



Courtwood Primary School

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	Courtwood Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils 54% (202)	31.34% (68 children)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	TCT Board
Pupil premium lead	Natasha Grant
Governor / Trustee lead	Darryl Neville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,795
Recovery premium funding allocation this academic year	£ 13,642
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	£ 106,437

Part A: Pupil premium strategy plan

Statement of intent

The context of the Courtwood Primary community has changed since the COVID-19 pandemic, increasing the total number of pupils qualifying for Pupil Premium (PP) as well as seeing an increase in mobility and the number of families facing economic instability. Currently, 31.84% (68) of our pupils from Reception to Year 6 are eligible for this funding. Of these, 29% (20 chn) have SEND needs.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Young Carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are financially disadvantaged or not.

At Courtwood alongside identifying our PP pupils, we also further identify children as 'sustained disadvantaged' if their home circumstances are challenging to the point that they are unable to achieve their potential in school without significant support. This is likely to mean that these children are in receipt of the PP (free school meals and Ever6), have historic or current social care involvement, are receiving behavioural or emotional support from the nurture team and are working at least one term below their peers academically. They may also have poor attendance. This enables us to specifically target support and intervention to the most disadvantaged pupils within our school community.

Our PP strategy is based on delivering highly effective teaching and learning to all pupils and targeted intervention and support to identified pupils using the following tiered model:

Tier 1: Quality First Teaching which is flexible, engaging, and bespoke is our main tool for achieving these goals. Our specific school focuses are explicit vocabulary instruction; reading fluency, retrieval of and activation of prior knowledge to generate new learning and using the curriculum as the progression model to ensure all children have secured concepts that will allow them to access the next stage of their learning. This model also benefits attainment of the non-disadvantaged pupils in our school.

Tier 2: Targeted Academic Support. At Courtwood we use pre-teach, precision teach, and School-Led Tutoring as our primary means of supporting catch-up for disadvantaged pupils. Much of this targeted intervention focuses on early reading and development of oral language and reading fluency. Interventions are rooted in diagnostic assessment and regularly reviewed for impact.

Tier 3: Wider Strategies: At Courtwood this includes our extensive nurture support offer, as well as commissioned services from external professionals. Where children are unable to access extra-curricular activities and trips due to the cost, part of our strategy is to offer these experiences at a discounted rate to support children broadening their personal horizons and developing their knowledge of the world.

Teaching and grouping structures are planned specifically to target the disadvantage attainment gap whilst ensuring all children have access to this personalised style of learning. In addition to this we plan and deliver specific interventions that are evidence based. We use pupil progress meetings to target those children who would benefit most, with our priority being our disadvantaged children. Our feedforward approach ensures that all children receive early intervention to correct misconceptions in their understanding and most able disadvantaged children can be challenged with their next steps.

Courtwood has a whole-school approach to supporting outcomes for disadvantaged pupils, with all staff having high expectations of what personal and academic outcomes are possible to be achieved for individual pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading fluency assessments show that 56% PP children in Years 2 – 6 have a WCPM reading rate of less than 110 making them dysfluent readers, impacting on their ability to make meaning from what they are reading and therefore hindering their access to the wider intended curriculum.
2	Assessments and observations have indicated disadvantaged pupils have greater difficulty in retaining early phonic information. Analysis from data, indicated as children progress through KS2, disadvantaged pupils require support on inference skills due to the depth of understanding and cultural references required to explore texts at this deeper level. PP pupils joining school at later stages have also been assessed as working at a lower level than peers already attending school.
3	20 (29%) of our 68 PP pupils are on the SEND register, providing another barrier to be overcome to ensure academic progress. Highly effective support and quality first teaching for SEND pupils is thereby necessary to ensure that those who are also disadvantaged can make good progress from their starting points.
4	Assessments, observations, and discussions with pupils indicate under-developed vocabulary acquisition and oracy skills. This negatively impacts on progress in writing, with the gap in working at expected standard between 13% - 36% for PP pupils in Years 1 – 6 compared to their non-PP peers.
5	Disadvantaged pupils are disproportionately represented in our pre-teach group for English and Maths, compared to their non-disadvantaged peers, requiring additional intervention and over-learning to close gaps and access lesson content. Many children have low levels of resilience and need to learn metacognitive strategies which will support them to develop self-regulation of their own learning.
6	Discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for wellbeing/SEMH support have markedly increased. 41 pupils (17 of whom are disadvantaged) currently require additional support with social and emotional needs, and all receive either 1:1 or small group interventions.
7	Our knowledge of our disadvantaged families through our breakfast surveys makes us aware that an increasing number of our families are socioeconomically disadvantaged to a degree whereby access to healthy food can be difficult, impacting on children's physiological needs and academic progress. Food vouchers and access for all pupils to a free school breakfast daily has been provided.
8	Our evaluation of disadvantaged pupils' attendance at extra-curricular clubs demonstrates that clubs are not accessed by many disadvantaged pupils and that attendance numbers

	have dropped during the pandemic. This has limited opportunities for enrichment, developing cultural capital and enhancing aspiration for these pupils.
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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
Increase the percentage of fluent readers across Y2 – 6, particularly disadvantaged pupils.	<p>All children in Y2 - Y6 including the disadvantaged, will have increased their WCPM scores.</p> <p>Each cohort's split of fluent/dysfluent readers will demonstrate year-on-year progress up to 2024/25.</p> <p>'Reading' data for Y2 – 6 in 2024/25 will show an improvement and will demonstrate that disadvantaged children have narrowed the gap with their non-disadvantaged peers.</p>
Improve Phonic Screening Check outcomes for KS1 disadvantaged pupils.	<p>Y1 PSC outcomes in 2024/25 show that more than 80% of disadvantaged pupils passed the check.</p> <p>Y2 PSC outcomes in 2024/25 show that more than 70% of disadvantaged pupils passed the re-sit check.</p>
To achieve and sustain Quality First Teaching for SEND pupils who are also PP disadvantaged.	<p>Outcomes in Reading, Writing, Maths in 2024/25 for SEND pupils who are also disadvantaged, will show at least 4 points progress per year for any pupil who is 'working towards' age-related expectations, to narrow the gap.</p> <p>ELP disadvantaged pupils in 2024/25 will make good progress from their starting points, both academically, emotionally and against their EHCP targets.</p> <p>Attendance for these pupils will be in line with national average.</p>
Close the gap in writing attainment between PP and non-PP pupils.	KS1 and KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. The attainment gap between PP and Non-PP pupils will have decreased and be less than 25% in each cohort.
Reduce the number of disadvantaged pupils who require English and maths pre-teach intervention.	<p>From 2024/25 pre-teach group membership will not be disproportionately represented by disadvantaged pupils.</p> <p>Pupil Progress Meeting data will show increasing percentages of disadvantaged pupils per cohort who are achieving at the expected standard in Reading, Writing and Maths by 2024/25. The percentage of disadvantaged pupils achieving 'Working Towards' will decrease annually for each cohort by 2024/25.</p> <p>Many disadvantaged learners will have developed from 'tacit' to 'reflective' learners.</p>
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from pupil voice, student and parent surveys and teacher observations.</p>

particularly our disadvantaged pupils.	Improvement in diagnostic tool assessments such as Boxall profile scores. Referrals to the nurture team or those directed to commissioned services are highly personalised to individual disadvantaged pupil/family need.
To support disadvantaged families in particular, with access to healthy food at school and in the holidays.	From 2024/25 disadvantaged pupils entitled to FSM will be accessing in increasing percentages: <ul style="list-style-type: none"> • Free breakfast club provision; • Holiday food packages/vouchers; • Discounted holiday club provision where meals are provided; • Free School Meals (FSM); • Cooking and nutrition lessons/clubs.
Increase the percentage of disadvantaged children who attend extra-curricular clubs.	By 2024/25 the percentage attendance of disadvantaged children at extra-curricular clubs will show year-on-year increase and at least 65% of disadvantaged children will attend at least one club annually; at least 50% of PP children will attend more than one club annually.

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: £36,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the use of assessment diagnostic tools relating to Reading – enabling targeted provision.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Development of a whole-school reading intervention programme that will encourage disadvantaged pupils to access age-appropriate texts and encourage making meaning.	Reading comprehension strategies are shown to have very high impact for very low cost on an extensive evidence base that indicate a positive impact on improving the understanding of meaning of text effectively for disadvantaged pupils: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 3
To develop staff expertise and knowledge to ensure high quality consistent teaching of phonics and early reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3
To develop staff expertise and knowledge to ensure high quality consistent teaching of writing.	This report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) and Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	7
Staff CPD focus on 'adaptive teaching' and Quality First Teaching – Developing pedagogy specifically around effective questioning.	EEF research led supported article of findings: EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF (educationendowmentfoundation.org.uk) Adaptive teaching explained: What, why and how? (sec-ed.co.uk) Deunk et al (2018) <i>Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education</i> . Educational Research Review 24, pp31-54. Davis et al, (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: a scoping study . London DfES.	1, 2, 3 & 4

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

Budgeted cost: £28,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to deliver oral language interventions to support disadvantaged pupils improve their vocabulary and writing.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups. Small group tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £41,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering a range of SEMH interventions that support and nurture disadvantaged pupils to feel confident in themselves and access learning at their full potential.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

To purchase the services of specialist staff such as art therapists and counsellors to ensure that children can receive timely support for their wider SEMH needs.	Behaviour in schools guidance (publishing.service.gov.uk) Describes how behaviour management provision within schools should be made, including making adjustments for those with SEND or underlying needs.	3, 4,
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, in relation to improving the attendance of SEND/ PP pupils.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	6
Ensuring disadvantaged pupils are supported to access healthy food during school-term time and holiday periods.	2.3 million children live in households that experience food poverty in the UK. Since the Covid-19 pandemic, 69% of Magic Breakfast schools state that child poverty has increased in their school community. Why we are needed Magic Breakfast EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	7
Providing a range of subsidised extra-curricular activities to disadvantaged pupils to encourage participation and offer opportunities they may otherwise not experience.	Research shows many pupils from disadvantaged backgrounds never get the chance to attend. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). An Unequal Playing Field report.pdf (publishing.service.gov.uk) EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	8

Total budgeted cost

£106,437

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 2021 to 2022 academic year.

To increase the % of fluent readers across Yr 2-Yr 6 particularly PP pupils.	<p>Reading Fluency lessons and interventions were delivered and implemented from Year 2 to Year 6, through which pupils' accuracy, automaticity and prosody were prioritised as a key focus for development. To measure impact pupils' reading rates were assessed. Pupils with a reading rate below 90 words correct per minute (WCPM) means it is difficult for them to understand/comprehend the text. Pupils were targeted for a reading rate of 110 WCPM.</p> <p>Significant impact was seen in all year groups across all abilities, including pupils identified as PP. All children in Y2 - Y6 including the disadvantaged, have increased their WCPM scores. Each cohort's split of fluent/dysfluent readers demonstrates year-on-year progress.</p> <p>Year 2</p> <ul style="list-style-type: none">• 29/30 children increased their fluency. Smallest gain was +12 WCPM (child who was already fluent at Baseline in Dec.), biggest gain was +76 WCPM (PP child who started year as WTS and ended as EXS).• Average increase in WCPM was +49.• PP average WCPM was 92, compared with 66 WCPM in March and 50 WCPM in December.• PP average increase in WCPM was 39. Non-PP average increase in WCPM was 45. <p>Year 3</p> <ul style="list-style-type: none">• 27/27 children increased their fluency. Smallest gain was +14 WCPM, biggest gain was +67 WCPM (PP + EHCP child).• Average increase in WCPM was +40.• PP average WCPM was 92, compared with 66 WCPM in March and 50 WCPM in December.• PP average increase in WCPM was 41. Non-PP average increase in WCPM was 40.• 3 of the 5 (60%) PP/SD children are now fluent (also 3/5 (60%) March and from 0/5 Dec.) (0%) <p>Year 4</p> <ul style="list-style-type: none">• 28/29 children increased their fluency.• Average increase in WCPM was 32• Average WCPM is 141 WCPM compared to 137 WCPM in March and 111 WCPM in Dec.• PP average WCPM was 128, compared with 122 WCPM in March and 97 WCPM in December. PP average increase in WCPM was 33. Non-PP average increase in WCPM was 328• (67%) of the 12 PP/SD children are now fluent (up from 6/12 (50%) in March and from 3/12 (25%) in December. <p>Year 5</p> <ul style="list-style-type: none">• 27/27 children increased their fluency. Smallest gain was +22 WCPM, biggest gain was +108 WCPM (PP).• Average increase in WCPM was 64.• Average WCPM is 126 WCPM compared to 152 WCPM in March and 94 WCPM in Oct.• PP average WCPM was 92, compared with 66 WCPM in March and 50 WCPM in December.• PP/SD average increase in WCPM was 69. Non-PP average increase in WCPM was 61.
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	<p>Year 6</p> <ul style="list-style-type: none">19/22 children increased their fluency. (7 children have incomplete data currently due to either no baseline or updated WCPM because of Covid). Smallest gain was +1 WCPM, biggest gain was +59 WCPM (SEND).Average increase in WCPM was 21.Average WCPM is 145 WCPM compared to 126 WCPM in Dec.PP average WCPM was 92, compared with 66 WCPM in March and 50 WCPM in December.PP average increase in WCPM was 20. Non-PP average increase in WCPM was 23.9 (75%) of the 12 PP/SD children are now fluent (up from 6/12 (50%). 2 of the 12 haven't yet been re-tested due to Covid absence. <p>Reading for Enjoyment:</p> <p>To promote enjoyment for reading and to increase access to age-appropriate texts, we purchased a subscription for <u>Book in a Box</u> for those pupils who are PP, working at greater depth. Pupil Voice/Parent Voice was positive, and children are developing an enjoyment for a range of texts.</p> <ul style="list-style-type: none">Reading and writing link seamlessly in the curriculum. The use of high-quality texts and approach to reading fluency is having a strong impact; it has been planned and implemented consistently and rigorously. (TLLR Report 2022).																																								
<p>To improve Phonic Screening Check outcomes for KS1 PP pupils</p>	<p><u>Year 1</u></p> <table><tr><th>2021-22</th><th>Cohort</th><th>PP</th><th>Non-PP</th></tr><tr><td>Y1 all pupils (including ELP)</td><td>72%</td><td>67%</td><td>75%</td></tr><tr><td>Y1 mainstream only (excluding ELP Pupils)</td><td>77%</td><td>73%</td><td>79%</td></tr></table> <ul style="list-style-type: none">Y1 PSC outcomes in 2021/22 show that the attainment gap between PP and Non-PP pupils has decreased and is now 8% difference for Year 1 pupils <u>including</u> ELP pupils.2020/21 the attainment gap for PP pupils in Year 1 <u>including</u> ELP pupils was 22%Year 1 PSC outcomes in 2021/22 show that the attainment gap between PP and Non-PP pupils has decreased and is now 6% difference for Year 1 pupils <u>excluding</u> ELP pupils.2020/21 the attainment gap for PP pupils in Year 1 <u>excluding</u> ELP pupils was 41%The attainment gap between PP and Non-PP pupils has narrowed. <p><u>Year 2</u></p> <table><tr><th></th><th></th><th>Cohort</th><th>PP</th><th>Non PP</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2020/21</td><td rowspan="2">Y1 all pupils (including ELP)</td><td>68%</td><td>55%</td><td>77%</td></tr><tr><td>2021/22</td><td>72%</td><td>67%</td><td>75%</td></tr><tr><td>2020/21</td><td rowspan="2">Y1 mainstream only (excluding ELP Pupils)</td><td>72%</td><td>44%</td><td>85%</td></tr><tr><td>2021/22</td><td>77%</td><td>73%</td><td>79%</td></tr></table> <ul style="list-style-type: none">Y2 PSC outcomes in 2021/22 show that more than 100% of disadvantaged pupils passed the re-sit check.	2021-22	Cohort	PP	Non-PP	Y1 all pupils (including ELP)	72%	67%	75%	Y1 mainstream only (excluding ELP Pupils)	77%	73%	79%			Cohort	PP	Non PP						2020/21	Y1 all pupils (including ELP)	68%	55%	77%	2021/22	72%	67%	75%	2020/21	Y1 mainstream only (excluding ELP Pupils)	72%	44%	85%	2021/22	77%	73%	79%
2021-22	Cohort	PP	Non-PP																																						
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To close the gap in writing attainment between PP and Non PP pupils.

Year 6 Data 2021/22

KS2 Trends	School					National				
	Year 6									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Moderated		M								
Reading EXS+	69%	77%	68%	79%	87%	75%	73%	Covid – No National Testing	Covid – No National Testing	74%
Reading GDS	19%	32%	28%	43%	23%	28%	27%			
Writing EXS+	81%	84%	56%	71%	80%	78%	78%			69%
Writing GDS	22%	23%	12%	18%	20%	20%	20%			
Maths EXS+	75%	81%	72%	82%	90%	76%	79%			71%
Maths GDS	16%	29%	4%	43%	43%	24%	27%			
RWM EXS+	63%	74%	61%	64%	80%	64%	65%			59%
RWM GDS	6%	13%	4%	18%	10%	10%	11%			
SPaG EXS+					70%		78%			72%
SPaG GDS					10%					
Reading Progress	-2.52	0.20				0.00	0.00			
Writing Progress	-0.05	-0.44				0.00	0.00			
Maths Progress	-2.69	-0.08				0.00	0.00			

Year 6 Data

Data Includes ELP Pupil who is working at EYFS level
ELP Pupil is disadvantaged/PP

- Year 6 SATs data (2021/22) - Writing outcomes show that 69% of disadvantaged (PP) pupils met the expected standard, 19% less than the non-disadvantaged pupils.
- Nationally, 69% of pupils met the expected standard in Writing

WRITING	KS1		Autumn Term		Spring Term		Summer Term	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Mainstream 30 Pupils	86%	32%	69%	7%	79%	21%	80%	20%
PP 13 Pupils	67%	22%	58%	8%	67%	17%	69%	15%
Non PP 17 Pupils	100%	38%	76%	6%	88%	24%	88%	24%

Year 2 Data

WRITING	Year 1		Autumn Term		Spring Term		Summer Term	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Including ELP							66%	6%
Mainstream 30 Pupils	52%	7%	63%	7%	60%	7%	70%	7%
PP 11 Pupils	45%	-	45%	-	45%	0%	55%	9%
Non PP 19 Pupils	55%	11%	74%	11%	68%	11%	79%	5%

KS1 outcomes in 2021/22 show that more than 55% of disadvantaged pupils met the expected standard. The attainment gap between PP and Non-PP pupils is 24% and this has not yet decreased. (See **Writing** Data Above)

<p>Reduce the number of PP pupils who require English and maths pre-teach intervention.</p> <p>Pupil Progress Meeting data will show increasing % of PP pupils per cohort who are achieving at the expected standard in Reading, Writing and Maths by 2024/25.</p> <p>The % of PP pupils achieving 'Working Towards' will decrease annually for each cohort by 2024/25.</p>	Year 6 Data Data Includes ELP Pupil who is working at EYFS level ELP Pupil is disadvantaged/PP								
	READING	KS1		Autumn Term		Spring Term		Summer Term	
		EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
	Mainstream 30 Pupils	86%	36%	72%	24%	83%	31%	88%	41%
	PP 13 Pupils	67%	33%	75%	8%	75%	25%	85%	15%
	Non PP 17 Pupils	100%	38%	71%	35%	88%	35%	88%	29%
	<ul style="list-style-type: none"> Year 6 SATs data (2021/22) - Reading outcomes show that 85% of disadvantaged (PP) pupils met the expected standard, 3% less than the non-disadvantaged pupils. Nationally, 74% of pupils met the expected standard in Reading. 								
	MATHS	KS1		Autumn Term		Spring Term		Summer Term	
		EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
	Mainstream 30 Pupils	91%	27%	72%	28%	83%	31%	90%	47%
	PP 13 Pupils	89%	11%	67%	-	83%	17%	85%	31%
	Non PP 17 Pupils	92%	38%	76%	47%	82%	41%	94%	59%
<p>Year 6 SATs data (2021/22) - Maths outcomes show that 85% of disadvantaged (PP) pupils met the expected standard, 9% less than the non-disadvantaged pupils.</p> <p>Nationally, 71% of pupils met the expected standard in Maths.</p>									
Year 2 Data									
	READING	Year 1		Autumn Term		Spring Term		Summer Term	
		EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
	Including ELP							75%	9%
	Mainstream 30 Pupils	62%	7%	70%	7%	73%	10%	80%	10%
	PP 11 Pupils	45%	-	45%	-	55%	9%	73%	0%
	Non PP 19 Pupils	72%	11%	84%	11%	84%	11%	53%	10%
	MATHS	Year 1		Autumn Term		Spring Term		Summer Term	
		EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
	Including ELP							63%	9%
	Mainstream 30 Pupils	59%	-	63%	7%	63%	7%	66%	10%
	PP 11 Pupils	45%	-	45%	-	45%	0%	45%	9%
	Non PP 19 Pupils	67%		74%		74%	11%	79%	11%

	<p><u>Year 4 MTC</u></p> <table><tr><th>2021-22</th><th>Cohort (32)</th><th>PP (14)</th><th>Non-PP (18)</th></tr><tr><td>Y4 all pupils (including ELP)</td><td>63%</td><td>50%</td><td>72%</td></tr><tr><td>Y4 mainstream only (excluding ELP Pupils)</td><td>60% (30)</td><td>42% (12)</td><td>72% (13)</td></tr></table> <p>Scores in the table above have been calculated on the basis of 20+ being a ‘secure’ standard. Scores less than 20 have been calculated as WTS the expected standard.</p> <p>- Score of 15/25 or lower places pupil in lowest 20%</p> <ul style="list-style-type: none">• 4 pupils out of 32 achieved 25/25 (13%) - 2/4 (50%) of whom were PP• 5 pupils scored less than 15/25 (16%) – 3/5 (60%) of whom were PP	2021-22	Cohort (32)	PP (14)	Non-PP (18)	Y4 all pupils (including ELP)	63%	50%	72%	Y4 mainstream only (excluding ELP Pupils)	60% (30)	42% (12)	72% (13)
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils.</p>	<p>Through assessments and observations, we were able to measure the impact of Covid-19 on pupils’ behaviour, mental health, well-being, and readiness to learn. The impact for our disadvantaged pupils was significant and we used pupil premium funding to provide support for our pupils via our Nurture Provision, targeting interventions and support as and where required, during and after lockdown.</p> <p>The Nurture offer at Courtwood has grown, with an increased variety of interventions offered:</p> <ul style="list-style-type: none">• ELSA• Drawing & Talking• Communication & Social Skills• Expressing & Managing Emotions• Improving Confidence & Building Self-Esteem• Young Carers• Art Therapy• Breakfast Club Provision for targeted PP Families• Counselling <p>These interventions work to remove barriers to pupils’ learning to ensure improved pupil outcomes. Interventions are bespoke to the individual child and tailored to support and remove barriers to learning.</p> <p>The Forest School and Edible Playground provide structured and relevant opportunities to enrich the curriculum and develop cultural capital. This is timetabled so that it enriches the curriculum for all.</p>												
<p>To achieve and sustain Quality First Teaching for SEND pupils who are also PP</p>	<ul style="list-style-type: none">• Provision and practice for SEND is strong. Learning is personalised for individual children and their attitude to school demonstrates clear success. Pupils with SEND are doing well and ambition can now be applied to ensure that their progress is accelerated, especially for those whose learning was significantly impacted by the pandemic. Locality support has been effective.• Use of support staff effectively enables the wide and rich provision for pupils with needs. There has been clear planning and implementation of activity for the development of support staff• The three-tiered approach (quality teaching, bespoke support and intervention and enhanced nurture provision) enables vulnerable pupils and those who have experienced sustained disadvantage to receive a good offer for academic progress and support for personal development												

<p>To support PP families in particular, with access to healthy food at school and in the holidays.</p> <p>Increase the % of PPchildren who attend extra-curricular clubs.</p>	<p><u>Holiday Camp / Our Camps</u></p> <ul style="list-style-type: none"> • Camp has run 3 days Christmas and 1 week during the Easter holidays. Every PP child was offered a free place with access to activities and the offer of a free meal. • 22 children attended the holiday club during the Easter holidays. Of the 22 children, 16 were PP (73%). This equates to 24% of all PP children in the school attending. <p><u>After school clubs</u></p> <ul style="list-style-type: none"> • 33 % of all children attending any extracurricular activities were children that are identified as PP. Extracurricular clubs are offered to PP families with a discount. Or offer of a free place, depending on the club. <p><u>Breakfast club for PP feedback from children (June 2022)</u></p> <p>Breakfast Club is run 3 x a week by the Nurture Team and PP families are invited to attend.</p> <p>Parent Voice:</p> <ul style="list-style-type: none"> • <i>'I like everything about breakfast club because it makes me ready for the day'</i> • <i>'It has helped me because I have been able to spend time with everyone'</i> • <i>'I have found it useful to talk to everyone'</i>
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