

Summary information					
Academic Year	2018-19	Total PP budget based on January Census 2017	£80,520	Date of most recent PP Review	October 2018
Total no. of pupils	225	Number of Pupil Premium Pupils	61	Date for next internal review of this strategy	July 2019

**At Courtwood Primary**, we believe that all children have the right to succeed, to feel valued and to develop the skills and attributes to be life-long learners. We adopt a personalised approach with all the children at Courtwood, focusing on their individual needs and the next steps within their learning, to ensure that they are able to make progress. At Courtwood the needs of pupils eligible for Pupil Premium vary across the school, with children requiring a range of different programmes of support.

We aim to ensure we spend our Pupil Premium Grant effectively to ensure we make a positive impact on our disadvantaged children, helping to overcome their barriers to learning and close any gaps in achievement. Furthermore, we aim to enrich the lives of our most vulnerable pupils, offering wider learning and development opportunities, and enhancing well-being and sense of self.

### Proposed spend of Pupil Premium – 2018-2019

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child).

### School Context

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Total</b>	32	32	32	32	32	29	32
<b>PP</b>	7	6	9	10	9	9	11
<b>EAL</b>	2	5	3	6	8	5	7
<b>SEN</b>	4	3	8	7	8	6	4
<b>EHCP</b>	3	2	6	2	3	3	2

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

A	Children's experiencing emotional/mental health difficulties impacting on their engagement on the classroom.
B	Limited speech and language skills which impacts on learning.
C	Poor learning skills. E.g. organisation, commitment, resilience.
D	Gaps in prior learning.

### External barriers

E	Consistent attendance and punctuality.
F	Access to resources, such as books, libraries, life experiences (especially cultural).
G	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

## 3. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success Criteria</i></b>
A	Disadvantaged pupils' attendance to improve. Disadvantaged pupils' punctuality to improve	Disadvantaged pupils' attendance (currently <b>94.3%</b> ) to be in line with or better than national attendance data.
B	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
D	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve <i>(or exceed)</i> expected levels in reading and writing and make <i>(or exceed)</i> expected progress.
E	Pupils are excellent mathematicians.	Pupils achieve <i>(or exceed)</i> expected levels in maths and make <i>(or exceed)</i> expected progress.
F	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

3. Planned expenditure					
Academic year	2018-19				
A Attendance					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? IMPACT
Disadvantaged pupils' attendance to be in line or above national data <b>96%</b> .	Deputy Headteacher to track and monitor attendance alongside the EWS. To meet with families with poor attendance, to carry out home visits and discuss strategies to help improve attendance.  Persistent non-attendeess are referred to the EWO who will meet with the families and monitor further attendance.	<ul style="list-style-type: none"> <li>- Poor attendance directly impacts a child's learning and progress.</li> <li>- Government target of 96% has not been met by PP pupils (currently 94%).</li> </ul>	<p>Attendance is tracked weekly.</p> <p>Attendance Report shared regularly at Governors' Meetings</p> <p>EWO meets with Deputy Headteacher weekly and letters are sent home.</p>	Deputy Headteacher  EWS	<p>Weekly</p> <p>Courtwood Attendance 95.7%</p> <p>PPG Attendance 94.3%</p>
Disadvantaged pupils' alongside all pupils' punctuality to improve.	<p><u>National Schools' Breakfast Programme</u></p> <p>To provide a free daily breakfast here at Courtwood, for all pupils who wish to access this provision.</p> <p>To provide an incentive to pupils to arrive on time at school.</p>	The aim of the National School Breakfast Programme is to ensure no child starts the day too hungry to learn. The programme is being delivered by a partnership of two charities, Family Action and Magic Breakfast	<p>Take up will be monitored</p> <p>Audit of children's likes and dislikes is carried out.</p>	Deputy Headteacher	Weekly
<b>Total budgeted cost</b>					£12,000

B Pupils are ready to learn					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	SENCo to support teachers in targeting children for Nurture support  ELSA, Sunshine Group & Drawing and Talking)	<ul style="list-style-type: none"> <li>- To ensure children in school are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them.</li> <li>- To remove emotional barriers to enable learning.</li> </ul>	<p>Nurture Register to monitor children and targeted support.</p> <p>Comparisons of Boxall Profiles.</p> <p>Increased engagement in learning in lessons.</p> <p>Nurture TAs report to SENCo &amp; Headteacher.</p>	<p>Headteacher</p> <p>SENCo</p>	Termly
	To identify and support and develop Young Carers	<ul style="list-style-type: none"> <li>- Young Carers identified within the school community via self, family or school referral.</li> <li>- 2 Nurture TAs to run a lunchtime club for Young Carers.</li> <li>- Opportunity for Peer support to reduce the feelings of isolation or stress.</li> <li>- Opportunity for children to share experiences if and when needed with skilled adults.</li> </ul> <p><u>Through the Young Carers Service</u></p> <ul style="list-style-type: none"> <li>- <b>Trips and Activities</b> are organised for all ages during the holidays.</li> <li>- <b>Emotional Support and Counselling</b> offered.</li> <li>- <b>Family Support</b> for parents, where appropriate.</li> <li>-</li> </ul>	<p>Deputy Head to monitor and compile evidence for Young Carers Award – externally moderated.</p>	Deputy Head	Termly
<b>IMPACT</b>					
				<b>Total budgeted cost</b>	<b>£36,000</b>

C - E 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	When will you review implementation?
Gaps are identified and targeted teaching /interventions teach to gaps.	<p><b>Pupil Progress Meetings</b> are run termly. Class <b>Provision Maps</b> are completed by class teachers.</p> <p>Children to be targeted for Precision Teaching, Pre Teach as well as varied interventions.</p> <p>1:1 support for pupils identified as having additional needs.</p>	<ul style="list-style-type: none"> <li>- Pupil Progress meetings are an opportunity to look at every individual, to track their attainment and progress.</li> <li>- Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</li> </ul>	Progress of pupils will be checked termly.	Headteacher	<p>Termly</p> <p>Meet with PPG Governor</p>
Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	<p>New approach to guided reading to be continued to be embedded.</p> <p>New books bought for all year groups to use. Specifically chosen to engage reluctant readers</p> <p>1:1 reading</p>	<ul style="list-style-type: none"> <li>- A more structured approach to Guided Reading with carefully selected new books to engage children in reading.</li> <li>- Reading in a small group with specific learning intentions allows children to be taught in a way that is more focused on their specific needs, thereby accelerating their progress.</li> <li>- Reading 1:1 allows for direct support, focused conversations to be given to ensure progress is made.</li> </ul>		Literacy Coordinator	<p>Termly</p> <p>Meet with PPG Governor</p>
	Bark and Read	<ul style="list-style-type: none"> <li>- Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dogs' presence has on children and the fact that the dog will listen to the children read without being judgmental. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence needed to read aloud.</li> </ul>		SENCo	<p>Termly</p> <p>Meet with PPG Governor</p>

Pupils are excellent mathematicians.	<p>Maths Coordinator to work alongside other Leads across The Collegiate Trust to develop a Maths Framework to ensure consistency and progress.</p> <p>Outstanding practitioners to provide a coaching model to develop teaching practice.</p>	<ul style="list-style-type: none"> <li>- From analysis of data, clear action points are decided upon to improve the outcomes for children.</li> <li>- CPD in place to develop Maths' Coordinators subject knowledge in the subject specifically with a focus on Mastery to accelerate progress and extend the more able.</li> <li>- Maths Coordinator will run staff training to ensure consistency across the school.</li> </ul>	<p>Curriculum Report to Governors</p> <p>Maths Co-ordinator</p> <p>Analysis of data</p>	<p>Maths Coordinator</p> <p>Headteacher</p>	<p>Termly</p> <p>Meet with PPG Governor</p>
<b>Total budgeted cost</b>					£30,000

<b>F Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are exposed to a wide range of social/cultural and sporting experiences.	<p>To subsidise school trips.</p> <p>Pupils will be offered/ invited to attend social/cultural and sporting experiences.</p> <p>Coordinators to run clubs, organise trips or enter competitions.</p> <p>Selsdon Education Partnership (SEP) runs a range of curriculum enrichment afternoons</p>	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p>To raise children's personal aspirations.</p>	<p>Reviewing programme of trips and attendance.</p> <p>Subject Coordinator reports</p> <p>Register of children attending events is kept</p> <p>Plan enrichment afternoons alongside Head teachers of the SEP / Pupil Voice</p>	<p>Head of School</p> <p>Deputy Head teacher</p> <p>Subject Coordinators</p> <p>Head of School</p>	Annually
<b>Total budgeted cost</b>					£3000
<b>Total Cost</b>					£81,000

## Academic Review

In 2014, a new and more challenging curriculum was introduced nationally. In 2015/16, new tests and interim frameworks for teacher assessment assessed this curriculum. Results are no longer reported as levels. The new curriculum and assessments are not comparable with previous years.

2. Attainment EYFS	2016-17				2017-18			
	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
% achieving Good Level of Development (GLD)	69%	71%	63%	57%	69.7%	72.2%	50%	
% making expected+ progress in reading	84%	77%	63%		69.7%	78.9%	50%	
% making expected+ progress in writing	81%	73.3	63%		69.7%	75.7%	50%	
% making expected+ progress in maths	79%	77.9%	75%		69.7%	79.4%	50%	

2. Attainment KS1	2016-17								2017-18							
	% at expected standard				% at greater depth				% at expected standard				% at greater depth			
Subject Area	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
Reading	80%	76%	75%	79%	27%	25%	28%	38%	81%	75%	60%	67%	36%	26%	33%	13%
Writing	77%	68%	75%	72%	20%	16%	18%	25%	85%	70%	67%	53%	30%	16%	22%	7%
Maths	80%	75%	75%	79%	30%	21%	23%	25%	91%	76%	77%	61%	30%	22%	30%	22%

2. Attainment KS2	2016-17								2017-18							
	% at expected standard				% at expected standard				% at expected standard				% at expected standard			
Subject Area	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
<b>SPAG</b>	66%	77%	55%	82%	9%	31%	0%	36%	73%	78%	63%		21%	34%	17%	
<b>Reading</b>	66%	71%	55%	77%	13%	25%	9%	29%	66%	75%	75%		28%	18%	17%	
<b>Writing</b>	66%	76%	55%	81%	3%	18%	0%	21%	79%	78%	75%		21%	20%	0%	
<b>Maths</b>	59%	75%	45%	80%	3%	23%	0%	27%	73%	76%	63%		15%	24%	0%	
<b>R/W/M Combined</b>	53%	61%	36%	67%	0%	9%	0%	11%	61%	64%	63%		6%	10%	0%	

Progress Benchmarks from end of KS1 to end of KS2 2016/17						
	2016/17			2017/18		
	Courtwood	National Floor	Pupil Premium	National Floor	Courtwood	Pupil Premium
<b>Reading</b>	-0.41	-2.76 to +1.94	-0.65	-5	-2.5	-2.4
<b>Writing</b>	-0.62	-2.86 to +1.62	-0.55	-7	0.0	-1.3
<b>Maths</b>	1.97	-4.09 to +0.15	-3.42	-5	-2.7	-5.1