



COURTHOUSE GREEN PRIMARY SCHOOL
'Doing our best to be our best'

PUPIL PREMIUM FUNDING PRIORITIES (2014-2015)
Evaluation of Impact December 2015

Pupil Premium 2014/2015	
EY Pupil Premium	£3,921
Number of pupils eligible for Pupil Premium	242 (£1300)
Number of pupils eligible for LAC PP	0
TOTAL PP received	£318,700

Impact judgement:

As a result of an uncompromising drive to improve outcomes and targeted intervention and resource; disadvantaged pupils have made substantial improvement in their progress across all curriculum areas including in English and mathematics. Despite nationally there being a 19mth gap at the start of school between the most and least advantaged 5 year old children the early intervention provided through Pupil Premium funding (2year old provision, Targeted Communication and Literacy support) at Courthouse Green has ensured that by December 2015 there is no discernible gap between disadvantaged and other pupils in the cohort though on entry 50% of Disadvantaged pupils were below / well below typical levels in PSED and CAL and 0% of Disadvantaged pupils were on track on entry into school to achieve GLD. Despite the large majority of our EY cohort entering school below typical levels expected in the specific areas of Reading, Writing and Number our outstanding provision predicts that 65% will achieve GLD in July 2016 (63% GLD Disadvantaged pupils).

Whilst nationally by the age of 11 there is an 18.1% difference in attainment between all pupils and disadvantaged pupils, intervention at Courthouse Green has targeted this underachievement to ensure that the gap remains below 18% in all cohorts, in all aspects of English and Mathematics with the exception of Y2 Maths and Y4 Reading which is being targeted through additional, specific intervention. Thus demonstrating highly effective leadership to ensure good or better progress for disadvantaged children.

We have used our Pupil Premium allocation to provide targeted intervention which has enabled our disadvantaged pupils make accelerated progress and begin to close the gap with their peers. We are determined to increase the percentage of disadvantaged pupil working at age related expectation and above in KS1, KS2 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. In order to further close the gap between disadvantaged and other pupils whilst also continuing to increase the proportion of pupils working at ARE we have targeted spending in the following ways:

- The establishment of nurture provision and extending the Learning Mentor team to raise esteem of those Low Attaining (LA) pupils in Y2, Y3, Y4
- Phonics intervention in Y2 and Y3 for those pupils working well below ARE in reading and writing
- Phonics intervention in Y1 and YR via RWInc and the WELLCOM initiative for those pupils working well below ARE on entry into school
- Reduction of the Teacher pupil ratio in Y6 in order to accelerate progress
- Accelerate reading progress across school through Beanstalk and RWInc intervention and daily reading
- Accelerate maths progress across school through Numicon scheme and small group maths intervention

Key expenditure - Investment for this academic year (2015/2016)

Description	Cost	Purpose of intervention	Previous / Expected Impact
RWInc Y1 and Y2, BLAST EY and Welcom	£3,921	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	£8,760	To develop reading stamina, reading for meaning and reading with a range of reliable decoding strategies. Application of maths strategies to solve problems	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)	£60,079	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 st year
Clinical Psychology Service (CPA) to continue plus additional time allocated	£18,000	CPD for staff to support school 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 nonPP
CAF co-ordinator plus Learning Mentors (4)	£127,308	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	£6,650		
Pupil Premium cost centre for on-going intervention needs – bus pass	£10,000	Develop esteem and motivation and enable all pupils to attend all school visits (includes £3,773 for Old Vicarage Camping Trip, bus passes, uniform, payment for clubs)	Pupils enjoy and learn from the numerous curriculum enhancement activities and opportunities that take place throughout the year.
Additional TA hours to target individual pupil need, including resources and planning time.	15,551	Research states that early intervention has the best impact	KS2 TA daily Wobbly Wallet Time
		Total £318,700	

IMPACT OF EXPENDITURE (December 2015)

1. Early Years (RECEPTION) – Outstanding Progress

	Personal Social Emotional Develop't			Physical Development		Communication & Language			Literacy		Mathematics		GLD Target 2016
	MR	SCSE	MF	MH	HS	LA	Und	S	R	W	N	SSM	
% AOE	47.5	43.4	39.4	32.3	60.6	39.4	42.5	34.3	15.1	7.1	14.1	22.4	65%
% On Track for GLD All Pupils	63.7 (+14.8)	55.7 (+18.2)	57.9 (+15.9)	81.6 (+3.4)	65.9 (+22.7)	69.3 (+6.8)	63.4 (+12.5)	61.4 (+8.0)	60.2 (+2.3)	55.6	59.1 (+1.1)	60.2 (+1.1)	
% On Track for GLD Disad	69 (+17.2)	62.1 (+20.7)	62 (+17.2)	86.2	62.1	82.7 (+3.4)	72.4 (+10.3)	65.5 (+6.9)	69	62.1	75.9	68.9	
Progress of All Pupils	2.2	2.1	2.1	2.1	2.2	2.1	2.1	2.0	2.1	2.2	2.2	2.1	
Progress of Disadvantaged	2.3	2.1	2.2	2.1	2.2	2.1	2.1	2.0	2.2	2.3	2.3	2.3	
National 2015	89	88.7	87.4	89.7	91.2	85.6	85.3	84.1	76.1	70.8	77.4	80.8	

2. Key Stage 1 and 2

		All Pupils % JULY GLD	All Pupils % DEC ARE	Disadvant'd PP FSM % JULY ARE	Disadvant'd PP FSM vs Other % DEC ARE	Diff bet Disad and Other	Progress All Pupils	Progress Disad	SEND Progress	EAL Progress
Y1	R	62%	69%	50%	59% (71%)	-12%				
	W	58%	66%	45%	53% (69%)	-16%				
	M	66%	66%	55%	53% (69%)	-16%				

		All Pupils % JULY GLD	All Pupils % DEC ARE	Disadvant'd PP FSM% JULY ARE	Disadvant'd PP FSM vs Other % DEC ARE	Diff bet Disad and Other	Progress All Pupils	Progress Disad	SEND Progress	EAL Progress
Y2	R	71%	73%	60%	61% (79%)	-18%	91% (BTE 6%)	84% (BTE 0%)	78%(BTE0%)	93% (BTE7%)
	W	69%	57%	50%	48% (61%)	-13%	66% (BTE 1%)	68% (BTE 3%)	52% (BTE4%)	74%(BTE0%)
	M	64%	60%	43%	45% (69%)	-24%	80% (BTE 4%)	71% (BTE 7%)	65% (BTE0%)	80% (8%)
Y3	R	2%	32%	0%	31% (33%)	-1%	88%(BTE 33%)	86% (BTE34%)	61% (BTE6%)	89% (BTE43%)
	W	6%	27%	3%	25% (29%)	-4%	94% (BTE37%)	97% (BTE42%)	88% (BTE13%)	89% (BTE39%)
	M	0%	24%	0%	17% (29%)	-12%	75% (BTE30%)	71% (BTE26%)	44% (BTE11%)	75% (BTE36%)
Y4	R	51%	48%	37%	36% (56%)	-20%	88% (BTE7%)	85% (BTE 0%)	75% (BTE10%)	86% (BTE10%)
	W	27%	38%	14%	31% (43%)	-12%	95%(BTE24%)	88%(BTE21%)	80% (BTE10%)	100% (BTE14%)
	M	24%	37%	14%	33% (39%)	-6%	87% (BTE21%)	82% (BTE24%)	85% (BTE5%)	91% (BTE19%)
Y5	R	43%	43%	35%	36% (53%)	-17%				
	W	19%	26%	15%	17% (40%)	-23%				
	M	24%	24%	20%	21% (30%)	-9%				
Y6	R	47%	27%	46%	26% (27%)	-1%	44% (BTE9%)	36% (BTE 5%)	46% (BTE15%)	50% (BTE19%)
	W	32%	12%	32%	9% (14%)	-5%	49% (BTE7%)	46% (BTE9%)	39% (BTE0%)	69% (BTE0%)
	M	5%	10%	0%	0% (10%)	-10%	56% (BTE21%)	59% (14%)	62% (BTE22%)	63% (BTE31%)

