Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Court Fields School
Number of pupils in school	758 (October 2021)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Polly Matthews (Headteacher)
Pupil premium lead	Martyn Dudley (Deputy Headteacher)
Governor / Trustee lead	David Taylor (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,155
Recovery premium funding allocation this academic year	£29,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,000
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	£ 218,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We have considered the challenges faced by 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.

Knowing our children as individuals is vital and key to our Pupil Premium Strategy. We work closely with our local primary schools and use a range of diagnostic testing to identify both the challenges and gaps in learning. Our curriculum is the heart of our school and is the key driver to ensuring success and equity of opportunity for all of our children. The curriculum has been developed to clearly outline the essential knowledge that all students should learn and we effectively use assessment to make sure we know what has and hasn't been learnt. Through high quality teaching and learning, and carefully targeted intervention we support all students to make good progress.

Learning does not happen unless students are safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair. Ensuring students have the emotional security to learn effectively will always come first in our school and our exceptional pastoral care provides the environment for all students to achieve.

We recognise that the challenges faced by Pupil Premium students are also a barrier to learning for other students. Since 2019 we have used our Elevate Programme to identify and support not only our disadvantaged students who are in receipt of Pupil Premium funding, but also our SEND students and those who are otherwise identified as vulnerable.

This programme not only allows us an ambitious framework in which to work with students and parents and powerfully address disadvantage, but also enables us to have explicit identification of students who may have been disadvantaged further by the Covid pandemic, as many of these students were already identified using our in-school vulnerability tracking.

At Court Fields School the **Elevate** Programme identifies students who may benefit from support, additional opportunities, or simply a key member of staff to provide mentoring. 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.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge	Detail of challenge
1	The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with reading comprehension and summary skills upon entry leading to barriers in accessing pre 19C texts and extended written tasks later on. Assessments on entry to year 7 in the last 3 years indicate that between 45% - 56% of our disadvantaged pupils arrive below age-related expectations compared to 24% - 44% of their peers. GCSE outcomes in the past 3 years have improved and indicates the attainment GAP on average is -16% of those achieving a grade 4+ in English and -12% of those achieving a grade 5+.
2	The Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last 3 years indicate that between 44-65% of our disadvantaged pupils arrive below age-related expectations compared to 16-51% of their peers. GCSE outcomes in the past 3 years have improved and indicates the attainment GAP on average is -11% of those achieving a grade 4+ in Mathematics and -14% of those achieving a grade 5+.
3	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects and is particularly noticeable in our SEN and FSM students. Assessments on entry in year 7 show that between 44 - 61% of disadvantaged students arrive with a reading age below their chronological age. On entry to year 7 in the last 3 years, between 45 – 56% of our disadvantaged pupils arrive below age-related expectations in reading compared to 24 – 44% of their peers, with 38 - 85% of SEN pupils and 50 – 53% of FSM pupils. This gap remains steady during pupils' time at our school.
4	Observations and discussion with teachers indicates that disadvantaged pupils generally have lower levels of oracy skill and vocabulary knowledge than their peers. This impacts their progress in all subjects and is particularly noticeable in our SEN and FSM students. EEF Toolkit "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills"

5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 89.7%-91.9% this is lower than non-disadvantaged pupils. This is particularly noticeable in our FSM pupils where attendance 87.4 – 91.1% lower than non-FSM pupils
	23.4% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers during that period. With 26% of FSM pupils 'persistently absent'.
	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress.
6	Our Myconcern referrals over the past 3 years shows that safeguarding incidents have increased. This is particularly evident in disadvantaged and FSM students with higher levels of safeguarding incidents than their peers. These safeguarding incidents negatively impact on students SEMH, pupil relationships and family life which ultimately affect pupils' attainment and progress.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem, resilience and confidence. These challenges particularly affect disadvantaged pupils, including their attainment and progress.
8	Our participation data indicates that disadvantaged pupils are less likely to be involved in extracurricular activities than their peers. 93% of disadvantaged students took part in the programme of enrichment activities compared to 96% of all students. However there was a 15% gap between disadvantaged and all pupils regarding participation in choice activities in 2020/21. Lower engagement in extracurricular activities reduces the opportunities for pupils to learn and experience new skills which will positively influence their personal development.
9	Our parents evening data over the past year indicates that attendance amongst disadvantaged parents has been between 26% compared to 47% of non-disadvantaged parents. This lack of engagement and support is negatively impacting on pupils' progress. This is particularly noticeable in our FSM pupils where over the past three years between 21% of FSM parents have attended parents' evenings.
10	Curriculum and option subject data indicates that over the past three years there has been a lower uptake of GCSE language subjects especially with disadvantaged and particularly FSM pupils.
	Option Subject data shows that between 11-17% of pupils are choosing a language to study at GCSE with 2-6% of disadvantaged pupils and 0-5% of FSM pupils. This is having a negative impact on pupils' outcomes at GCSE and potential future opportunities.
11	Our observations and discussions with pupils and families have identified that disadvantaged pupils are less likely to have access to resources and equipment including technology. This negatively impacts on pupils' ability to work effectively at home and ultimately reduces pupils' attainment and progress.

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.
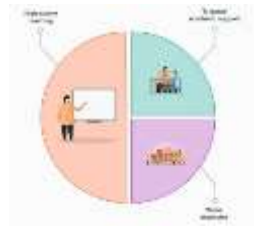
Intended outcome	Success criteria
Achieve strong academic outcomes. Disadvantaged pupils achieve outcomes in line with non-disadvantaged.	Sustained improved academic outcomes from 2023/24 demonstrated by: • progress 8 score increases to -0.25 in 2022, -0.15 in 2023, 0.0 in 2024 • % achieving 4+ in English & Maths (2019 Dis National 45%, Non Dis 72%) 2022 50%, 2023 55%, 2024 60% • % achieving 5+ in English & Maths (2019 Dis National 24.7%, Non Dis 49.9%) 2022 35%, 2023 40%, 2024 45% • end of Key Stage 3 Results for English, Maths and Science GAP reduced to less than 10% in 2022, 5% in 2023, 0% in 2024

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	Sustained improved reading ages from 2023/24 demonstrated by:
	• all disadvantaged pupils with reading ages above 8 on entry make accelerated progress to be at:
	  ○ 10 by the end of year 7
	  ○ 12 by the end of year 8
	  ○ Chronological age by the end of year 9
	• all disadvantaged pupils with reading ages below 8 on entry make accelerated progress to be at:
	  ○ Competency in phonic recognition and age 9 in comprehension by the end of year 7
	  ○ Age 11 in comprehension by the end of year 8
	  ○ Age 13 in comprehension by the end of year 9

Disadvantaged pupils are able to employ an extended vocabulary in speaking and writing in line with all other peers	Sustained high levels of vocabulary from 2023/24 demonstrated by: • lesson obs/learning walk data shows students using tier 2 and 3 vocabulary fluently in oracy across the curriculum. • work scrutiny shows students using tier 2 and 3 vocabulary fluently in writing across the curriculum. • lesson obs/learning walk data shows explicit disciplinary literacy being taught across the curriculum. Each faculty has a strategy in place to support the delivery of disciplinary literacy in each curriculum area • student voice shows disadvantaged pupils recognise the inherent value of disciplinary literacy

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and FSM pupils.	Sustained high attendance from 2023/24 demonstrated by: • attendance of disadvantaged pupils is in line with all others and above 88% in 2022, 92% in 2023, 95% in 2024 • attendance of FSM pupils is in line with all others and above 87 in 2022, 91 in 2023, 95% in 2024 • PA of FSM pupils is in line with or lower than all others and below the national average for FSM. • PA less than 28% in 2023 and 25% in 2024
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • Qualitative data from student voice, pupil and parent surveys and teacher observations. • reduce safeguarding incidents for disadvantaged pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain timely and effective support for pupils with SEMH	Sustained high levels of support from 2023/24 demonstrated by: • Reduction of the number of internal/external suspensions for disadvantaged students and below the national average. Suspension Rate in 2023 6% and 5% in 2024 Suspension Gap in 2023 4% and 3% in 2024 • effective whole school/trust approach to supporting pupils with SEMH (Social, Emotional, Mental Health) • reduce safeguarding incidents for disadvantaged pupils
To achieve and sustain improved levels of participation by all pupils, in particular our disadvantaged and FSM pupils	Sustained high levels of wellbeing from 2023/24 demonstrated by: • a significant increase in participation in enrichment activities, particularly among disadvantaged and FSM pupils. • a significant increase in pupils representing the school in enrichment activities, particularly among disadvantaged and FSM pupils. • a significant increase in participation in leadership roles, particularly among disadvantaged and FSM pupils • a significant increase in parents attending parents evenings, particularly among disadvantaged and FSM parents.
To achieve and sustain increased numbers of disadvantaged and FSM pupils studying a language at GCSE	Sustained increased numbers pupils studying at least one language by 2023/24 demonstrated by: • a significant increase in pupils choosing at least one language, particularly among disadvantaged and FSM pupils. • Percentage of disadvantaged and FSM pupils choosing languages after 3 years is equivalent to all others • 2022 GAP 15%, 2023 Gap 10%, 2024 Gap less than 5%

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: £ *110,00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. We will fund technology to support teachers in incremental coaching and leaders in quality assurance to embed these strategies rapidly.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF trial – IRIS connect	1,2,3
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.	"The best available evidence indicates that great teaching is the most important tool schools have to improve outcomes for all pupils" EEF Using Pupil Premium effectively / EEF School Improvement Planning. "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" OFSTED Education Inspection Framework Research	1,3
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.	"The best available evidence indicates that great teaching is the most important tool schools have to improve outcomes for all pupils" EEF Using Pupil Premium effectively / EEF School Improvement Planning. "The curriculum is coherently planned and sequenced towards cumulatively sufficient	2

	knowledge and skills for future learning and employment. The provider has the same academic, technical or vocational ambitions for almost all learners"	
	OFSTED Education Inspection Framework Research	
	Mastery approaches tend to ensure equity of access and attainment within maths education.	
	OFSTED research review into maths.	
Enhancement of our curriculum and subject specific pedagogy to target pupils misconceptions and plan effectively to overcome these gaps in knowledge.	"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"	1,2,3
We will fund teacher CPL time to embed key elements of curriculum refinement, and to access subject specific pedagogy.	OFSTED Education Inspection Framework Research	
Improve disciplinary literacy in all subject areas to support teachers to teach pupils how to read, write and communicate effectively in their subjects	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.	1,3
	Improving Literacy in Secondary Schools	
Develop teachers use of feedback to effectively identify pupils misconceptions and reduce gaps in knowledge	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,2,3
	Effective Feedback/teaching-learning-toolkit/EEF	
Developing metacognitive and self-regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.	1,2,3,7,10
This will involve ongoing teacher training and support and release time.	**Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF**	

Enhance our professional development programme (performance management) to include a coaching model that allows teachers to effectively critique their performance and take ownership of their development.	In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Ambition Institute – instructional Coaching Decades of research shows that traditional forms of professional development are ineffective. To make sustainable improvements to teaching and learning, teachers need to engage with all of the proven components of effective adult learning. These include access to theory, feedback and coaching. IRIS Connect Evidence base EEF trial – IRIS connect	1-11
Enhancement of our CPL programme for all staff with access to high quality resources through membership to the National College.	"The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for all pupils" EEF Using Pupil Premium effectively / EEF School Improvement Planning.	1-11

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

Budgeted cost: £ *54,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA English to deliver reading/comprehension interventions to individuals and small groups	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: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF	1,3
HLTA Maths to deliver numeracy intervention to individuals and small groups	Teaching assistants can provide a large positive impact on learner outcomes Teaching Assistant Interventions -Toolkit Strand-EEF	2
KS3 English and Maths 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 Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3
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 Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3
Engaging with the National Tutoring Programme 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 and FSM pupils	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	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3

Numeracy intervention, pupils in KS3 use Sumdog (maths online programme) to develop their numeracy skills. This is targeted at those pupils who enter the school below expectation in Maths	Internal data over the past 3 years shows use of Sumdog has positively impacted on the attainment and progress of pupils in Maths.	2
Read Write Inc. Fresh Start Fast Track Tutoring 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." Phonics Toolkit Strand EEF	1,3
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." Reading Comprehension Toolkit Strand EEF	1,3

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

Budgeted cost: £ *54,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to support vulnerable pupils and families to ensure attendance is improved and sustained	EEF Toolkit Parental Engagement suggests +3 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement School's Based Avoidance Guidance https://www.supportservicesforeducation.co.uk/Page/20029	1,2,3,5
Use of all pastoral staff to positively reinforce attitudes to learning, emotion coaching, restorative justice techniques and bespoke behaviour interventions.	EEF Behaviour Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,5,6,7
Provide alternative provision opportunities to improve pupils SEMH and attendance	EEF Toolkit Parental Engagement suggests +3 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,5,6,7
School counselling service and chaplains to support pupils with SEMH	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. wider strategy research-EEF	1,2,3,5,6,7
SEMH Trust Lead to develop trust wide strategies to improve pupil wellbeing and SEMH	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3,5,6,7

Careers Advisor to provide support to pupils with their next steps in education or employment	Careers education can be crucial in developing the knowledge, confidence and skills needed to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	1,2,3,5,6,7
Technology and software to track and record behaviour and safeguarding incidents. Reduce incidents through quick and effective targeting of support	Keeping Children Safe in Education 2021 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	6,7
Additional staff to deliver homework support after school from 15:30 to 17:00	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,10
Extra-Curricular support funding and music tuition	The research, commissioned by Education Secretary and conducted by the **Social Mobility Commission**, found "huge disparities" in participation rates depending on social background. https://www.gov.uk/government/organisations/social-mobility-commission	11
Uniform, books, revision guides and resources including technology	Child poverty and education: A survey of the experiences of NEU members cpag.org.uk On at least a termly basis, over half of respondents (53%) say they personally provide school equipment such as books and stationery; over a third say they provide food; more than a fifth are supplying PE or sports kit Without a device, an internet connection, or a suitable space to work, it is much harder for students to keep up with their learning from home, and the attainment gap between rich and poor will widen. https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/	11

Total budgeted cost: £ *218,000*

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 2020 to 2021 academic year.

Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.
What was the impact of that spending on service pupil premium eligible pupils?	Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.

Further information (optional)

Throughout The Castle Partnership Trust all schools work collaboratively through a variety of priority specific groups. There is a disadvantaged focused group including middle and senior leaders from across the Trust. The aim of this particular group is to look at the disadvantaged strategy in each of our schools, to see how we can streamline our work to positively impact our disadvantaged children. By working together, we pool ideas and resources and commission work that will support all our disadvantaged children across the Trust. The group ensures clear and focussed support for the staff in each setting and reduces time wasted through duplication of work. It has allowed us to: deploy resources for disadvantaged more strategically and more effectively e.g. Speech and Language provision; pool information on the latest successful research based approaches; target the deployment of the Trust SENCo and Trust SEMH lead (linked to the Trust strategies for each); maximise the skill sets of those with bespoke training e.g. Play Therapists; focus on priority transition areas e.g. EYFS to KS1, KS1 to KS2, KS2 to KS3, etc; highlight Trust and specific setting training needs and act upon this.