

Pupil Premium Strategy Statement Court Lane Infant Academy 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	51/349 (17%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 – July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs L Flitton, Headteacher
Pupil premium lead	Mrs A Towler, Assistant Headteacher
Governor / Trustee lead	Simon Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£74,385

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to diminish, the attainment gap between disadvantaged pupils and their peers. We will consider the challenges faced by vulnerable pupils, such as those with social workers. The activities outlined in this statement are also intended to support vulnerable pupils needs, regardless of whether they are disadvantaged or not. These strategies will benefit all pupils in school as they have been proven to be effective in having the greatest impact supporting pupil development. The pupil premium strategy draws on evidence based approaches, including those from the Education Endowment Foundation, to plan provision that will enable pupils to experience quality first teaching and where appropriate targeted support to enable them to reach their potential.

Our strategy is also integral to wider school plans for providing quality education for all.

Our key principles within the strategy are to:

- Ensure quality first teaching for all
- Provide an ambitious, progressive curriculum so that it further supports all children, and particularly disadvantaged.
- Support pupils to become happy, resilient, confident and caring; with exemplary attitudes in their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Assessment Data</u></p> <p>Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Mathematics.</p> <p>Number of children reaching the expected levels at the end of last year were:</p> <p>Present Year 2 Non Disadvantaged R = 76.5%, W = 70% and M = 74%</p> <p>Present Year 2 Disadvantaged R = 50%, W = 41% & M = 41%</p> <p>Present Year 1 Non Disadvantaged R = 91.3%, W = 81.87% and M = 90.3%</p> <p>Present Year 1 Disadvantaged R = 56.25%, W = 43.75% & M = 68.75%</p>
2	<p><u>Multiple Barriers</u></p> <p>Multiple barriers exist for a number of our children including SEND and emotional needs. For example:</p> <p>High level of SEND needs within our Pupil Premium cohorts.</p> <p>An increasing number of pupils with EAL in our Pupil Premium Cohorts.</p>

	<p>In the Year 2 Pupil Premium cohort, 41% (9/22) of disadvantaged pupils are registered as pupils with SEND and/or EAL.</p> <p>Within the Year 1 Pupil Premium cohort there are 43% (6/14) registered as SEND.</p>
3	<p><u>Learning Behaviours</u></p> <p>Teaching staff have noted reduced levels of effective learning behaviours and skills such as a lack of resilience, resourcefulness and independence. Some pupils also find it hard to relate to others.</p>
4	<p><u>Parental Engagement</u></p> <p>Parents of disadvantaged children can show a reduced engagement with fewer supporting with home learning or engaging with activities in school.</p>
5	<p><u>Attendance</u></p> <p>Disadvantaged attendance was 90% - the school attendance for the year was 95%.</p>
6	<p><u>Enrichment</u></p> <p>Disadvantaged pupils may have less opportunities to experience enrichment activities, for example sports and arts activities.</p>

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
Raised attainment in reading, writing, maths and phonics.	<p>The difference in achievement between disadvantaged and non-disadvantaged pupils' attainment will diminish.</p> <p>Attainment of disadvantaged pupils will be in line with non-disadvantaged pupils.</p>
Increased levels of learning behaviours are seen.	<p>Skills needed to be an effective learner will develop throughout the year.</p> <p>There will be an increase in average learning behaviour scores for disadvantaged pupils throughout the year.</p>
Parents of disadvantaged pupils will engage with school and learning.	<p>All parents of disadvantaged pupils will interact with school staff through at least one form of communication.</p> <p>Parents of disadvantaged pupils will engage with their child's learning.</p>
Attendance for disadvantaged pupils will be improved.	<p>Disadvantaged pupils will attend school regularly.</p> <p>The gap between average attendance of disadvantaged and non-disadvantaged pupils will decrease throughout the year.</p>
Disadvantaged pupils will	<p>Disadvantaged pupils will experience enrichment activities in line with their peers.</p>

experience enrichment opportunities that supports their holistic development.	
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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: £32,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the amount of teaching assistant time in classrooms, including time before the start of the school day to discuss learning.	EEF -Making Best use of Teaching Assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 6
Ensure that mathematics teaching makes use of concrete, pictorial and abstract experiences to support mathematical fluency and understanding.	EEF -Early Mathematics – Approaches and practices to support mathematics in the early years. https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics EEF -Improving Mathematics in the Early Years and Key Stage 1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1, 2, 3
Ensure that Literacy teaching is highly effective in order to develop pupils oracy, reading and writing skills.	EEF -Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF -Preparing for Literacy	1, 2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
Systematic phonics programme will be consistently implemented and will quickly address pupils at risk of falling behind.	The Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Teaching and Learning Toolkit EEF Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Adaptive teaching will ensure that pupils are targeted accurately across the curriculum so that standards are raised and gaps are diminished.	EEF -Making Best use of Teaching Assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF -The 'Five a Day' approach https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support EEF -Moving from differentiation to adaptive teaching https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching EEF -Using Digital Technology to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3

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

Budgeted cost: £10,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition led by school SEND Teacher.	Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Small group or individual	Teaching and Learning Toolkit EEF -Teaching Assistant Interventions	1, 2, 3

interventions led by school staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Small Group Reading intervention shown to boost pupil progress https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress	
Targeted interventions to meet the needs of disadvantaged pupils with SEND.	EEF – Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3

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

Budgeted cost: £31,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to increase parental communication and engagement with school and learning.	EEF -Working with Parents to Support Children's' Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF Teaching and learning Toolkit -Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4, 5
Learning behaviours are promoted and reinforced throughout the school.	EEF -What are effective learning behaviours and how can we develop them in our pupils? https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them EEF -Metacognition and Self-Regulated Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3, 6
Supporting and maintaining pupils	EEF Improving social and emotional learning in Primary Schools	3, 5, 6

emotional wellbeing.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF -Supporting children’s mental health and wellbeing https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	
Contingency funds to support disadvantaged pupils.	There is a need to allocate a small amount of contingency funds in order to respond quickly to needs that may not have yet been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £74,746

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (July 25 Review)

During 2024-25 teacher assessments were completed for all pupils, including those eligible for pupil premium funding at least termly. Teacher assessments were made using pupils written work and engagement with a range of activities in the classroom. The following charts report on attainment and progress for disadvantaged pupils.

Year R -Disadvantaged Pupils

	<u>% at EXS for Word Reading</u>	<u>% at EXS for Comprehension</u>	<u>% at EXS for Writing</u>	<u>% at EXS for Maths</u>
<u>Baseline (Aut 24)</u>	36.3%	36.3%	18.1%	45.4%
<u>Gap between PP and Non PP (Aut)</u>	34.4%	34.4%	39.4%	35.3%
<u>End of Year (July 25)</u>	54.5%	63.6%	45.4%	54.5%
<u>Gap between PP and Non PP (Summer)</u>	29.2%	+1% (Disadvantaged)	28.2%	8.08%
<u>Gap decrease throughout 24-25</u>	5.2%	- 35.4%	- 11.2%	- 27.22%

GLD

	<u>Disadvantaged pupils achieving GLD</u>	<u>Non disadvantaged pupils achieving GLD</u>
<u>School CLIS</u>	46.2%	69.4%

There were 46.2% of disadvantaged pupils who achieved GLD at the end of Year R. 69.4% of non-disadvantaged pupils achieved GLD. The gaps between Non/Disadvantaged pupils is 23.2%. Analysis shows that the gap is consistent in all areas of the EYFS as there are 3 pupils with EHCPs and multiple barriers that are not yet on track. This has had an impact on the overall percentage of disadvantaged pupils achieving GLD.

Year 1 Disadvantaged Pupils

	<u>% at EXS for Reading</u>	<u>% at EXS for Writing</u>	<u>% at EXS for Maths</u>
<u>Aut 1</u>	33.3%	33.3%	33.3%
<u>Gap between PP and Non PP (Aut)</u>	29.8%	23%	27.8%
<u>End of Year (July 25)</u>	46.6%	40%	53.3%
<u>Gap between PP and Non PP (Summer)</u>	33.2%	27.3%	21.7%
<u>Gap Increase/ Decrease</u>	+3.4%	+4.3%	- 6.1%

Year 2 Disadvantaged Pupils

	<u>% at EXS for Reading</u>	<u>% at EXS for Writing</u>	<u>% at EXS for Maths</u>
<u>Aut 1</u>	38%	24%	38%
<u>Gap between PP and Non PP (Aut)</u>	37%	43.3%	35.4%
<u>End of Year (July 25)</u>	63.6%	36.3%	50%
<u>Gap between PP and Non PP (Summer)</u>	21.9%	38.9%	36.5%
<u>Gap Decrease</u>	- 15.1%	- 4.2%	+1.1%

Phonics Screening Outcomes

	<u>CLIS Overall</u>	<u>CLIS Disadvantaged</u>	<u>CLIS Non-Disadvantaged</u>
<u>% passing PSC</u>	87.5%	88.9%	87.3%

The majority of gaps have decreased throughout the year. Where there has been an increase in the gap between the non-disadvantaged and disadvantaged, this is due to non-disadvantaged pupils making accelerated progress.

Intended outcome 1 - *Raised attainment in reading, writing, maths and phonics.*

This outcome has been achieved. In all year groups in the core areas there has been raised attainment for the disadvantaged pupils from the autumn term of 24-25 to the summer term of 24-25. The majority of gaps between the disadvantaged and non-disadvantaged have decreased. Where there has been an increase, this is due to the non-disadvantaged pupils making accelerated progress. In Year R there has been an increase of 18.2% of pupils working at national expectations for reading, an increase of 27.3% in writing and an increase of 9% in maths. In Year 1, there has been an increase of disadvantaged pupils working at age related expectations. There has been a 13.3% increase in reading, a 6.7% increase in writing and a 20% increase in maths. In year 2 there has been an increase of 25.6% in reading, 12.3% in writing and 12% in maths. Whilst there has been raised attainment for disadvantaged pupils, this is still an area that will be focused on at Court Lane Infant School. A number of disadvantaged pupils, are not only disadvantaged but also have multiple barriers to learning such as EAL, SEND, attendance or are summer born. During 24-25 in Year R there were 45.4% of disadvantaged pupils that had multiple barriers. In Year 1, 46.6% of disadvantaged pupils had multiple barriers. In Year 2 40.9% of disadvantaged pupils had multiple barriers.

Intended outcome 2 - *Increased levels of learning behaviours are seen.*

This outcome has been achieved. In all year groups there has been an increase in the learning behaviour scores across the year.

Year R

	<u>Reflective</u>	<u>Relating</u>	<u>Resilient</u>	<u>Resourceful</u>	<u>Risk taking</u>
Average Score Autumn	3.2	4.3	3.3	3.5	3.5

Average Score Spring	4.6	5.3	5	5	4.5
Average Score Summer	5.5	6	5.9	5.8	5.5

Year 1

	<u>Reflective</u>	<u>Relating</u>	<u>Resilient</u>	<u>Resourceful</u>	<u>Risk taking</u>
Average Score Autumn	3.8	5.7	5	4.6	4.3
Average Score Spring	6.2	8.1	7.2	6.8	6.7
Average Score Summer	7.5	8.8	8.4	8.4	7.9

Year 2

	<u>Reflective</u>	<u>Relating</u>	<u>Resilient</u>	<u>Resourceful</u>	<u>Risk taking</u>
Average Score Autumn	4.2	5.3	4.7	4.3	4.5
Average Score Spring	5.8	6.4	6.2	6.3	6
Average Score Summer	6.6	7	7	7	6.9

Intended outcome 3 - *Parents of disadvantaged pupils will engage with school and learning.*

This outcome has been partially achieved. Throughout the year parents have had many opportunities to interact with school and support their child's learning throughout the year. This has included; home learning, use of Tapestry, attending parents evenings and having regular communication opportunities on the door each day. 91% families have interacted with school using one of these channels. Monitoring of this shows that the majority of parents/carers either attend parents evenings or regularly communicate with school staff on the door at pick up or drop off times. Monitoring shows that engagement with home learning activities is limited. In year 2 50% of disadvantaged pupils complete home learning. In Year 1 33.3% disadvantaged pupils complete home learning, in year R currently 0% of disadvantaged pupils have completed any home learning. Engagement with home learning will remain as an area of focus during the next academic year.

Intended outcome 4 - *Attendance for disadvantaged pupils will be improved.*

This outcome has been achieved. The current whole school average attendance is 96.3%. The average attendance for disadvantaged pupils is 92.2%. For non-disadvantaged pupils the average attendance is 97%. Whilst there is still a gap, the gap between disadvantaged and non-disadvantaged pupils has decreased by 5.5% this year. During 24-25 14.8% of disadvantaged pupils had 96%+ attendance throughout the year.

Although attendance for disadvantaged pupils has improved, this is an area that will remain in focus for the next academic year as the percentage of disadvantaged pupils achieving 96%+ attendance is low.

Intended outcome 5 - *Disadvantaged pupils will experience enrichment opportunities that supports their holistic development.*

This outcome has been achieved. Throughout the year many enrichment activities have been taken place. Disadvantaged pupils have had the opportunity to take part in all school events, regardless of whether families have contributed towards the cost. This has included school trips, workshops in school, performances and community PTA events. These events have supported the holistic development of disadvantaged pupils by providing them with rich, practical learning opportunities.

Throughout the year so far, there has been increased tracking of disadvantaged pupils attending clubs. When external providers ask to host clubs, CLIS staff ask if they are able to fund any spaces for disadvantaged pupils. On some occasions the external providers have been able to do this. These spaces have been allocated to disadvantaged pupils.

The current percentage of disadvantaged pupils attending clubs is...

- CM Sports -16%
- Creation Stations -15.3%
- Funkidz Dance – 19%
- Choir -4%
- Military/PP club was organised for PP/HMF pupils -all of the pupils in the club were PP eligible.

Most of these percentages are in line with the overall percentage of disadvantaged pupils in school.

Teachers have prioritised disadvantaged pupils when selecting members of the pupil leadership groups (Eco Squad/Ideas Squad) in order to boost self esteem and confidence.

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***

During 24-25 there were a small number of pupils eligible for Service Pupil Premium. The funding received for these pupils was spent on the following...

- **Quality First Teaching**. Service pupil premium funding contributed to teaching assistants being available in classrooms. These teaching assistants supported teachers to deliver quality first teaching. Where appropriate, pupils eligible for service pupil premium funding were prioritised to work with teachers and teaching assistants as part of day to day classroom practice.
- **Phonics Keep Up/Catch Up Groups**. Spaces in these groups were prioritised for any pupils eligible for SPP that needed additional support.
- **Learning Behaviour Champions**. SPP pupils were chosen to be learning behaviour champions within classes to increase their confidence, esteem and wellbeing.
- **Creative Club** Pupils eligible for service pupil premium were offered the first choice of places in this extra curricular club run by the Deputy Headteacher.
- **Enrichment Experiences** SPP pupils were prioritised for attending a trip to a local care home for veterans in the autumn term. These pupils made Christmas decorations and delivered these to the care home.

The impact of that spending on service pupil premium eligible pupils

- All eligible SPP pupils made expected progress in the core areas of learning.
- Accelerated progress seen from some SPP pupils.
- All SPP pupils passed the year 1 phonics screening check.
- Increased confidence and independence when learning.