

Court Fields School

Pupil Premium

Strategy 2020-2021



Improving student outcomes through:

☒ High Quality Learning

☒ Attendance

☒ Literacy

☒ Cultural capital and enrichment

☒ Holistic support

Supporting students:

Teaching

Academic Support

Wider approaches

Background

The Pupil Premium Grant (PPG) is additional national funding and it provides support for:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces.

The Pupil Premium Grant per pupil for 2020-21 is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated £955
- Looked after Children (LAC) are allocated £2,345
- Post-Looked After Children (children adopted from care and children who have left care under a Special Guardianship or Residence Order) are allocated £2,345
- Students from families who have a member of the family serving in the armed forces in Year Groups 7 to 11 or who are in receipt of a child pension from the Ministry of Defence are allocated £310
- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual student the funding is allocated to support).

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.

Achieve | Belong | Participate

1. Summary information (as of October 2020 census)					
School	Court Fields School	Academic Year	2020-2021	Total students	766
Number of Ever 6 students	170	Amount per PP student	£955	Total Pupil Premium funding	£162,350
Number of Service family students	9	Amount per student	£310	Total Service family funding	£2,790
Number of Post-LAC students	0	Amount per student	£2,345	Total Post-LAC funding	£0
Total Pupil Premium students	194 (25.7%)	Total Elevate students	337 (44.5%)	Total Pupil Premium Funding	£165,140
Number of Looked After Children (LAC)	3	Total LAC funding	£2,345	Total Post-LAC funding	£7,035

1a. Staff Involved in Monitoring & Supporting the Pupil Premium Action Plan			
Governor	Dr Jo Rose (Quality Assurance)	Headteacher	Polly Matthews
Deputy Headteacher & PP Champion	Martyn Dudley (PP strategy and monitoring)	Designated Teacher for Looked After Children	Sarah Westwood
Heads of Faculty	Monitor classroom standards and the progress of all students. In particular coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.		
Heads of Year	Monitor the attainment and progress of pupil premium, service, post-LAC students, and those who have been identified as otherwise vulnerable/disadvantaged or having additional targeted support within individual year groups (Elevate students). In particular coordinate cross faculty interventions for pupil premium and Elevate students where progress across a number of subjects is not sufficiently rapid.		
All Teachers, Teaching Assistants & Support Staff	Awareness of students qualifying for support under the pupil premium and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Court Fields School our regular monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.		

Summary of Reflections on 2019/2020 for 2020/2021 Proposed Strategy

- Not all aspects of the strategy were able to be completed due to school closures due to Covid 19
- 2020/21 strategy to take into account need for recovery curriculum and potential widening of the gap between PP and non PP students
- All budgetary decisions based on evaluation of previous intervention and/or PP cohort
- Use of tracking to correlate specific interventions to individual student progress
- Continue to embed 'Elevate' programme to raise staff awareness and drive developments in PP support
- Continue to follow EEF Research to drive support and interventions.

Key Issues to Note

- In line with whole school there is underachievement of the following groups reflected in PP:
 - Boys
 - High Ability Pupils
 - Free School Meal Pupils
- Attendance of Pupil Premium pupils is lower than their peers, particularly those on Free School Meals
- Exclusions of Pupil Premium students 2019-2020, particularly those with repeat FTEs
- The impact in the short, medium and long term of the Covid pandemic on students' academic progress and SEMH.

1b. Context information as of 01/06/2021

CONTEXT & COHORT INFORMATION (as at 18.06.21)	Year 7					Year 8					Year 9					Year 10					Year 11					Y7-11 PP Total			Y7-11 Others Total		Y7-11 All
Category	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP			Others		Total
	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%		
NOR 755	47	29.6	112	70.4	159	43	29.9	101	70.1	144	42	26.3	118	73.8	160	37	23.4	121	76.6	158	31	23.1	103	76.9	134	200	26.5	555	73.5	755	
Male	32	35.6	58	64.4	90	21	28.4	53	71.6	74	18	27.3	48	72.7	66	18	21.7	65	78.3	83	12	18.2	54	81.8	66	101	26.6	278	73.4	379	
Female	15	21.7	54	78.3	69	22	31.4	48	68.6	70	24	25.5	70	74.5	94	19	25.3	56	74.7	75	19	27.9	49	72.1	68	99	26.3	277	73.7	376	
HAP	No KS2 Test Results					1	6.67	14	93.3	15	5	15.2	28	84.8	33	6	20.7	23	79.3	29	2	9.52	19	90.5	21	14	14.3	84	85.7	98	
MAP						22	26.2	62	73.8	84	25	28.7	62	71.3	87	18	23.1	60	76.9	78	18	31	40	69	58	83	27	224	73	307	
LAP						20	47.6	22	52.4	42	10	29.4	24	70.6	34	12	26.1	34	73.9	46	3	7.14	39	92.9	42	45	27.4	119	72.6	164	
FSM	29	100	0	0	29	33	100	0	0	33	25	100	0	0	25	18	100	0	0	18	16	100	0	0	16	121	100	0	0	121	
Disadvantaged (inc SEND)	46	76.7	14	23.3	60	43	74.1	15	25.9	58	41	80.4	10	19.6	51	34	77.3	10	22.7	44	29	80.6	7	19.4	36	193	77.5	56	22.5	249	
SEN E	2	33.3	4	66.7	6	3	37.5	5	62.5	8	1	20	4	80	5	2	28.6	5	71.4	7	0	0	3	100	3	8	27.6	21	72.4	29	
SEN K	13	56.5	10	43.5	23	7	41.2	10	58.8	17	5	45.5	6	54.5	11	5	50	5	50	10	5	55.6	4	44.4	9	35	50	35	50	70	
Highlighted Needs	3	25	9	75	12	7	38.9	11	61.1	18	3	16.7	15	83.3	18	9	36	16	64	25	5	20.8	19	79.2	24	27	27.8	70	72.2	97	
EAL	1	9.09	10	90.9	11	0	0	7	100	7	2	13.3	13	86.7	15	0	0	6	100	6	0	0	9	100	9	3	6.25	45	93.8	48	
Service	2	100	0	0	2	1	100	0	0	1	2	100	0	0	2	3	100	0	0	3	4	100	0	0	4	12	100	0	0	12	
LAC	0	0	0	0	0	1	100	0	0	1	0	0	0	0	0	1	100	0	0	1	0	0	0	0	0	2	100	0	0	2	
Mobility (joined after Y7)	NA	NA	NA	NA	NA	2	33.3	4	66.7	6	7	58.3	5	41.7	12	7	53.8	6	46.2	13	4	28.6	10	71.4	14	20	44.4	25	55.6	45	
Medical Flags	17	34	33	66	50	10	26.3	28	73.7	38	10	23.8	32	76.2	42	15	25.9	43	74.1	58	10	21.7	36	78.3	46	45	19.2	139	59.4	234	
Young Carer	0	0	1	0	1	0	0	1	100	1	0	0	0	0	0	1	100	0	0	1	1	100	0	0	1	2	50	2	50	4	
Traveller	1	100	0	0	1	3	100	0	0	3	1	100	0	0	1	3	100	0	0	3	0	0	0	0	0	8	100	0	0	8	
Catch Up	NA	NA	NA	NA	NA	26	48.1	28	51.9	54	12	26.7	33	73.3	45	19	30.2	44	69.8	63	14	23.3	46	76.7	60	71	32	151	68	222	
Elevate*	47	66.2	24	33.8	71	43	62.3	26	37.7	69	42	62.7	25	37.3	67	37	51.4	35	48.6	72	31	53.4	27	46.6	58	200	59.3	137	40.7	337	
PP cohort more than 5% greater than school average						*Elevate = PP, SEN E & K, HN & other nominated vulnerable																									
PP cohort between 1% and 5% greater than school average																															
PP cohort in line with (or below) school average																															

KEY		PP cohort more than 5% greater than school average		PP cohort between 1% and 5% greater than school average		PP cohort in line with school average	Abbreviations/Key Terms: PP – Pupil Premium
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2. Successful Strategies as Evidenced by the Education Endowment Foundation (EEF)

Research evidence suggests that:

- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).
- Specifically, in order to have significant impact, students must not be treated as a homogenous group.

Sutton Trust/EEF research suggests the following strategies with high impact, which we are using to powerfully address disadvantage in our school:

Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback - marking of books first Meta-cognitive and self-regulation strategies Homework Reading Comprehension strategies Peer tutoring / peer-assisted learning strategies Mastery learning	One-to-one tuition/small group learning Social & Emotional Learning Early Intervention Behaviour Interventions Holiday/additional tuition	Parental engagement Adapted and flexible curriculum pathways Strong pastoral support Sports participation Arts participation

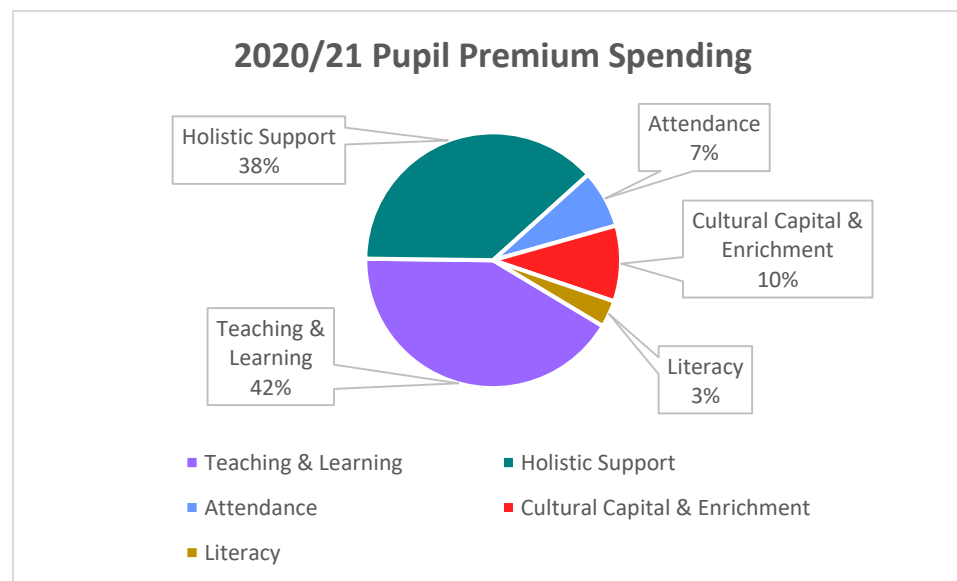
Bespoke Support

More personalised support for individuals can, for some students, address a range of wider needs. This might include the provision of equipment, uniform, electronic learning devices and resources, pencil cases, revision guides and materials etc. or financial support for participating in educational visits and enrichment activities, e.g. music lessons.

At Court Fields School we have a strong focus on securing the best possible learning and support within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact. We have carefully evaluated the impact of our Pupil Premium spend over the last year, cross-referenced with the extensive research from the Sutton Trust Education Endowment Foundation (EEF) Toolkit, and developed a targeted strategy across the following areas:

- **High Quality Learning (including Academic Intervention)**
- **Attendance**
- **Literacy**
- **Cultural capital and enrichment**
- **Holistic support**

See graph to right of page for details of 2020/2021 spending by area of focus.



3. Desired Outcomes for 2020-2021 Pupil Premium Strategy (including review of 2019/20)

Approach		Success criteria	Notes/Observations from 2019/20	Next Steps for 20/21 & Review of 2019/20
High Quality Learning	To improve rates of attainment/progress and for students to progress equally with others across year groups and subjects	<ul style="list-style-type: none"> PP students make accelerated progress in line with students from similar starting points % of students achieving grade 4 or above in English and Mathematics at least in line with national average 	<ul style="list-style-type: none"> Y11 En/Ma Gap improved in 2019 but declined in 2020 <ul style="list-style-type: none"> 2018 = 17% at 4+, 19% at 5+ 2019 = 12% at 4+, 6% at 5+ 2020 = 16% at 4+, 16% at 5+ (Non PP improved on 2019 thresholds) P8 gap widened: <ul style="list-style-type: none"> 2018 = -0.21 2019 = -0.55 2020 = -0.54 (PP improved by 0.44, Non PP improved by 0.43) 	<ul style="list-style-type: none"> Continue to embed planning for progress and consistent high quality teaching. Curriculum Intervention Plan (See actions) CPD supports above improvement quality of education Catch up funding used to support recovery curriculum Plan and deliver recovery curriculum for school opening Behaviour provides an effective learning environment Wellbeing continues to reduce staff absence/improves retention
Attendance	For Pupil Premium students attendance to meet national expectations.	<ul style="list-style-type: none"> % absence - the national average is achieved % Persistent Absence (PA) - the national average is achieved 	<ul style="list-style-type: none"> Whole school and all groups attendance improved and in line with national average state funded secondary schools 2nd best attendance in Somerset in 2018/19 At the end of term 3 February 2020, PP attendance was 90.9% Reduce gap between PA PP and PA non-PP – FSM issue New Pastoral Lead appointed January 2020 – embedded and systems developed/in place 	<ul style="list-style-type: none"> Focus on FSM attendance specifically Develop the graduated response for SEMH/potential Medical Tuition students Further reduce PA – FSM focus Develop engagement of/with parents/students to raise attendance average
Literacy	Literacy for Pupil Premium students to be improved so that they are better able to access the curriculum and wider learning	<ul style="list-style-type: none"> PP students with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE) PP students make the same or greater progress in English than others within school PP students make the same/greater progress than those nationally with the same starting points 	<ul style="list-style-type: none"> Year on Year improvements in students catching up and meeting ARE Y7, 8 & 9 students in line with peers having caught-up at CFS Y11 & 10 PP LAPS progress currently below that of their peers Y7-9 PP LAP progress in line with/above their peers DEAR programme insufficient impact on improving literacy, replaced in 2019/20 by shared reading methodology 	<ul style="list-style-type: none"> Develop structures and incentives around Accelerated Reader Embed shared reading in tutor time Catch up funding to support small group intervention Continuing to develop extended writing across faculties Continue to embed Oracy
Cultural Capital & Enrichment	Increase the opportunities for PP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	<ul style="list-style-type: none"> PP attendance on trips and extra-curricular activities is in line with PP% Increase in numbers of PP students in leadership roles in line with others % of PP students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average 	<ul style="list-style-type: none"> PP attendance at enrichment activities is in line with PP% and in most cases above Transition Leaders 2019 PP = 38% (10% above PP cohort %) Transition Leaders 2020 PP = 1st round 23%, round 2 on hold due to Covid Year 11 Prefects: <ul style="list-style-type: none"> 2018-2019 PP = 22% (4% above PP cohort %) 2019-2020 PP = 28% (6% ABOVE pp COHORT %) 2020-2021 PP = delayed due to Covid Post-16 destinations 2018/19, 2019 – 20 = 97% (3% above Nat avg at 97%) Articulary Project participants PP = 40%, PP Distinction/Merit = 53%, PP submitted and Highly Commended in National Young Speaker of the Year Competition = 29% 	<ul style="list-style-type: none"> Continue to develop oracy Continue to promote house system and link to rewards Develop a culture of pride in success (eg: termly raffle and 100 Club) Develop leadership opportunities in Y8, 9, 10 (eg. Anti-Bullying Ambassadors Y9, Wellbeing Champions Y10)
Holistic Support	For students and families to be supported to work in partnership with CFS, to deal with difficulties and build resilience	<ul style="list-style-type: none"> Decrease in referrals and re-referrals for support above Level 2 Reduction in BVPT score for PP students Increase in parental engagement for PP students at school events Reduction in number of PP students with fixed term exclusions 	<ul style="list-style-type: none"> Level 3/4 referrals static across 17/18 and 18/19, increase of 2 students in 19/20 8 PP students accounted for 60% of PP exclusions – indicator of unmet needs, now in place, 20 PP students accounted for the other 40% Parents' Evening Attendance: <ul style="list-style-type: none"> Y7 – increased by 6%, Y8 – increased by 14% Y9 – increased by 38%, Y10 – increased by 14% Y11 – increased by 14% 	<ul style="list-style-type: none"> Continue Student Focus Meetings using BVPT to evidence impact Use parent surveys to develop Parent Engagement Strategy for 2020=2021 Positively discriminate for PP Parents Develop Wellbeing Hub to increase effectiveness of support and relieve pressure on AFA

4. Pupil Premium Proposed Budget Financial Year 2020/21 (including review of expenditure 2019/20)

Services/Costs/Budget Item	Total Cost 2020/21	%Allocated for PP 20/21	19/20 PP Allocation	EEF Research Base	Impact & Rationale for 2020/21 Strategy (RAG: green = continue, amber = adjust, teal = new for 20/21,	Evidence of Impact	Continue/Otherwise for 2020/21	20/21 PP Allocation
1 AFA Base Lead	£23,285	75% [E]	£17,463	MSR, SGT, SEL	Effective, replaced by SA (lead SEMH TA), develop flexibility due to needs	Reduction in PEX, SEN FTE	✓	£17,463
2 Effective quality of education for students	£0	100% [A]	£0	MAS, MSR	Continue to secure consistency, clear and explicit for all staff/students/parents	EEF Toolkit evidence. 2019/20 CAG/TAGs.	SIP Priority #1	£0
11 EEF Toolkit/Rosenshine's Principles targeted CPL menu	£9,000	24% [A]	£0	MSR, MAS, FB	Further development w ith Jim Rogers quality assuring programme	EEF Toolkit evidence. 2019/20 CAG/TAGs.	✓ JR quality assurance	£2,160
14 Hegarty Maths	£1,537	24% [A]	£368	MSR, HWK	Effective, positive uptake results and good usage during lockdown	In school & Remote Learning Maths Data	✓ Hw k/Online Learning	£368
15 Homework support via Opportunities Club relaunch	£3,552	24% [A]	£1,003	HWK, MRS	Effective, Targeted LSA KS3 PP support, KS4 study revision / homework w ith MLT/ SLT.	CWG, TAGs	✓	£1,003
16 Maths 1:1/small group tuition for key Y11 students	£9,350	100% [E]	£9,350	MSR, HWK, II	Effective w ith specific students, review via Maths HOF. Unable to complete due to Covid	CAG data Maths	✓ use Catch Up Funding	£9,350
21 Revision and Study Skills	£1,000	100% [A]	£1,000	MSR, SGT	Ethos impactful, embed MSR, expand for Y10 and include in tutor programme	TAG data	✓ MD/DW to lead	£1,000
22 SEMH Specialist Lead	£24,272	70% [E]	£16,990	MSR, HWK, II	Effective, recruit SEMH specialist - develop alternative provision in AFA and w hole school.	ClassCharts/FTE data on return to classroom	✓	£16,990
23 Small group MFL Y8/9	£5,060	100% [A]	£5,060	MSR, SGT, SEL	Effective, review ed to fit equal opps (MFL content) plus literacy interventions, RW specialist	MFL data, student voice, english data	✓	£5,060
24 SumDog (Maths Numeracy session per week)	£2,048	24% [A]	£491	MSR, HWK	Effective in Steps/Maths. Now in Year 7, one lesson a week, SumDog not Maths Whizz.	In school & Remote Learning Maths Data	✓ (up to 40% E)	£819
26 TA to work w ith SBN Disadvantaged students	£18,846	100% [A]	£18,846	MSR, SGT, SEL	Effective, develop SEMH focus w ith 50% of outdoor ed/forest sch/alt prov TA	Bepoke intervention package/SDQ data	✓	£18,846
	£97,950		£70,571					£73,059
3 Alternative provision	£25,000	90% [A]	£22,500	PE, BI, SEL	Effective – retain, look to reduce external cost via internal SEMH specialist capacity	Use of TDP, Reach and Conquest in place.	✓	£22,500
6 ClassCharts Software	£2,409	24% [A]	£578	PE, BI, SEL	Effective especially behaviour and homework	Parent/student voice, behaviour data	✓	£578
9 DHT curriculum/achievement for key PP students	£87,195	24% [A]	£20,926	BI, SEL, PE	Senior lead effective, now DHT single lead, reduced cost	Staff survey, parent voice	✓	£20,926
13 Heads of Year time working w ith PP students	£30,209	24% [A]	£7,250	BI, SEL, PE	Effective pastorally, increase curriculum focus, single Line Mgmt w ith SLW	Remote learning engagement data	✓ Elevate Champions	£7,250
17 MyConcern Licence	£900	75% [E]	£675	SG, MT	Effective as evidenced by SG Review s/OFSTED, continue alongside NA support	Embedded practice for all staff.	✓	£675
19 Parental Engagement Programme	£0	24% [E]	£0	PE, SEL, MSR	New strategy in line w ith EEF research to increase student ambition/engagement	Parent Evening/meeting attendance	✓	£0
20 Pastoral Support Assistant	£18,413	75% [E]	£11,047	BI, SEL, PE	Effective, increase capacity via shared working w ith Attendance staff, re-room	Behaviour data, student voice	✓	£11,047
25 Support & Tracking for SEN/PP (Provision Map)	£1,178	40% [A]	£0	MT	New software to support/track interventions and EHCP/HNF applications	Staff, student voice, SEN Review data	✓	£471
27 Tutorial shared reading programme	£0	100% [A]	£0	RCS, MSR	Trialled w ith Y7 Terms 2&3 2020/21, now all KS3	Reading age data. English progress data.	✓	£0
28 Uniform, books, revision guides and resources	£2,500	100% [A]	£2,500	PE, BI, SEL, DT	Student voice evidences as vital, retain	Student Voice - All KS4 PP given guides	✓	£3,000
30 Year 11 Mentoring via Build Up Project (PXL)	£3,600	15% [E]	£540	SGT, SEL, BI, MSR	PXL Build Up Programme w ith Y11 tutors as mentor	TAGs, Student voice	✓	£540
	£171,404		£66,016					£66,987
4 Attendance officer reducing PA for key PP students	£19,402	50% [E]	£9,701	BI, SEL, PE	Effective, increase capacity esp high level cases not now supported via EWS. Focus on FSM	Attendance Data	✓	£9,701
18 PA tutor group	£3,113	100% [A]	£3,113	BI, SEL, PE, SGT	Effective, but different and smaller cohort. Less high PA students	Attendance data	x	£3,113
	£22,515		£12,814					£12,814
5 Careers Advisor (Part Time)	£8,750	24% [A]	£2,100	SEL	Effective – low predicted NEETS, extend to Y10 work experience/more at KS3	NEET%, work experience uptake, student voice	✓ (up to 40% E)	£3,500
8 Counselling Service	£17,441	50% [E]	£8,720	SEL	Effective due to staffing (3 days coverage), increase low level capacity via SHARE	Student voice, SDQ	✓	£8,720
10 Duke of Edinburgh Support (Bronze/Silver)	£680	100% [A]	£680	MSR, SEL, BI, FCP	Develop resilience/SR, include costs of actual/admin fee/equipment. No due to Covid	Sign-up data, completion data (TBC)	✓	£680
12 Extra-curricular support funding and musical tuition	£2,500	100% [A]	£2,500	PE, BI, SEL	Student/parent voice evidences +ve, retain	Sign-up data, student voice, parent voice	✓	£2,500
29 Work Experience Year 10	£458	100% [A]	£458	MSR, SEL, PE	Develop skills for life, major impact on parental perception of school. No due to Covid	Virtual w/exp data (F2F cancelled re Covid)	✓	£458
31 Year 11 specific rewards – Prom Ticket support	£1,000	100% [A]	£1,000	MSR, PE, BI, SEL	£30 per FSM tow ards Prom, Leavers Hoodie, Year Book. 5 x PP before Covid	Improved ATL scores/data/attendance	✓	£1,000
	£30,829		£15,458					£16,858
7 Corrective Reader	£7,607	24% [E]	£1,826	MSR, HWK, RCS	Effective in increasing Reading Age w ith Catch Up students. LM to review for 2020/21	Reading age data. English progress data.	Review (up to 50% E)	£3,043
32 Year 7 & 8 Accelerated Reader (small group intervention)	£7,566	24% [A]	£1,815	MSR, HWK, RCS, SGT	Effective, not w hole class intervention. DG to target students in Y7-8	Reading age data. English progress data.	✓ target Y7-8	£1,815
33 CFS Vocabulary Dictionary	£4,596	24% [A]	£0	MSR, HWK, RCS, SGT	LM key subject vocabulary inc printing costs	Change to disciplinary literacy lead	✓	£1,103
	£19,769		£3,641					£5,961
Total Cost	£342,467		£168,500	(2019/20 Cost) £165,140				£175,679

High Quality Learning	Attendance	Literacy	Cultural Capital & Enrichment	Holistic Support
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EEF Research Base:

AP – Arts Participation, BI – Behaviour Interventions, DT – Digital Technology, FB – Feedback Strategies, FCP – Flexible Curriculum Pathways, HWK – Homework, II – Individualised Instruction, MAS – Mastery, MSR – Metacognition & Self-Regulation, MT – Monitoring & Tracking, PE – Parental Engagement, RCS – Reading Comprehension Strategies, SEL – Social & Emotional Learning, SGT – Small Group Tuition, SP – Sports Participation ([A] based on actual PP proportion, [E] based on evaluation of PP referral/allocation over previous 2 years). RAG for impact in 2018/19, turquoise = new intervention

Court Fields School : Pupil Premium Strategy Statement 2020-2021

1. School overview

Metric	Data
School Name	Court Fields School
Pupils in school	766
Proportion of disadvantaged pupils	194 = 24%
Pupil premium allocation this academic year	176,675
Academic year or years covered by statement	2019/20 - 2020/21
Publish date	September 2020
Review date	June 2021, September 2021
Statement authorised by	Polly Matthews (Acting Head of School)
Pupil Premium lead	Martin Dudley
Designated Teacher	Sarah Westwood
Governor Lead	Dr Jo Rose

2. Disadvantaged pupil performance overview for last academic year 2019-2020

	Target	Result Summer 2020
Progress 8	-0.50	-0.59
EBacc entry	8.11%	8%
Percentage of Grade 5+ in English and Maths	35%	22%
Percentage of Grade 4+ in English and Maths	55%	44%

3. Strategy aims for disadvantaged pupils 2020-2021

Aim	Target	Target date
Progress 8	-0.25	Summer 2021
Percentage of Grade 5+ in English and Maths	25%	September 2021
Percentage of Grade 4+ in English and Maths	50%	September 2021
EBacc Entry	10%	September 2021

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.

In particular the Elevate group contains students who are disadvantaged (children who have ever been in receipt of Free School Meals in the last 6 years, looked after children, and those students adopted from care/in the care of a designated guardian) and those children otherwise in receipt of the pupil premium (children of service families). It also contains SEND students. In addition, our Heads of Year have identified which vulnerable students should join the Pupil Premium students to make up the wider Elevate group.

Identification of the Elevate group allows us to work with disadvantaged and otherwise vulnerable students as an ambitious focus group without fear of highlighting their 'pupil premium' status overtly.

(NB: The term 'disadvantaged' includes those in receipt of the Pupil Premium, including Looked after Children, but not the children of service families)

4. Teaching Priorities (for current academic year to powerfully address disadvantage)

Measure	Activity
High Quality Learning	Teachers to deliver Recovery Curriculum. Teaching and Learning to focus on understanding where the gaps are and overcome misconceptions Eg: Unpicking what is “lost learning” and what is “re-discoverable” learning. Developing CFS High Quality Learning Framework (Planning for Progress) including associated CPL and development of Working Parties in line with SIP & EEF Toolkit: <ul style="list-style-type: none"> - Coaching - Literacy - T&L Development
	Small group MFL Y8/9
	SumDog (Maths Numeracy session per week)
	Hegarty Maths
	AFA Base Lead
	EEF Toolkit & Rosenshine’s Principles targeted CPL menu for staff
Literacy	Year 7 & 8 Accelerated Reader (small group intervention)
	Corrective Reader (under review) (1:1 / 1:3 intervention)
	Tutorial shared reading programme
	Working Party to introduce vocabulary and disciplinary reading strategies
Academic Intervention	English/Maths tutor time tuition for key PP students
	Revision and Study Skills
	TA to work with SEN Disadvantaged students
	Maths 1:1/small group tuition for key Y11 students
	Homework support via Opportunities Club relaunch
EEF strategies employed for these measures	Effective feedback - marking of books first Meta-cognitive and self-regulation strategies Homework Reading Comprehension strategies Peer tutoring / peer-assisted learning strategies Mastery learning
Projected Spending	£79,020

5. Targeted Academic Support (for current academic year to powerfully address disadvantage)

Measure	Activity
Holistic Support	DHT curriculum/achievement for key PP students
	Heads of Year time working with PP students
	Pastoral Support Assistant
	SEMH Specialist Lead
	Counselling service
	Careers Advisor
	Alternative provision
	Uniform, books, revision guides and resources
	ClassCharts Software
	MyConcern Licence

	Year 11 Mentoring via Build Up Project
	Parental Engagement Programme
	Support & Tracking for SEN/PP Interventions (Provision Map)
EEF strategies employed for these measures	One-to-one tuition/ small group learning Social & Emotional Learning Early Intervention Behaviour Interventions Homework Parental engagement Adapted and flexible curriculum pathways Strong pastoral support
Projected spending	£66,987

6. Wider strategies for current academic year to powerfully address disadvantage

Measure	Activity
Cultural Capital	Extra-curricular support funding and musical tuition
	Duke of Edinburgh Support (Bronze/Silver)
	Work Experience Year 10
	Year 11 specific rewards – Prom Ticket support
Attendance	Attendance Officer reducing PA for key PP students
	Attendance Officer to improve attendance for disadvantaged students
	Uniform, textbooks, revision guides, resources and ingredients to those that need it
	Financial support to enable students to benefit from educational activities, enrichment and experiences
	Careers Advisor
EEF strategies employed for these measures	Parental engagement Attendance / Behaviour Intervention Adapted and flexible curriculum pathways Strong pastoral support Sports participation Arts participation
Projected spending	£29,672

Total Projected Spending 2020/21	£175,679
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7. Monitoring and implementation February 2021 Review

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for CPD and to support updating of pupil passports/BVPT completion	Use of INSET days, meeting schedule and additional cover as appropriate.
Targeted support	Recruitment of staff for literacy/numeracy interventions, training and liaison with HOFs, effective timetabling of interventions to reduce impact on subjects.	AHT Curriculum single point of contact to lead and oversee all interventions
Wider strategies	Engaging the families facing most challenges	Working closely with the Trust, LA and other local schools on cross-school outreach programme, work with One Team/community outreach

8.Review: Aims and Outcomes 2021 (initial review June 2021)

GCSE Results 2017 - 2020: PROGRESS

Measure/cohort	2017 Results	2018 Results	2019 Results	2020 Results (CAG)	2020 CWG Spring 1	2021 CWG Autumn 2
P8 Whole Cohort (169)	-0.3	-0.34	-0.43	-0.05	-0.68	-0.67
P8 Disadv (36)	-0.99	-0.63	-0.96	-0.64	-1.22	-1.11
P8 Non Disadv (133)	-0.18	-0.26	-0.32	+0.11	-0.54	-0.55
GAP	-0.81	-0.37	-0.64	-0.75	-0.68	-0.56
P8 Boys (85)	-0.63	-0.72	-0.50	+0.03	-0.63	-0.94
P8 Girls (84)	+0.02	0.00	-0.35	-0.13	-0.74	-0.42
GAP	-0.66	-0.72	-0.15	0.16	0.11	-0.52
P8 SEND (22)	-1.51	-0.94	-0.47	-1.06	-1.53	-0.5
P8 Non SEND (147)	-0.17	-0.25	-0.42	+0.11	-0.56	-0.68
GAP	-1.34	-0.69	-0.05	-1.17	-0.97	+0.18
P8 FSM (18)	-0.49	-0.94	-1.55	-0.57	-1.16	-1.34
P8 NON FSM (151)	-0.29	-0.31	-0.32	+0.01	-0.63	-0.58
GAP	-0.2	-0.63	-1.23	-0.58	-0.53	-0.76
P8 LAPS (16)	-0.24	-0.28	-0.31	-0.69	-1.11	-0.29
P8 MAPS (98)	-0.09	-0.44	-0.51	-0.15	-0.76	-0.85
P8 HAPS (54)	-0.56	-0.27	-0.37	+0.32	-0.42	-1.01
P8 Disadv incl SEN	-0.99	-0.78	-0.65	-0.69	-1.23	-0.97
P8 Non Disadv incl SEN	-0.12	-0.17	-0.34	+0.24	-0.44	-0.56
GAP	-0.87	-0.61	-0.31	-0.93	-0.79	-0.41

THRESHOLD MEASURES

Measure/cohort	2017 Results	2018 Results	2019 Results	2020 Results (CAG)	2020 CWG Spring 1	2021 CWG Autumn 2
English & Maths 4+ All	57%	63%	58%	60%	31%	45%
English & Maths 4+ Dis	44%	44%	46%	36%	14%	32%
English & Maths 4+ Non	60%	68%	61%	66%	35%	48%
GAP	-16%	-24%	-15%	-30%	-21%	-16%
English & Maths 5+ All	33%	37%	33%	38%	19%	25%
English & Maths 5+ Dis	6%	19%	27%	22%	3%	4%
English & Maths 5+ Non	37%	42%	34%	42%	23%	30%
GAP	-29%	-23%	-7%	-20%	-20%	-26%
English & Maths 4+ FSM	43%	57%	38%	44%	6%	27%
English & Maths 4+ Non FSM	58%	63%	61%	62%	34%	47%
GAP	-15%	-6%	-23%	-18%	-28%	-20%
English & Maths 5+ FSM	0%	14%	15%	22%	0%	7%
English & Maths 5+ Non FSM	35%	39%	35%	40%	21%	27%
GAP	-35%	-25%	-20%	-18%	-21%	-20%

Aim	Target	Progress (Results 2021 – TBC for Sept 21 Review)
Progress 8	-0.25	
Percentage of Grade 5+ in English and Maths	25%	
Percentage of Grade 4+ in English and Maths	50%	
EBacc Entry	10%	

SLT Review – 15/06/21

Key Questions for 2021/22 Strategy (for SLT/MLT/wider staff):

- What has been the impact and how have you measured this?
- What would you continue with next year and why?
- What would you not continue with next year and why?
- What are the priorities for next year and why?
- How do we monitor these priorities throughout the year and judge impact?

Update to Strategy Document

- Impact data updated on PP strategy document
- Student and tutor voice current - data due end of June
- Majority of strategies to carry over to 21/22 based on impact data, continue focus on T&L and High Quality Learning / Holistic support as primary focus. Change to literacy strategies for 2021/22 to focus on embedding disciplinary literacy alongside interventions. Corrective reader to Read Write Inc. and wider range of staff trained in use

Update from Trust Disadvantaged Strategy Group (May 2021)

All schools to continue updating DFE Template for Strategy/Reviews

Consider use of PASS questionnaire (CFS completing this for Years 7, 8, 10 in September)

Consideration of barriers so we can compare and identify commonalities, agree resources etc.

- Speech and Language
- SEND/SEMH Trust strategy (via Wellington Hub model)
- Reading focus in all settings, alongside vocabulary and oracy

Transition to secondary key especially this year

NEXT MEETING: How do we build Cultural capital in Covid?