



Courtwood Primary School

Pupil premium strategy statement

This statement details our school’s use of pupil premium 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	2155
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	31.07%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	TCT Board
Pupil premium lead	Jen Squires
Governor / Trustee lead	Darryl Neville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
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	£104,535

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, 31.07% (67) of our pupils from Reception to Year 6 are eligible for this funding. Of these, 37.3% (25 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 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. (2023-24: 19 out of 70 of our PPG children are on our SEN register)
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	<p>Discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>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.</p>
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 Fluency' data for Y2 – 6 in 2023/24 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.	<p>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.</p>
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	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Qualitative data from pupil voice, student and parent surveys and teacher observations.</p> <p>Improvement in diagnostic tool assessments such as Boxall profile scores.</p> <p>Referrals to the nurture team or those directed to commissioned services are highly personalised to individual disadvantaged pupil/family need.</p>
<p>To support disadvantaged families in particular, with access to healthy food at school and in the holidays.</p>	<p>From 2024/25 disadvantaged pupils entitled to FSM will be accessing in increasing percentages:</p> <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.
<p>Increase the percentage of disadvantaged children who attend extra-curricular clubs.</p>	<p>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 routinely attend at least one club annually; at least 50% of PP children will attend more than one club annually.</p>

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: £38,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to refine and 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
To sustain and review of a whole-school reading intervention programme that will continue to 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 continue to develop and build upon 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
Develop and embed Staff CPD focus on 'adaptive teaching' and Quality First Teaching – Developing pedagogy specifically around effective questioning. This will continue to be a specific focus with staff who are new to the school this academic year.	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: £29,882

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
To continue to engage 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. School led tutoring will have a particular focus on maths this academic year	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: £44,650

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

<p>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.</p>	<p>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.</p>	<p>3, 4,</p>
<p>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.</p>	<p>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)</p>	<p>6</p>
<p>Ensuring disadvantaged pupils are supported to access healthy food during school-term time and holiday periods.</p>	<p>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)</p>	<p>7</p>
<p>Auditing the engagement of families and thinking of any perceived barriers as well as continuing to improve attendance to be in line with the national average.</p>	<p>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)</p>	<p>8</p>

Total budgeted cost

£113,354

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 2024 to 2025 academic year.

Phonics Screening (Year 1)

In Year 1, **60%** of Pupil Premium (PPG) pupils achieved the expected standard in the Phonics Screening Check compared to **81%** of non-PPG pupils and **67% nationally** for PPG. Although this represents a small cohort, outcomes were influenced by a number of external factors beyond the school's control. The data shows a need to continue providing early reading support and targeted phonics intervention for disadvantaged pupils in Key Stage 1.

Key Stage 1 Outcomes (Year 2, 2025)

- **Reading:** 50% of PPG pupils achieved age-related expectations (ARE) or above, compared to 75% of non-PPG pupils.
- **Writing:** 43% of PPG pupils achieved ARE, compared to 92% of non-PPG pupils.
- **Maths:** 57% of PPG pupils achieved ARE (an increase from 37% in 2024), compared to 83% of non-PPG pupils.

While attainment in reading and writing remains below that of non-PPG pupils, there has been a **notable improvement of 20% in Maths outcomes** for PPG pupils year-on-year. This demonstrates that targeted support and intervention strategies in Maths are having a positive impact. English outcomes continue to be affected by a high proportion of PPG pupils with identified SEND needs, which the school continues to address through tailored support and differentiation.

Key Stage 2 Outcomes (Year 6 SATs, 2025)

- **Reading:** 80% of PPG pupils achieved ARE, compared to 71% of non-PPG pupils.
- **Writing:** 60% of PPG pupils achieved ARE, compared to 75% of non-PPG pupils.
- **Maths:** 80% of PPG pupils achieved ARE, compared to 82% of non-PPG pupils.
- **Combined (R/W/M):** 60% of PPG pupils achieved the combined expected standard, compared to 67.9% of non-PPG pupils and a national average of 62%.

The data indicates that **PPG pupils at Courtwood performed particularly well in Reading and Maths**, outperforming non-PPG pupils in Reading and closing the gap considerably in Maths. The combined score for PPG pupils has increased from **42% in 2024 to 60% in 2025**, representing significant progress. This improvement reflects the school's effective use of targeted interventions and quality-first teaching strategies to close the attainment gap by the end of Key Stage 2.

Year 4 Multiplication Tables Check

48% of the Year 4 cohort achieved full marks (100%) in the multiplication check, compared to a **national average of **0%**.

Among disadvantaged pupils, **70% of PPG children achieved full marks**, significantly outperforming both the school's non-PPG pupils (35%) and national averages.

The **average score for PPG pupils was 23.9**, which is in line with the national average, indicating that the school's approach to developing fluency and recall in multiplication facts is effective, particularly for disadvantaged pupils.

Summary and Next Steps

Overall, outcomes for Pupil Premium pupils at Courtwood demonstrate **strong progress and improving attainment**, particularly by the end of Key Stage 2. The gap between disadvantaged and non-disadvantaged pupils is **narrowing**, most notably in Maths and Reading. In some areas of assessment, particularly the combined in Year 1 phonics, the percentages are lower than national assessments. This is due to the higher percentage of SEND EHCP children and other aspects out of the school's control impacting our overall data.

Additional

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Whole-school attendance is 93.4% compared to 93.1% national average for 2024-25, which shows Courtwood's attendance overall is above national. The PPG average attendance in 2024-25 is 88.45%, compared to the national average of ****0%** for PPG. Attendance concerns within the cohort are being addressed through targeted support and collaboration with external services. Strategies such as providing appropriate transport and removing barriers are beginning to be used. This highlights that attendance remains low among individual families; focused interventions by the EWO are used to address the identified families and specific challenges they face.

Pupil Premium and Catch-Up Premium have ensured that support from services such as SaLT (Love to Communicate) has supported vulnerable children and allowing them to make progress in their learning. 38% of the children who attended targeted speech and language sessions with Love to Communicate were PPG. This has enabled the children to be provided with a service by qualified speech and language therapist or their assistants.

The school has continued to deliver 1:1 or small group academic support through the school. The thorough analysis of data and pupil progress meetings with the SENDCO and SLT has allowed specific PPG (with or without SEND needs) be targeted with specific areas of their learning that they may find a barrier.

Further successes include supporting disadvantaged families in particular, with access to healthy food at school and in the holidays, as well as access to second hand good quality uniform have helped to remove any perceived barriers to learning. SAS Sports now provide a holiday camp onsite which is offered at a discounted rate for all Courtwood pupils, particularly those who are disadvantaged, to engage children with positive, structured physical activity, develop social skills, and support their overall wellbeing during school holidays.

Zones of Regulation has continued to be a strategy used across the school to support regulation. 72% of parents have said their children have spoken about Zones of Regulation. 51% of parents have seen their children use zone strategies to regulate their emotions. Pupils have become more aware of their own emotions and can identify which "zone" they are in, leading to better self-understanding. By learning strategies to move between zones, students have gained tools to manage their emotions and behaviours effectively, reducing instances of emotional outbursts and disruptions.

The school has continued to offer parenting sessions at the school-(run by an external company/Henry Programme) offered out to all families, to develop their ability to manage challenging behaviour by their children at home.

Our evaluation of the approaches delivered last academic year indicates that Courtwood need to continue to work by auditing the engagement of families and thinking of any perceived barriers as well as continuing to improve attendance to be in line with the national average.

Externally provided programmes

Programme	Provider
1:1 Art Therapy	Kira Montague
Speech and Language	Love to Communicate