

# Pupil premium strategy statement – Court Fields School

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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
Number of pupils in school	842 pupils
Proportion (%) of pupil premium eligible pupils	24.3%
1	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	April 2026
Statement authorised by	Polly Matthews (Headteacher)
Pupil premium lead	Sarah Murray
Governor / Trustee lead	Stephen Miles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£172,200

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for every child to achieve, belong and participate and this is at the heart of everything we do at Court Fields. Our intentions are that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across the curriculum.

We are ambitious and believe that our students deserve the very best. Our commitment is to inclusion, and to working with our community to ensure that our students thrive academically, have positive physical and mental health, are safe, happy and eager to make their mark in a changing world.

We have considered the challenges faced by our vulnerable pupils and the activity we have outlined in this statement is planned to privilege our disadvantaged cohort. This will support their needs and those of our wider vulnerable group, regardless of whether they are disadvantaged or not.

Students feeling that they belong is at the heart of what we do and within our Pupil Premium strategy. Our programme allows us to have an ambitious framework to.

- promote positive relationships,
- knowing our students as individuals,
- all students have the best quality of teaching
- adopting a positive approach to behaviour for learning.

Ensuring that our curriculum is carefully planned and at the heart of key success with equity of opportunity for all our children, alongside our positive, trusting relationships. To allow our students to have exceptional pastoral care to support and provide an environment for all students to feel safe and achieve.

Alongside our PP strategy we have designed and run an Elevate Programme. This identifies students who may benefit from support, additional opportunities, or simply a key member of staff to provide mentoring, who are not identified as PP. It could relate to students who are exceeding their targets, as well as those who have the potential to make greater progress than they are currently.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	PP students' attendance is lower than non-PP students and PP students' persistent absence is higher than non-PP peers
2 Reading	Disadvantage students have lower levels of reading comprehension than their peers.
3 English	English attainment of disadvantage students is lower than that of their peers.
4 Maths	Maths attainment of disadvantage students is lower than that of their peers.
5 Participation	Disadvantaged students are less likely to be involved in extracurricular activities than their peers.

## 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
<p>1. Attendance gap between for PP and non PP reduces. PA for disadvantaged students decreases.</p>	<ul style="list-style-type: none"> <li>• DA attendance is better than National Average for DA</li> <li>• DA attendance is better than National Average for ALL children.</li> <li>• DA attendance is in line with or better than non DA</li> <li>• PA for our DA is better than National Average for DA</li> <li>• PA is better than National Average for ALL children</li> <li>• PA for DA is in line with or better than non DA</li> </ul> <p>Lost learning strategy implemented to support PA.</p>
<p>2. Reading ability for disadvantaged pupils are in line with all others and average reading age for disadvantaged students is in line with chronological age by the end of KS3. Every child is a reader.</p>	<p>To continue to raise the reading ability of our disadvantage students.</p> <p>Reading tutor programme implemented across the whole school</p> <p>Raising reading across all subjects and embed within the curriculums</p>
<p>3. To achieve and sustain improved level of DA students achieving a grade 4+ and 5+ in English.</p>	<p>DA students to move closer to being in line with non DA students in English.</p> <ul style="list-style-type: none"> <li>• DA attainment is better than National Average for DA</li> </ul>

	<ul style="list-style-type: none"> <li>• DA attainment is better than National Average for ALL children.</li> <li>• DA attainment is in line with or better than non DA at CFS</li> </ul> <p>Closing the gap each year to 2027</p>
3. Disadvantaged pupils are able to employ an extended vocabulary in speaking and writing in line with non disadvantage pupils.	<p>Incorporating high levels of vocabulary from 2024-2025 demonstrated:</p> <p>Lesson ob/learning walk data within the Raise programme showing students using Tier 2 and tier 3 language.</p> <p>Curriculum meetings specific focus on language and examples of how implemented across the curriculum</p> <p>Sharing of strategies from English for consistency across other curriculums that students recognise ( DAFFOREST)</p> <p>Within the FIP clear strategy how to deliver and support use of literacy.</p> <p>Student voice feedback from students.</p>
4. To achieve and sustain improved level of DA students achieving a grade 4+ and 5+ in Maths	<p>DA students to move closer to being in line with non DA students in Maths.</p> <ul style="list-style-type: none"> <li>• DA attainment is better than National Average for DA</li> <li>• DA attainment is better than National Average for ALL children.</li> <li>• DA attainment is in line with or better than non DA at CFS</li> </ul> <p>Closing the gap each year to 2027</p>
5. To achieve and sustain improved levels of participation by all pupils, in particular our disadvantaged and FSM pupils	<p>Sustained high levels of wellbeing from 2024- 2025.</p> <p>Data shows that since 22/23, Disadvantage students have increased their participation of extra curricular activities, however, they are still below non disadvantage students.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our coaching programme to support and develop teachers professional development and teaching strategies.</p>	<p>Evidence based teaching strategies rooted into how learning works. Using a programme to support evidence of cognitive science providing a clear learning model.</p> <p><a href="#">How Does It Work — Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a></p> <p>High quality teaching improves student outcomes. It is important to ensure that teachers have access to carefully planned PD and a well thought out coaching programme to support all of our students needs.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>2,3,4</p>
<p>Enhancement of our English curriculum planning and teaching in line with DfE, Ofsted and EEF guidance. We will fund teacher CPL time to embed key elements of curriculum refinement, and to access English specific pedagogy.</p>	<p>“The best available evidence indicates that great teaching is the most important tool schools have to improve outcomes for all pupils”</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p>“The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The provider has the same academic, technical or vocational ambitions for almost all learners”</p> <p><a href="#">Research for education inspection framework</a></p>	<p>2,3,4</p>
<p>Enhancement of our Maths curriculum planning and teaching in line with DfE, Ofsted and EEF guidance. We will fund teacher CPL time to embed key elements of curriculum refinement, and to access Maths specific pedagogy.</p>	<p>The best available evidence indicates that great teaching is the most important tool schools have to improve outcomes for all pupils”</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p>“The curriculum is coherently planned and sequenced towards cumulatively sufficient 2 8 knowledge and skills for future learning and employment. The provider has the same academic,</p>	<p>2,3,4</p>

	<p>technical or vocational ambitions for almost all learners”</p> <p><a href="#">Research for education inspection framework</a></p> <p>Mastery approaches tend to ensure equity of access and attainment within maths education.</p> <p><a href="#">Research review series: mathematics - GOV.UK</a></p>	
<p>Improving disciplinary literacy across subject areas to support teachers to teach pupils how to read, write and communicate effectively in their subject</p>	<p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	2,3,4

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA English to deliver reading/comprehension interventions to individuals and small groups</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Reading lead –KS2 teacher. Assessing and analysing data. Identifying specific needs and monitoring intervention for targeted students</p>	<p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Literacy Shed Plus - READING VIPERS</a></p> <p>Students are taught phonics and vocab to improve word reading and recognition. Comprehension skills through Vipers.</p>	2,3

Teaching targeted year 7 groups upon entry with below reading age of 10.	<a href="#">Literacy Shed Plus - READING VIPERS</a> <a href="#">Reading comprehension strategies   EEF</a> Students are taught phonics and vocab to improve word reading and recognition. Comprehension skills through Vipers.	2,3
Read Write Inc. Pupils still working in the phonics stages of reading receive intensive daily interventions to teach them to read letters, blend sounds into words and read matched 'decodable' stories and non-fiction texts.	"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of reading skills, particularly for children from disadvantaged backgrounds." <a href="#">Phonics Toolkit Strand EEF</a>	2
Weekly, small group guided reading interventions with instructional guidance from trained staff to focus on building and embedding comprehension strategies. Use of comprehension strategies	"Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction." <a href="#">Reading Comprehension Toolkit Strand EEF</a>	2
Wider whole school reading strategies in place and staff fully trained to implement effectively	<a href="#">Reading comprehension strategies   EEF</a>	2,3,4
KS4 English, Maths and Science in school intervention sessions	Intervention in small groups, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="#">Small group tuition   EEF</a> <a href="#">2. Targeted academic support   EEF</a>	2,3,4

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to support	EEF Toolkit Parental Engagement suggests +3 months progress.	1

<p>vulnerable pupils and families to ensure attendance is improved and sustained</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="#">Attendance-REA-report.pdf</a></p> <p>School's Based Avoidance Guidance</p> <p><a href="https://www.supportservicesforeducation.co.uk/Page/20029">https://www.supportservicesforeducation.co.uk/Page/20029</a></p>	
<p>Use of all pastoral staff to positively reinforce attitudes to learning, emotion coaching, restorative justice techniques and bespoke behaviour interventions</p>	<p><a href="#">Behaviour interventions   EEF</a></p>	<p>1,5</p>
<p>Use of extra curricular activities to raise participation across DA students. Using Absolute education successfully to monitor participation</p>	<p>Studies suggest that attending extra curricular activities</p> <p>Evidence from evaluating the programme shows that extracurricular provision can promote a range of specific benefits including enhanced confidence, resilience, relationships, and social and emotional intelligence. When effectively designed and targeted, such provision can also successfully engage those from disadvantaged backgrounds, ensuring that those who historically may not have had the opportunity to participate and benefit from such participation can do so. Insights from children and parents/carers help to evidence and illustrate the positive impact such activities can make. Part of this is around the positive effects of a regular routine and promoting commitment:</p> <div data-bbox="406 1433 1053 1702"> </div> <p><a href="#">Extracurricular activities to develop life skills - findings and lessons for practice</a></p> <p><a href="#">Benefits of After School &amp; Extracurricular Activities</a></p> <p><a href="#">6. Monitor the impact of approaches   EEF</a></p>	<p>1,5</p>

**Total budgeted cost: £ 172,000**



# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and FSM pupils.**

### Attendance

#### 22/23

- All students 89.5%
- Disadvantage – 88%
- Non Disadvantage – 91.1%

#### 23/24

- All students – 91.9%
- Disadvantage – 88%
- Non Disadvantage – 93.3%

**2. Reading ability for disadvantaged pupils are in line with all others and average reading age for disadvantaged students is in line with chronological age.**

On entry in 2022- 2023 (16%) 2023- 2024 (34%) DA students were below reading expectations at the end of KS2, compared to Non DA 2022- 2023 (20%) 2023- 2024 (39%).

Students below expectation in reading on entry who were part of the targeted reading. At the end of year 7 67% of DA pupils (on the programme) made 2yrs + progress compared to 64% Non DA.

**3. English Attainment of disadvantage students is lower than that of their peers.**

Results in 2022 – 2023 comparison to 2024. DA 2024 cohort significantly below peers on entry. More LAPs and students below expectation in Maths at KS2.

English language 4+	2022	2023	2024
All students	66.7%	66.9%	56.7%
Non DA	71.0%	71.5%	63.1%
DA	50.0%	50.0%	39.5%

English language 5+	2022	2023	2024
All students	44.9%	45.2%	31.2%
Non DA	47.6%	48.0%	35.9%
DA	34.4%	35.3%	18.4%

English literature 4+	2022	2023	2024
All students	70.5%	72.6%	58.9%
Non DA	74.2%	76.4%	60.2%
DA	56.3%	58.8%	55.3%

English literature 5+	2022	2023	2024
All students	49.4%	52.9%	37.6%
Non DA	53.2%	55.3%	42.7%
DA	34.4%	44.1%	23.7%

**4. Maths Attainment of Disadvantage students is lower than that of their peers.**

Maths 4+	2022	2023	2024	Maths 5+	2022	2023	2024
All students	67.3%	67.5%	60.3%	All students	50.6%	47.8%	37.6%
Non DA	50.0%	69.1%	68.9%	Non DA	34.4%	53.7%	42.7%
DA	71.8%	61.8%	36.8%	DA	54.8%	26.5%	23.7%

**5. Participation - Disadvantaged students are less likely to be involved in extracurricular activities than their peers.**

Our data suggests that our DA students participating in extracurricular activities has improved since 2022- 2023 and 2023- 2024

	All %	Dis %	SEND %
22/23 Choice	92.4	88.4	87.0
22/23 Universal	94.5	92.1	90.2
23/24 Choice	93.4	89.2	84.5
23/24 Universal	89.8	98.6	100

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*