

# Pupil Premium Strategy Statement

## Court Lane Juniors 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 effect that last year's spending of pupil premium had within our A school.

### School overview

Detail	Data
School name	Court Lane Junior
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	25% (117 pupils)
Academic year/years that our current pupil premium strategy plan covers	Sept 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	£155,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£155,300

# Part A: Pupil premium strategy plan

## Statement of intent

Our school serves a community where deprivation is increasing. Our families are often trying to overcome more than one complex barrier and we understand that a 'one size fits all approach' is not sufficient in meeting the needs of our disadvantaged pupils. Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils, including those who may have a social worker or are a young carer, to achieve that goal. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Everybody is responsible for our disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. We sustain good relationships and pastoral support for our families and ensure we know their needs well.

Our key principles within the strategy are to:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils through quality first teaching for all. High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Build life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.
- Promote a whole school ethos where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We ensure that there is support and intervention in place to help children to be successful.
- Know the children as individuals and nurture a positive relationship with the child and their family to ensure that they feel supported as well as challenged.
- Ensure all staff have access to high quality CPD and interventions for pupils will be well-chosen based on research and feedback.

## Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning faced by disadvantaged pupils. Such as those who are also on the SEND register and/or EAL. This accounts for nearly half of our PPG eligible pupils in Sept 24.
2	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils (particularly prior middle attaining) is not consistently in line with their non-disadvantaged peers.
3	There are a disproportionate number of children who are eligible for pupil premium and are also persistently absent (27%) this is compared to 11% of children not eligible for pupil premium.
4	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs there is an increased requirement for wellbeing, mental health and safeguarding support, including managing self-regulation difficulties. Referrals for emotional support have markedly increased in recent years. Proportionally more of our disadvantaged pupils require regular individual or small group support from our pastoral team compared to their non-eligible peers.
5	Limited cultural capital. Some disadvantaged pupils do not have equitable life experiences compared to their non-disadvantaged peers and are therefore unable to draw on and use them within the curriculum.

## 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
Improved attainment in Reading among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Reading is in line with National or our non-disadvantaged pupils, whichever is higher.

Improved attainment in Writing among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Writing is in line with National or our nondisadvantaged pupils, whichever is higher.
Improved attainment in Mathematics among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Mathematics is in line with National or our non-disadvantaged pupils, whichever is higher.
Improved attendance for persistently absent pupils	Attendance at least in line with non-pupil premium eligible pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £38,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils receive challenging QFT to meet their needs through high quality CPD and development.	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p> <p>Ordinarily Available Provision Portsmouth Education Partnership (PCC 2022)</p>	1,2,3

<p>Development of Maths mastery to secure and deepen their understanding</p>	<p>DFE approved scheme for the teaching of maths  Approach recommended by many EPs  EEF – guidance report improving Mathematics in Key Stage 2 and 3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3</a>  Engagement with Solent Maths Hub and PEIA strategy.</p>	<p>1,2,3</p>
<p>CPD - research based adaptive teaching (Trust based development programme)</p>	<p>Adaptive Teaching  EEF blog  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjustadapt-what-does-adaptive-teachingmean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjustadapt-what-does-adaptive-teachingmean-to-you</a>  Trust symposium articles</p>	<p>1,2,3</p>
<p>CPD for teachers and TAs relating to strategies that will meet the needs of vulnerable and disadvantaged pupils</p>	<p>EEF guidance report: Making the best use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a>  SEND code of practice</p>	<p>3,4</p>
<p>Weekly TA and weekly Pastoral team meetings to share good practice and highlight areas of need in a timely manner so that emerging needs are quickly identified and addressed.</p>	<p>At our school everybody is responsible for our disadvantaged pupils and we are all committed to meeting children’s individual pastoral, social and academic needs within the school environment. We sustain good relationships and pastoral support for our families and ensure we know their needs well. In our experience to do this we need regular meetings to share good practice and strategies.</p>	

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

Budgeted cost: £21,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group teacher led same day intervention focusing on misconceptions in lessons.</p>	<p>EEF shows +4 months progress and a large positive impact on learner outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</a></p>	<p>1,2</p>
<p>Phonics catch up for pupils falling into the lowest 20% of readers.</p>	<p>The Reading Framework:DFE  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July2021.pdf</a>            Teaching and Learning Toolkit EEF: Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a></p>	<p>1,2</p>
<p>Bespoke teaching for children working prekey stage.</p>	<p>EEF shows +4 months progress and a large positive impact on learner outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a></p>	<p>1,2</p>
<p>TAs working in the classrooms – supporting children and enabling children to learn alongside their peers.</p>	<p>Targeted to specific children  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</a>             Social and emotional interventions have a positive impact on average 4 months progress over an academic year - EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: £95,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide emotional, pastoral and positive wellbeing support including: Loss and Bereavement Lego Therapy Drawing and Talking</p>	<p>Social and emotional interventions have a positive impact on average 4 months progress over an academic year - EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning</a></p> <p>Relational and Restorative Practice <a href="https://relationalschools.org/">https://relationalschools.org/</a> 4</p>	3,4
<p>Provision of OPAL to support pupils at lunchtime</p>	<p>Teaching and Learning Toolkit: Social and Emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning</a></p> <p>EEF Guidance report: Improving Social and Emotional Learning in Primary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel</a></p>	3,4
<p>Mental Health Support Team consultations SLT/Pastoral Team.</p>	<p>EEF – wider strategies <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-widerstrategies</a></p>	3,4
<p>Positive handling training.</p>	<p>‘When the Adults Change’ Paul Dix (2017) ‘We believe all adults must be fully engaged in managing and modifying behaviour. Everybody is trained to an exceptionally high standard so around the site, nobody walks past.’</p>	3,4

Curricular and extracurricular opportunities for targeted pupils and forest school	Cultural Capital research <a href="https://www.anewdirection.org.uk/research/cultural-capital">https://www.anewdirection.org.uk/research/cultural-capital</a>	3,4,5
Provision of laptops/iPads in class enabling catch up sessions and use of intervention programmes.	Using Digital Technology to Improve Learning: Evidence Review <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital</a>	1,2,3
Relational and restorative practice embedded across the school community.	Relational and restorative practice <a href="https://relationalschools.org/">https://relationalschools.org/</a>  EEF Guidance Report – Metacognition and Self-Regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition</a>  Teaching and Learning Toolkit: Metacognition and Self-Regulation EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation</a>	1,3,4
Contingency fund for acute issues.	EEF – Guide to Pupil Premium – tiered approach - wider strategies <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  Based on previous experiences and those of similar schools, we have identified a need to set aside funding to respond quickly to needs that have not yet been identified. Also many of the children lack life experiences (cultural capital), which would support their learning. This will avoid them missing out or feeling different.	4,5

**Total budgeted cost: £156,369**

## 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 and summarises the impact of the three-year strategy Sept 2024- July 2027.

At the end of the 2024-2025 academic year, summative teacher assessments were made for every pupil in every year group in Reading, Writing and Mathematics. Pupils in Year 6 completed SATs tests for Reading, Grammar, Punctuation and Spelling and Mathematics.

Summative and formative assessments were carried out throughout the year based on the needs of individual cohorts and groups.

#### ARE

Subject	National	School (120)	National Disadvantaged	Disadvantaged (34)
Reading	75%	78%	63%	62%
Writing	72%	71%	59%	53%
Mathematics	74%	69%	61%	35%
GPS	73%	71%	60%	50%
Combined Reading, Writing and Mathematics	62%	57%	47%	32%

#### GDS

Subject (number in cohort)	National	School (120)	Disadvantaged (34)
Reading	33%	29%	12%
Writing	13%	6%	0
Mathematics	26%	16%	9%
GPS	30%	23%	18%
Combined Reading, Writing and Mathematics	8%	2%	0

2023-2024 compared to 2024-2025 – School Data

Subject	2024 Disadvantaged	2025 Disadvantaged	
Reading	52%	62%	+10%
Writing	56%	53%	-3%
Mathematics	32%	35%	+3%
GPS	48%	50%	+2%
Combined Reading, Writing and Mathematics	24%	32%	+8%

Data showed that in all areas but writing, disadvantaged pupils performed better in 2025 than in 2024 following the implementation of strategies to support these pupil groups.

Intended outcome	Review
Improved attainment in Reading among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Reading is close to National.
Improved attainment in Writing among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Writing is close to National.
Improved attainment in Mathematics among disadvantaged pupils.	Percentage of pupils attaining ARE and GD in Mathematics is significantly below National.
Improved attendance for persistently absent pupils	Attendance is close to National Average with no significant change.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

Maths No Problem has provided a common language, understanding and toolkit for learners. This paired with the implantation of Mastering Number and support from the local MathsHub has supported pupils to improve their fluency and mastery skills. Little Wandle has been used more consistently to support the early reading skills required by the lowest 20% of readers. Same day intervention has made it possible to address gaps and misconceptions in a timely manner in reading, writing and mathematics.

The intended outcomes of the three-year strategy were to improve outcomes in reading, writing and mathematics among disadvantaged pupils and to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

These outcomes have been relentlessly pursued, and the progress of individual pupils remains positive. This can be demonstrated by their increased engagement with learning and the small steps academic progress that they have achieved (in line with their complex needs). There are some pupils for whom the intended academic outcomes have not been seen as rapidly as hoped. This has often been where emotional wellbeing needed to be secured before learning could progress.

## Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle
Maths - No Problem!	Maths - No Problem!

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of a Military families' club where children participated in activities to find out more about where their parents were deployed, prepared for Armed Forces Day and took part in Remembrance Day commemorations.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils had a shared understanding of what it was like to be part of a service family. They had space to express their thoughts and emotions with others in the group.