Age Expected Standard</td> <td>60%</td> <td>74%</td> <td>61%</td> </tr> <tr> <td>% Disadvantaged Pupils Age Expected Standard</td> <td>58%</td> <td>60%</td> <td>63%</td> </tr> <tr> <td>% All Pupils Progress</td> <td>-3.0</td> <td>-3.3</td> <td>-3.3</td> </tr> <tr> <td>% Disadvantaged Pupils Progress</td> <td>-3.0</td> <td>-4.1</td> <td>-3.7</td> </tr> </tbody> </table>		Reading	Writing	Maths	% All Pupils Age Expected Standard	60%	74%	61%	% Disadvantaged Pupils Age Expected Standard	58%	60%	63%	% All Pupils Progress	-3.0	-3.3	-3.3	% Disadvantaged Pupils Progress	-3.0	-4.1	-3.7
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<i>Include additional performance measures relevant to your school phase</i>																					

Current performance of disadvantaged pupils

2017/2018																					
% of pupils making expected progress in English	Significantly increased the % Disadvantaged pupils working at AE standards as a result of targeted intervention. Disadvantaged pupils make outstanding progress from their starting points in comparison to all schools in Coventry, Nationally and in the West Midlands.																				
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<i>Include additional performance measures relevant to your school phase</i>	<p>In the Phonic Screen test, at KS1 and at KS2 we have:</p> <ul style="list-style-type: none"> • Increased the % of Disadvantaged pupils working at AE standard • Ensured that there are more Disadvantaged pupils working at AE standards at Courthouse Green than there are Nationally • Ensured that Disadvantaged pupils make outstanding progress from their starting points and make better progress than Disadvantaged pupils nationally • Closed the gap with National between Disadvantaged and All other pupils 																				

5. Planned expenditure					
Academic year	2018/19				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A. Improved oral language and phonic skills in Reception, Y1 and improved vocabulary range and understanding and text awareness skills across school.	<ul style="list-style-type: none"> - Talk for writing - Teaching specific story vocabulary - Key literacy texts - Daily whole class reading - HOT questions to extend vocabulary - Teach sentence structure (verb, subject, agreement) - Teaching of vocabulary and idioms and use of Reading Detectives - Writing routeway - Spelling programme - Subject specific vocabulary 	<p>We have evidence that these interventions have been effective in narrowing the attainment gap – increase resource available.</p> <p>Identify the gaps in language using WELCOM screening, phonics test and below standard attainment and then target pupils individually / small groups, tracking progress</p>	<p>YR, AHT Interventions and RWINc lead will all ensure interventions happen as per action plan frequency, quality evidenced (feedback / amendments made if necessary) and track impact and progress.</p> <p>YGL ensure that the progress made in interventions is then demonstrated in class through book look monitoring.</p>	<p>Deputy Head</p> <p>LM</p> <p>BM (AHT)</p>	<p>Sept 18</p>
B. Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.	<ul style="list-style-type: none"> - Staff training on high quality feedback. - Staff training on developing oracy for all pupils in EYFS and reception Y1 from EYFS/Reception SLE. - Personalised intervention at a Wave 1 and Wave 2 level -Communicating print cued articulation - book talk to teach new vocabulary specific to theme/text - use of manipulatives in maths - exploration and talk - mixed ability pairings 	<ul style="list-style-type: none"> - Personalised intervention has proven success over time -EEF Toolkit signposts oral and written feedback to have the most impact on pupil outcomes. 	<ul style="list-style-type: none"> - rigorous monitoring of interventions, including baseline and end point assessments -time provided for planning and co-planning with class teachers and SENCo -Targeted pupil progress meetings following assessment points using quintupilation - meet with parents to share concerns 	<p>AHT Inclusion</p> <p>AHT Intervention</p>	<p>Sept 18</p> <p>Aut 18</p>
C. Social and emotional barriers lessened or removed.	<ul style="list-style-type: none"> - Climate for learning positive, encouraging and optimistic 	<ul style="list-style-type: none"> - Thrive research evidences impact 	<p>Intervention Team to lead consolidation of practice for 2018-19, including recap training for new staff.</p>	<p>Intervention Team and DHT</p>	<p>Sept 18</p> <p>April 2019</p>

	<ul style="list-style-type: none"> - Use of VRFs to re-engage all learners - Whole school emotional coaching CPD - Termly review of Thrive and personalized PSHE lesson - Core Values - Whole school mental health strategy 		<ul style="list-style-type: none"> -Thrive approach highlighted in each classroom through display and start-of-year activity involving all the children supported by promotion of core values -Learning behaviour as well as Thrive language highlighted through assemblies and wider school activities. -Parents Meetings to share information/ approach more widely. 		July 2019
D. To increase parental engagement of PP children.	Pastoral Lead and LM to track engagement of PP children and their parents in wider school life.	Use of Silver Young Carers demonstrate impact of a project where school+agency+parents impacts positively on well being and progress.	<ul style="list-style-type: none"> -Regular meetings to track data (attainment & progress) of PP children. -Tracking of parent engagement through Parent's Evening Data and other events monitoring. -Bespoke provision for those who are less likely to engage in school by normal means 	HEAD Pastoral LM + Intervention Team YGL	October & December 2018 April 2019 July 2019

EEF Evidence - Behaviour Interventions+ Collaborative Learning + Feedback+ Mastery Learning = high impact and low cost

£5,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A. Improved oral language and phonic skills in Reception, Y1 and improved vocabulary range and understanding and text awareness skills across school.	<ul style="list-style-type: none"> - Welcom. -Weekly small groups sessions in Reading, Writing pupils with experienced teachers and LSAs, in addition to normal lessons. (Particularly in Years 2 and 6.) - BLAST – how to read with your children and to talk to them - After school reading 2 x week -Reading detectives -Read, Write Inc. Phonic intervention. - Reading detectives - 1:1 reading support 	<ul style="list-style-type: none"> -This approach ensures gaps in learning that appear are not allowed to widen by providing small group tuition. -Small group interventions with highly effective staff have shown to be extremely successful. (John Hattie) -Enables teachers to continue to become reflective practitioners, evaluating 'best practice'. <p>EEF identifies these as successful programmes</p>	<ul style="list-style-type: none"> Discussions on effective practice will take place at SLT, staff CPD and LSA CPD level to ensure any barriers to it being effective are irradiated. -Pupil Progress Meetings will help to identify pupils vulnerable to underachievement and will be shared with TAs / partner teachers. 	SLT and YGL BM	Dec 18 April 19 July 19

<p>B. Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.</p>	<p>Personalised intervention at a Wave 1 and Wave 2 level -CPD on use of TA/ Teacher deployment for PP children. -Staff training on high quality written and oral feedback. -pre teach -SEND LSAs target work - SEN LSAs in class support - After school reading</p>	<p>Personalised intervention has proven success over time, for the identified children. -EEF Toolkit signposts oral and written feedback to have the most impact on pupil outcomes. - Pre-teach is a proven effective method for allowing those learners who take additional processing time to fully access and understand their learning objectives.</p>	<p>rigorous monitoring of interventions, including baseline and end point assessments -time provided for planning and co-planning with class teachers -Targeted pupil progress meetings following assessment points</p>	<p>Inclusion Lead</p>	<p>Dec 18 April 19 July 19</p>
<p>C. Social and emotional barriers lessened or removed.</p>	<p>- Small Thrive and Learning Support groups including daily interventions across all year groups from 1-6 - Thrive targets used and reviewed termly - LM Targeted and Direct work intervention via thrive room embeds personal targets - Nurture and sensory and Forest School</p>	<p>This enables Thrive plans to be worked through in a bespoke and personal way.</p>	<p>-0.5 Learning Mentor trained and timetabled to include 1:1 / small group Thrive sessions. -Impact monitored through CPOMs and log of higher profile behaviour incidents within school.</p>	<p>Intervention Team and AHT Intervention</p>	<p>Termly tracking and review</p>
<p>D. To increase parental engagement of PP children.</p>	<p>- Staff training on parent engagement strategies and solution focused conversations - Parent workshops on telling a story and talking focuses Parent strategies on reading with child at home - Parenting – Thrive approach and behaviour management strategies - Parenting - aspiration</p>	<p>Children who have a wide vocabulary range on entry into school make better Progress than children who don't</p>	<p>- showcase through family support work 0.5 Learning Mentor trained and timetabled to include 1:1 / small group - Thrive sessions for parents. -Impact monitored through welcome assessments and reading diaries and progress</p>	<p>Intervention Team and AHT Intervention</p>	<p>Termly tracking and review</p>
<p>EEF – Individualised/small group Tuition+Oral Language Intervention+Parental Engagement+Phonics+Reading+ +Social&Emotional = high impact, high £</p>					<p>£115,000</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A. Improved oral language and phonic skills in Reception, Y1 and improved vocabulary range and understanding and text awareness skills across school.	Provide intervention in language based programs throughout school that develop vocabulary and use of language through proven, successful interventions (BLAST, RWINc, Spelling, oral rehearsal, additional 1:1 reading support from LSA) CPD on providing stretch for high attaining pupils.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading and writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Use INSET days to deliver training. Lesson study approach to share best practice Lessons from training embedded in school policy. Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	SLT	October & December 2018 April 2019 July 2019
B. Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.	-Small Thrive and Learning Support groups including daily interventions across all year groups from 1-6 -pre-teach intervention groups during afternoon sessions ready for the following day's core subject learning	-Children who have additional needs can re-visit learning goals in a smaller group or individual setting, taking the time to process the information. - Pre-teach is a proven effective method for allowing those learners who take additional processing time to fully access and understand their learning objectives.	rigorous monitoring of interventions, including baseline and end point assessments -time provided for planning and co-planning with class teachers -Targeted pupil progress meetings following assessment points	AHT Inclusion	Dec 18 April 19 July 19
C. Social and emotional barriers lessened or removed.	Provide enrichment experiences that children would not necessarily get if they weren't subsidised.	To create climates through our Core Values and our YGL that promote expectation and aspiration whilst nurturing children and families who are disadvantaged through establishing positive relationships	Use INSET days to deliver training. Lesson study approach to share best practice Lessons from training embedded in school policy.	HT	October & December 2018 April 2019 July 2019
D. To increase parental engagement of PP children.	To increase the amount of parental engagement for PP children through the work of Disadvantaged Children Champion.	-All studies show that increased parental engagement that is proactive and knowledgeable has impact on their children's outcomes.	-Develop simple but effective systems to promote and track parent engagement covering: 1. Attendance 2. Reading ^{SEP} 3. Parent workshops 4. Positive behaviour management at home	HT	October & December 2018 April 2019 July 2019
EEF – Individualised/small group Tuition+ +Parental Engagement+ + +Social&Emotional = high impact, high £					£200,000

Pupil Premium Attainment & Progress – Summer 2018

Year Group	What does the data analysis tell you about the relative attainment and achievement of Pupil Premium and Non Pupil Premium pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Year R 14% (13 children)	Pupil premium pupils made more progress than Non Pupil Premium, however a higher percentage of Non Pupil Premium pupils achieved the ELG in most areas. 50% of PP achieved GLD.
Year 1 25% (22 children)	37% of disadvantaged pupils are SEND. Disadvantaged pupils have made better than expected progress from end of reception to current and have made better progress than non disadvantaged pupils. Though there is an increase in the % at AE standard in reading from July 2017 to July 2018 there is a decrease in the % in Writing and Maths.
Year 2 45% (40 children)	59% of disadvantaged pupils are SEND. Attainment of disadvantaged pupils in writing and maths has increased from end of Y1. Disadvantaged pupils perform in line with all pupils nationally and they attain better than non disadvantage pupils in Reading and writing.
Year 3 28% (25 children)	44% of disadvantaged pupils are SEND. All disadvantaged pupils though the gap with national has remained broadly in line.
Year 4 40% (34 children)	48% of disadvantaged pupils are SEND. Disadvantaged pupils attain lower in reading and maths but attain better than non disadvantaged in writing. All disadvantaged pupils made good progress.
Year 5 43% (36 children)	65% of disadvantaged pupils are SEND. Disadvantaged pupils have made good progress but this is not increasing the % working at AE standards.
Year 6 39% (35 children)	50% of disadvantaged pupils are SEND. Disadvantaged pupils make outstanding progress and in writing they attain in line with national but not in reading and maths though combined has increased by 14%. They attain behind their peers at High Level.

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	All Staff launch 'growth mind-set' and also standards of excellence to raise expectations	Mixed: CPD has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but increased attainment of all pupils including PP	Staff were positive about the CPD and believe it has affected attitudes of pupils. We will not repeat the training, but continue implementing the approach and monitoring pupil response. Launch of Core Values which embeds principles of approach	£3,000 Good Impact – climate for learning and behaviour for learning strong.

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 literacy results	Small group and 1:1 tuition delivered by qualified teacher and SLT using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£71,995 Good Impact. disadvantaged pupils attain higher than disadvantaged pupils nationally.
RWINc Phonic support and early intervention	Small group and 1:1 tuition delivered by qualified teacher and LSA using planned RWINc programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the % attaining AE in Y2 in Reading and Writing and also at GL in EYFS and passing of the Phonic Screen test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£46,617 Good Impact. disadvantaged pupils attain higher than disadvantaged pupils nationally. Increased% at AE in Reading

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reading support for underachieving pupils	1:1 after school reading support led by LSAs	Medium-low: positive impact for pupils who attended but some did not do so on a consistent basis. Success criteria: not met.	Next year we ensure, with parental engagement to encourage and ensure attendance.	£15,510 Good impact

7. Additional detail			
Attendance			
Courthouse Green Attendance all pupils 2018	National Attendance all pupils 2018	Courthouse Green Attendance Disadvantaged2018	National Attendance Disadvantaged2018
96.4%	96.1% (2017)	96.0%	95% (2017)

