



Butlers Court School

Pupil Premium Strategy Statement

Pupil Premium Strategy Report 2024-25 including Pupil Premium Strategy Review 2023-24

This statement details our school's use of pupil premium (and recovery premium) and how we intend 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	Butlers Court School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	37 (9 %)
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Steve Butler
Pupil premium lead	Bina Mistry-Sharma
Governor / Trustee lead	Alison Howman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,515
Tutoring grant allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£54,515



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 their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Forensically identifying individual needs, using EEF strategies to meet these needs and robustly evaluating their impact will enable us to strive to ensure all children with a disadvantage will achieve in line with their peers.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for

disadvantaged pupils' outcomes and raise expectations of what they can achieve

It will be the responsibility of all staff members to contribute to this shared goal and ensure our disadvantaged children flourish in every way.



Challenges

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

Challenge number	Detail of challenge
1	<p>Mental Health and wellbeing SEMH</p> <p>Our assessments, observations, and discussions with pupils and families have highlighted a key challenge is the social, emotional, and wellbeing development of our pupils, particularly those from disadvantaged backgrounds. Many pupils have limited access to enrichment opportunities, both inside and outside of school, which can significantly impact their personal growth, confidence, and sense of belonging. This lack of exposure to diverse experiences further compounds the challenges faced by disadvantaged pupils, hindering their overall development and academic achievement. Addressing this gap is crucial in fostering a more inclusive and supportive environment that promotes the holistic growth of all our pupils.</p>
2	<p>Attainment in Reading, Writing and Maths</p> <p>Our assessments have identified a marginal gap in attainment across Reading, Writing, and Maths, with disadvantaged pupils demonstrating a greater disparity in the development of the knowledge and skills required for success in these core subjects. This gap is more pronounced in comparison to their peers and suggests that disadvantaged pupils face additional barriers to academic progress in these critical areas. Addressing the specific needs of these pupils is essential to ensure they have the foundational skills and support necessary to close the attainment gap and achieve their full potential.</p>
3	<p>SEN</p> <p>Our assessments and observations over time have highlighted that pupils with Special Educational Needs face a greater number of barriers to learning, which require a higher level of support than what is typically provided through Ordinarily Available Provision. Of the 6 pupils (16%) who are eligible for Pupil Premium and have SEN, the additional complexities they experience in accessing the curriculum and engaging in school life necessitate targeted interventions and resources. Addressing these increased needs is crucial to ensure these pupils receive the tailored support required to make progress and succeed academically.</p>
4	<p>Language Skills</p> <p>Observations and discussions with pupils have revealed that many disadvantaged pupils exhibit underdeveloped oral language skills and significant vocabulary gaps. These challenges are more prevalent among our disadvantaged pupils than their peers, limiting their ability to fully access the curriculum, engage in classroom discussions, and express themselves effectively. Addressing these gaps in oral language and vocabulary development is critical to improving overall communication skills, boosting academic achievement, and fostering greater confidence in learning.</p>



5	<p>Attendance</p> <p>The attendance rates of pupils in receipt of Pupil Premium funding are consistently below those of their peers. This gap in attendance can impact their engagement with learning, hinder academic progress, and contribute to further inequalities in educational outcomes. Addressing the underlying causes of lower attendance and ensuring that Pupil Premium pupils attend school regularly is crucial to improving their overall educational experience and academic achievement.</p>
6	<p>The enjoyment of reading</p> <p>Our assessments, observations, and discussions reveal that the conditions of lockdown have disproportionately affected our disadvantaged pupils' ability to develop and maintain reading skills. Factors such as limited access to books (due to school and library closures), a lack of quiet space for reading at home, and reduced school and peer support have created significant barriers to their reading progress. As a result, many of these pupils have faced setbacks in both their reading ability and their motivation to read for enjoyment, which are key to fostering a lifelong love of reading and improving academic outcomes. Addressing these challenges is essential to re-engage disadvantaged pupils with reading and support their ongoing development.</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
<p>Improved Well-Being and Readiness for Learning</p> <p>All pupils in receipt of Pupil Premium funding will have their well-being needs effectively met, ensuring they are emotionally and mentally prepared to engage in learning. Through targeted support and interventions, pupils will experience enhanced emotional resilience, increased self-esteem, and a sense of belonging, which will enable them to focus on their academic progress. As a result, these pupils will be better equipped to overcome barriers to learning and demonstrate improved engagement,</p>	<p>Increased Emotional Resilience: Disadvantaged pupils demonstrate improved emotional regulation and resilience, as evidenced by a reduction in anxiety, stress, and behavioural incidents, enabling them to cope effectively with challenges and remain focused on their learning.</p> <p>Higher Levels of Self-Esteem: Pupils show increased self-confidence and a positive self-image, demonstrated by their active participation in class, willingness to take risks in learning, and a positive outlook on their academic abilities.</p>



<p>motivation, and achievement in their educational journey.</p>	<p>Enhanced Sense of Belonging: Disadvantaged pupils feel supported and valued within the school community, as reflected in regular pupil surveys, discussions with staff, and improved relationships with peers and teachers.</p> <p>Positive Feedback from Staff and Pupils: Teachers report that Pupil Premium pupils demonstrate improved focus, motivation, and emotional readiness to engage with their learning, as evidenced by classroom observations, academic progress, and peer relationships.</p> <p>Access to Targeted Well-Being Support: Pupils in receipt of Pupil Premium funding access well-being support through targeted interventions (e.g., counselling, mentoring, emotional literacy programs), with clear evidence of progress in managing emotions, behaviour, and mental health.</p> <p>Improved Academic Performance: The improvement in well-being is reflected in better academic engagement and progress across subjects, with Pupil Premium pupils showing increased motivation and achievement in their academic work.</p> <p>Parent and Carer Engagement: There is increased involvement of parents and carers in supporting their child's well-being and academic journey, demonstrated by improved communication between home and school, and active participation in well-being initiatives.</p> <p>Reduction in Barriers to Learning: Pupils are better able to overcome personal, social, and emotional barriers to learning, with fewer instances of disengagement, absence, or behavioural challenges affecting their academic progress.</p>
<p>Outcome: High Aspirations and Aligned Attainment in Reading, Writing, and Maths</p> <p>Disadvantaged and 'vulnerable' pupils will develop high aspirations and motivation to achieve their full academic potential, in</p>	<p>Increased Motivation and Engagement: Disadvantaged and 'vulnerable' pupils demonstrate a clear increase in motivation to achieve, as evidenced by their active participation in lessons, improved attitudes towards</p>



line with their peers. Through targeted support for well-being and academic development, pupils will overcome barriers to learning, fostering greater engagement and confidence. As a result, the attainment of disadvantaged pupils in Reading, Writing, and Maths will align with that of their peers, ensuring they have equal opportunities to succeed and achieve at the highest level.

learning, and engagement in class activities.

Measurable Attainment Progress: Disadvantaged pupils show consistent progress in Reading, Writing, and Maths, with attainment levels aligning with or surpassing their peers, as measured by regular assessments, mock exams, and final exams.

High Aspirations Demonstrated: Pupils set and work towards high academic goals, demonstrated through individual target setting, discussions with teachers about future pathways, and participation in enrichment activities that promote academic growth.

Improved Academic Outcomes: The attainment gap between disadvantaged pupils and their non-disadvantaged peers in Reading, Writing, and Maths narrows, with disadvantaged pupils achieving at least expected progress or better in these areas.

Positive Feedback from Teachers: Teachers report that disadvantaged pupils show a growth mindset, take ownership of their learning, and show increased resilience in overcoming challenges in Reading, Writing, and Maths.

Personal Development and Confidence: Disadvantaged pupils demonstrate increased self-confidence and belief in their abilities, as evidenced by their willingness to take on challenging tasks, contribute to classroom discussions, and independently apply new skills.

Access to Targeted Support: Disadvantaged pupils receive consistent, tailored support to overcome barriers in reading, writing, and maths, ensuring they have access to the resources, interventions, and guidance needed to succeed.

Parental and Community Engagement: Parents and caregivers are actively engaged in supporting their child's academic journey, demonstrating a collaborative approach between home



	<p>and school to promote high aspirations and academic success.</p> <p>Consistency Across Subjects: Disadvantaged pupils show balanced progress across Reading, Writing, and Maths, with no significant disparity in their performance in any of the core subjects compared to their peers.</p>
<p>Outcome: Expected Progress for Pupil Premium Pupils, Including Those with SEND</p> <p>All pupils in receipt of Pupil Premium funding, including those with Special Educational Needs and Disabilities (SEND), will make expected progress from their starting points. Through targeted well-being support and tailored interventions, pupils with SEND will receive the additional resources and strategies they need to overcome barriers to learning. This will enable them to fully engage with the curriculum, build confidence, and make measurable progress in their academic and personal development, ensuring they achieve their full potential alongside their peers.</p>	<p>Measurable Academic Progress: Disadvantaged pupils, including those with SEND, demonstrate expected or better progress from their starting points in core subjects (Reading, Writing, Maths) as measured by internal assessments, tracking systems, and standardised tests.</p> <p>Personalised Support Plans: All pupils with SEND receive tailored interventions and support plans that address their specific barriers to learning, which are regularly reviewed and adapted based on progress.</p> <p>Active Engagement in Learning: Pupils with SEND engage actively in lessons and complete tasks to a high standard, showing improved focus, participation, and resilience in the face of challenges.</p> <p>Improved Confidence and Self-Esteem: Pupils display greater self-confidence and a positive attitude toward learning, as observed by teachers, parents, and pupils themselves through surveys or feedback.</p> <p>Positive Feedback from Teachers: Teachers report improved academic performance, engagement, and social development for Pupil Premium pupils, including those with SEND, with evidence of overcoming specific barriers to learning.</p> <p>Reduction in Barriers to Learning: Pupils are able to access the curriculum more effectively, with fewer instances of disengagement, behavioural concerns, or external challenges that hinder learning.</p> <p>Improved Social and Emotional Well-Being: Pupil Premium pupils with SEND exhibit enhanced social skills, emotional resilience, and well-being, as</p>



	<p>demonstrated through well-being assessments, behaviour tracking, and pupil feedback.</p> <p>Peer Comparison: The progress of Pupil Premium pupils, including those with SEND, is in line with or comparable to the progress of their non-SEND peers, closing any attainment gaps over time.</p>
<p>Outcome: Enhanced Oracy, Vocabulary, and Language Development</p> <p>Disadvantaged pupils will demonstrate significant progress in their oracy, vocabulary, and overall language development. Through targeted interventions and a focus on rich, language-rich experiences, pupils will expand their vocabulary, improve their communication skills, and increase their confidence in both spoken and written language. As a result, pupils will be better equipped to articulate their thoughts, engage more effectively in classroom discussions, and improve their academic performance across all subjects. This focus on language development will support their overall well-being and readiness for learning.</p>	<p>Progress in Vocabulary Acquisition: Disadvantaged pupils demonstrate measurable growth in their vocabulary, as evidenced by pre- and post-assessments, and are able to use new vocabulary accurately and confidently in both spoken and written tasks.</p> <p>Improved Oracy Skills: Pupils regularly engage in structured oral activities (e.g., discussions, presentations, debates), showing increased confidence, clarity, and fluency in their speech.</p> <p>Active Participation in Class: There is a noticeable increase in pupils' participation in classroom discussions, group work, and oral activities, contributing ideas and engaging in conversations with peers and teachers.</p> <p>Enhanced Written Expression: Pupils exhibit stronger written work with clearer articulation of thoughts, a broader range of vocabulary, and improved sentence structure, reflecting progress in language development.</p> <p>Positive Feedback from Teachers and Peers: Teachers and peers report increased confidence and improved communication skills in disadvantaged pupils, with particular progress in articulating ideas during lessons.</p> <p>Improved Academic Performance: Pupils show a positive impact on their academic outcomes across all subjects, with language development translating into improved performance in reading, writing, and comprehension tasks.</p> <p>Increased Well-Being and Engagement: Pupils express a greater sense of confidence and belonging, which is reflected in their overall</p>



	engagement and motivation to participate in learning activities.
<p>Outcome: Improved Attendance for Pupil Premium Pupils</p> <p>The attendance of pupils in receipt of Pupil Premium funding will improve and align with the attendance rates of their peers. Through targeted interventions, support, and monitoring, barriers to attendance will be identified and addressed, ensuring that pupils are in school regularly and on time. As a result, disadvantaged pupils will have increased access to learning, leading to enhanced engagement, academic progress, and overall well-being.</p>	<p>Increase in Overall Attendance Rates: The attendance of Pupil Premium pupils shows a measurable improvement, with their attendance rates aligning with or closely approaching those of their peers, as tracked through regular attendance monitoring.</p> <p>Reduction in Persistent Absenteeism: There is a significant decrease in the number of Pupil Premium pupils classified as persistently absent (those with attendance below 90%), as a result of targeted interventions and support.</p> <p>Improved Punctuality: Disadvantaged pupils demonstrate improved punctuality, with a reduction in late arrivals to school, as monitored through attendance and punctuality records.</p> <p>Positive Impact from Targeted Interventions: Pupils who receive specific support (e.g., mentoring, home visits, transport assistance) show an improvement in attendance rates, demonstrating the effectiveness of personalized interventions.</p> <p>Barriers to Attendance Identified and Addressed: School staff successfully identify and address barriers to attendance, such as transport issues, family circumstances, or health concerns, ensuring that appropriate solutions are in place for individual pupils.</p> <p>Increased Parent and Carer Engagement: Communication with parents and carers regarding the importance of attendance improves, with increased participation in attendance-related meetings, and a higher level of support for school expectations and policies.</p> <p>Tracking and Monitoring Systems: Attendance data is consistently tracked and monitored for Pupil Premium pupils, with regular check-ins and reviews to ensure timely identification of any emerging attendance concerns and the implementation of necessary actions.</p> <p>Enhanced Well-Being and Engagement: As attendance improves, Pupil Premium pupils show higher levels</p>



	of engagement in class, with increased participation in learning activities and improved academic progress, directly correlating to their consistent attendance.
<p>Outcome: Increased Enjoyment and Engagement in Reading for Disadvantaged Pupils</p> <p>Disadvantaged pupils will demonstrate an increased enjoyment and engagement in reading, as evidenced by assessments, observational studies, and survey data. Through targeted interventions, access to a wider range of texts, and fostering a reading culture, pupils will develop a greater enthusiasm for reading. This will lead to improved reading habits, greater motivation to read both in and outside of school, and enhanced literacy skills, ultimately contributing to their academic success and overall well-being.</p>	<p>Improved Engagement in Reading Activities: Disadvantaged pupils actively participate in reading-related activities, including whole-class shared reading, independent reading time, and small group discussions. Teachers report increased enthusiasm and involvement during these sessions.</p> <p>Increased Time Spent Reading: Pupils demonstrate a noticeable increase in the time they spend reading both in school and at home, as tracked through reading logs, classroom observations, and parent feedback.</p> <p>Positive Survey and Feedback Results: Disadvantaged pupils express a greater enjoyment of reading, as measured through surveys, interviews, or informal feedback, with an increase in the number of pupils reporting that they enjoy reading.</p> <p>Growth in Reading Ability and Fluency: Regular assessments (e.g., reading comprehension tests, fluency checks) show measurable progress in reading skills, including increased fluency, improved vocabulary, and enhanced comprehension for disadvantaged pupils.</p> <p>Access to a Broader Range of Texts: Disadvantaged pupils are provided with and actively engage with a wider variety of texts, including fiction, non-fiction, and texts that reflect their interests and cultural backgrounds. Teachers track their interaction with diverse materials.</p> <p>Improved Reading Habits: Pupils demonstrate positive reading habits, such as regularly borrowing books from the school library, discussing books with peers, and engaging in book-related activities, both in and out of the classroom.</p> <p>Enhanced Peer Interactions Around Reading: Disadvantaged pupils engage in meaningful discussions about books with their peers, demonstrating their ability to articulate their thoughts, make connections, and share ideas, both in</p>



	<p>group settings and one-on-one discussions.</p> <p>Increased Motivation for Independent Reading: Pupils take greater initiative in choosing books to read independently, showing an eagerness to explore new genres and authors, as evidenced by their choices of books during independent reading time and library visits.</p> <p>Parent and Carer Involvement: Parents and carers report an increase in reading-related conversations at home, with many encouraging or participating in reading activities, which supports pupils' engagement and enjoyment of reading outside school.</p> <p>Reduction in Barriers to Reading: Disadvantaged pupils have fewer barriers to reading, with access to a range of texts, quiet spaces for reading, and additional support where needed, allowing them to engage more fully in reading activities.</p>
--	--

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: **£ 30,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole Class Guided Reading Approach (Y2-6):</p> <p>Staff Training & Development: Allocate funds for professional development and training for teachers and teaching assistants on effective delivery of the Whole Class Guided Reading approach. This will include best practice strategies, such as questioning techniques, formative assessment, and feedback practices that drive improvements in pupil comprehension and engagement.</p> <p>High-Quality Text Selection: Invest in a diverse selection of high-quality, age-appropriate texts that</p>	<p>EEF Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p>	1 2 3 4 6



support the curriculum and reflect a range of genres, cultures, and interests. These texts will be used during whole-class reading sessions, allowing pupils to engage with a broad spectrum of literature.

Resources for Guided Reading: Purchase additional resources, such as reading comprehension materials, audio books, and reading guides to support the implementation of the text-based approach and ensure that disadvantaged pupils have access to these resources.

Text-Based Approach Implementation:

Consistent Delivery of High-Quality Shared Reading: Use Pupil Premium funding to ensure teachers are equipped with the tools and resources to deliver high-quality, structured shared reading sessions for all pupils, focusing on fluency, vocabulary development, and comprehension. Disadvantaged pupils will receive additional support and scaffolding where needed.

Tailored Intervention for Struggling Readers: For pupils who may need additional support, provide targeted interventions (e.g., 1:1 or small-group reading sessions) to build fluency, decoding, and comprehension skills, ensuring these pupils are able to access the same content as their peers.

Best Practice Pedagogy:

Embedding Effective Feedback Practices: Allocate funds for continuous development of feedback practices, ensuring that feedback during guided reading sessions is constructive, focused on improving reading comprehension, and encourages active engagement. Teachers will be trained in how to provide feedback that helps pupils reflect on their understanding of texts and apply strategies to improve.

Collaborative Planning & Peer Observations: Encourage teachers to engage in collaborative planning and peer observations to share best practices for guided reading. Use Pupil Premium funds to support time for these activities, which will help teachers refine their approach and ensure consistent, high-quality delivery across the school.

Parental Engagement and Home Reading:

Reading Resources for Home: Use funds to provide disadvantaged pupils with additional reading materials to take home, ensuring they have access to a range of books that match their current reading level. This could include purchasing additional books, book clubs, or online subscriptions to digital libraries.



<p>Parental Support and Training: Offer workshops or resources to parents of disadvantaged pupils, providing them with strategies to support reading at home and engage in meaningful discussions about texts. This will help reinforce the importance of reading outside of school hours and create a partnership in developing pupils' literacy skills.</p> <p>Assessment and Tracking:</p> <p>Monitoring Progress: Allocate funds to track and monitor the reading progress of Pupil Premium pupils through formative assessments, reading diaries, and teacher observations. This will ensure that pupils are progressing in line with expectations and that any gaps in learning are quickly identified and addressed.</p> <p>Targeted Interventions: If progress is not being made at the expected rate, funds will be used for additional targeted interventions, such as specific literacy programs or extra support in small groups, to help bridge the gap and ensure that disadvantaged pupils catch up with their peers.</p>		
<p>Activity for Spending Pupil Premium Funds: Developing a 'Love of Reading' and Enhancing Staff Knowledge in Reading Instruction Professional Development for Staff:</p> <p>Allocate funds for ongoing training and professional development for teachers and support staff focused on effective reading instruction strategies, such as phonics, reading comprehension techniques, and vocabulary development. This training will ensure that staff are equipped with up-to-date, evidence-based methods to enhance the quality of reading instruction across all year groups.</p> <p>Provide opportunities for teachers to observe best practice in reading instruction within the school or through external networks, supporting continuous improvement in teaching quality.</p> <p>Promotion of a Reading Culture:</p> <p>Invest in initiatives that promote a school-wide love of reading, such as book fairs, author visits, reading challenges, and themed reading weeks. These activities will encourage pupils to engage with a range of texts and develop a passion for reading.</p> <p>Create visually appealing, language-rich spaces around the school that celebrate reading, such as reading corners in classrooms, interactive bulletin boards, or dedicated reading areas in libraries.</p> <p>Diverse and Inclusive Reading Materials:</p> <p>Fund the acquisition of a wide range of books that reflect diverse genres, authors, cultures, and</p>	<p>'Focus on high quality teaching first rather than on bolt-on strategies and activities'</p> <p>Outcome from:</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research brief November 2015</p>	<p>1 2 3 4 6</p>



<p>interests to engage pupils from all backgrounds. These books will be used in class libraries, shared reading sessions, and home reading schemes to ensure pupils have access to texts that capture their interest.</p> <p>Purchase age-appropriate books that reflect different reading levels, ensuring that all pupils, including those with additional needs or lower reading abilities, can access texts that support their development.</p> <p>Reading Engagement Programs:</p> <p>Support initiatives such as reading buddies or paired reading, where older pupils read with younger ones, fostering a sense of community while also improving literacy skills.</p> <p>Organize regular opportunities for pupils to participate in book discussions, group reading activities, and book reviews, encouraging them to think critically about what they read and share their opinions with peers.</p> <p>Home Reading Support:</p> <p>Provide Pupil Premium families with additional resources to support reading at home, such as free access to books.</p> <p>Send home regular communication about reading strategies and tips for parents, helping them to engage with their children’s reading progress and foster a positive reading environment at home.</p> <p>Incentives and Recognition:</p> <p>Use funds to create an incentive system that rewards reading milestones, such as the completion of a book or reaching a set number of minutes reading per week. Recognise and celebrate pupils who show enthusiasm and progress in their reading, helping to build motivation and a sense of achievement.</p> <p>Hold termly or yearly reading awards to highlight the achievements of pupils in relation to their reading journey, whether it be for the number of books read, improvements in reading fluency, or enthusiasm for reading.</p>		
<p>Phonics Programme Monitoring and Evaluation:</p> <p>Audit and Review of Phonics Programme: Use funds to carry out a comprehensive audit of the current phonics programme in use at the school. This audit will assess how well the program aligns with the new statutory guidance and identify any areas for improvement.</p> <p>Regular Phonics Assessments: Allocate funding to implement regular phonics assessments (e.g., Phonics Screening Check mock tests) to evaluate</p>	<p>EEF Improving Literacy in KS1 Guidance Report – recommendati on 2, 3 and 4. DfE Reading Framework: teaching the</p>	<p>2 3 6</p>



<p>pupil progress. This will help identify pupils at risk of falling behind and allow for timely interventions.</p> <p>Data Tracking Systems: Invest in data tracking tools to monitor pupil progress in phonics across the school. These tools will enable teachers to track individual progress, identify patterns, and ensure that disadvantaged pupils are receiving the targeted support they need to catch up.</p> <p>Professional Development (CPD) for Staff:</p> <p>Ongoing Staff Training in Phonics: Allocate funds to provide high-quality CPD opportunities for all staff on phonics teaching methods. This includes training on the latest statutory guidance, effective phonics assessment practices, and phonics interventions. External experts or consultants may be brought in to lead workshops or sessions.</p> <p>Coaching and Peer Observations: Use funds to support peer observations and coaching among teaching staff. Teachers can observe best practices in phonics instruction and receive feedback on their teaching techniques, ensuring that all staff deliver consistent, high-quality phonics lessons.</p> <p>Phonics Leaders: Designate and train a phonics lead within the school. This person will be responsible for monitoring the effectiveness of the phonics programme, supporting teachers with delivery, and ensuring fidelity to the statutory guidance. The phonics lead will also attend external CPD opportunities to remain up to date on the latest research and methods.</p> <p>Phonics Resources and Materials:</p> <p>Purchase Phonics Resources: Allocate funds to purchase high-quality phonics resources, including reading books, flashcards, phonics games, and interactive activities, that align with the phonics programme. These resources will be used to support both class-based phonics instruction and interventions for pupils who need additional support.</p> <p>Phonics Intervention Materials: Ensure that resources for targeted interventions are available for pupils who are struggling with phonics. This could include additional reading materials, digital phonics programs, and one-to-one or small group tutoring resources.</p> <p>Targeted Phonics Intervention for Disadvantaged Pupils:</p> <p>One-to-One or Small-Group Support: Use Pupil Premium funds to provide targeted phonics interventions for disadvantaged pupils who are not making expected progress. This could involve additional support from teaching assistants or</p>	foundations of literacy.	
---	--------------------------	--



<p>external specialists in small groups or one-to-one sessions.</p> <p>Parental Support for Phonics at Home: Allocate funding to provide disadvantaged families with resources and guidance to support phonics learning at home. This might include phonics packs, books, or online resources that parents can use to reinforce their child’s learning outside of school.</p> <p>Monitoring and Reviewing Progress:</p> <p>Regular Monitoring of Phonics Teaching: Schedule regular, in-depth reviews of phonics teaching across the school. This could include lesson observations, pupil interviews, and regular check-ins with phonics leads to ensure that staff are following the programme with fidelity and identifying any gaps in provision.</p> <p>Tracking Pupil Progress: Fund tools to track the phonics progress of all pupils, especially those receiving Pupil Premium funding. By systematically collecting data, the school can identify which pupils need further support and make necessary adjustments to interventions.</p> <p>Phonics and Early Reading Leadership:</p> <p>Establish a Reading and Phonics Strategy Team: Allocate funds to establish a team responsible for reviewing and developing the school’s phonics and early reading strategy. This team will ensure that phonics instruction is integrated effectively into early reading and that the programme is continuously improved.</p>		
<p>Boom Reader subscription</p>	<p>National Literacy Trust findings (July 2020)</p>	<p>2 4 6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for</p>	<p>2 3 4 6</p>



	disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Targeted CPD on Writing Assessment:</p> <p>Professional Development Workshops: Allocate funds to provide teachers and support staff with focused training on effective writing assessment practices. This could include workshops or courses on formative and summative assessment techniques, the use of rubrics, and how to assess writing holistically, focusing on both technical skills (grammar, punctuation, spelling) and content (creativity, structure, coherence).</p> <p>Training on Moderation Practices: Organize CPD sessions that specifically address moderation techniques. Teachers will be trained in internal and external moderation to ensure consistent and accurate assessment of pupils' writing, including Pupil Premium students. This training will also ensure alignment with national standards and expectations.</p> <p>Use of Digital Assessment Tools: Invest in training for staff on digital tools and platforms that can help in the assessment and tracking of pupil writing progress (e.g., writing portfolios, digital rubrics, or assessment software). This will support more efficient assessment, tracking, and feedback for all pupils, particularly disadvantaged pupils.</p> <p>Collaborative Writing Moderation:</p> <p>Moderation Meetings: Use funds to schedule regular moderation meetings where teachers can collaboratively assess samples of pupil writing. These meetings will involve discussions around assessing writing at different levels and ensure that teachers align their judgments with school-wide and national expectations.</p> <p>Peer Observations and Feedback: Allocate time for teachers to observe one another's writing assessments and provide feedback. This can promote reflective practice and encourage staff to continuously improve their assessment techniques.</p> <p>Development of Writing Assessment Tools:</p> <p>Writing Progress Tracking: Invest in systems for tracking the progress of pupils' writing over time,</p>	EEF Improving Literacy in KS2 Guidance Report – recommendation 6 (targeted teaching and support by accurately assessing pupil needs). EEF Improving Literacy in KS1 Guidance Report – recommendation 7 (using high quality information about pupil's current capabilities to select the best next steps for teaching).	2



<p>particularly for disadvantaged pupils. This could include the development of portfolios of writing samples that show development across the year, as well as tools that allow teachers to assess and document areas of improvement and next steps.</p> <p>Targeted Feedback and Intervention for Disadvantaged Pupils:</p> <p>Identifying Gaps in Writing: Following the assessment and moderation process, ensure that teachers have the knowledge and skills to provide targeted feedback to disadvantaged pupils who may be falling behind. Use Pupil Premium funds to provide additional writing support, such as small group interventions or one-to-one feedback sessions.</p> <p>Writing Workshops and Intervention Sessions: Based on assessment outcomes, organize specific writing workshops or intervention sessions to address identified gaps in writing skills, such as sentence structure, vocabulary, or spelling. Disadvantaged pupils who need additional support will benefit from these targeted interventions.</p>		
<p>Activity for Spending Pupil Premium Funds: Intervention Teachers for Maths Support</p> <p>Employment of Intervention Teachers:</p> <p>Allocate Pupil Premium funds to employ or assign specialist intervention teachers to each year group. These teachers will focus on supporting disadvantaged pupils who are demonstrating a lack of progress in mathematics or are at risk of not achieving the Age-Related Expectations (ARE) without additional support.</p> <p>The intervention teachers will work closely with class teachers to identify pupils who require targeted support and deliver specific, high-impact interventions tailored to address gaps in understanding.</p> <p>Partnership Teaching Model:</p> <p>Use the funds to implement a partnership teaching model, where intervention teachers collaborate with class teachers during whole-class maths lessons. The intervention teacher will work with small groups or individual pupils who need additional support while the class teacher continues to work with the rest of the class.</p> <p>Targeted Small-Group Interventions:</p> <p>Intervention teachers will provide targeted small-group interventions outside of regular class time for pupils who need additional support. These small groups will focus on pupils who are falling</p>	<p>Paired or small grp additional teaching is the most effective strategy identified by DFE p52 of ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</p>	<p>2 3 4</p>



<p>behind, those demonstrating persistent misconceptions, or those working below their expected level in maths.</p> <p>Groups will be flexible and data-driven, based on ongoing assessments and teacher feedback, ensuring that pupils receive the right level of support at the right time.</p> <p>Focused One-to-One Support:</p> <p>In cases where pupils need more intensive support, the intervention teacher will provide one-to-one sessions to help pupils overcome specific barriers to learning. These sessions will focus on reinforcing key concepts, ensuring pupils have the necessary foundational skills to progress in maths.</p> <p>Collaborative Planning with Class Teachers:</p> <p>Intervention teachers will meet regularly with class teachers to plan targeted interventions, share insights from assessments, and discuss progress. This collaboration will ensure that interventions align with whole-class teaching and that there is consistency in how pupils are supported.</p> <p>Joint planning sessions will also allow intervention teachers to gain a deeper understanding of the class's overall progress, enabling them to fine-tune interventions and make adjustments as needed.</p> <p>Parental Engagement and Support:</p> <p>Pupil Premium funds can be used to engage with the families of disadvantaged pupils, helping them to understand the focus of the intervention and how they can support their child's learning at home. This may include parent workshops on how to support their child's maths development or providing resources for home-based learning.</p> <p>Regular communication with parents will be a key component of supporting the long-term progress of pupils, ensuring that intervention strategies are reinforced at home.</p>		
<p>Use of Intervention teachers attached to each year group to support pupils who are demonstrating in Reading a lack of progress and / or those potentially not likely to achieve ARE without intervention.</p>		2 3 4
<p>Activity for Spending Pupil Premium Funds: Pupil Progress Meetings and Quality First Teaching Support</p> <p>Pupil Progress Meetings with HT /DHT/SENCO:</p> <p>Purpose: Pupil Progress meetings will be held regularly between teaching staff and the senior leadership team to monitor and evaluate the progress</p>	<p>“Have an individualised approach to addressing barriers to learning and emotional support” P10</p>	1 2 3 4



<p>of Pupil Premium pupils, particularly those identified as underachieving. These meetings are vital to ensure that provision mapping for targeted pupils is precise, and any gaps in learning are swiftly addressed.</p> <p>Provision Mapping: Allocate Pupil Premium funds to support the creation and maintenance of detailed provision maps. These maps will track all the interventions, support strategies, and resources allocated to each pupil. The provision map will help ensure that all support offered is coordinated, targeted, and data-driven, providing clarity on which pupils need which type of support and why.</p> <p>Strategic Decision-Making: During these meetings, staff will review the academic performance and social-emotional development of targeted pupils. Funds will be allocated to ensure that senior leaders and class teachers collaborate on effective interventions and adjustments, aligning teaching strategies to the needs of the pupils. Based on this review, leadership will direct additional resources (staff, training, or materials) to meet the specific needs of these pupils.</p> <p>Ongoing Monitoring: Through the Pupil Progress meetings, a cycle of ongoing monitoring will be implemented, ensuring interventions are working. Teachers, supported by senior leadership, will continuously assess progress and make necessary changes to provision, ensuring pupils make the progress expected.</p> <p>Identifying Low-Progress Children and Implementing Quality First Teaching Approaches:</p> <p>Identifying Low-Progress Pupils: Pupil Premium funds will be used to support the identification of pupils who are making low progress or at risk of not achieving Age-Related Expectations (ARE). Teachers will use regular formative assessments, data analysis tools, and classroom observations to pinpoint pupils who require additional support.</p> <p>Targeted Interventions and Support: Funds will be used to provide tailored support for low-progress pupils. This may include small-group interventions, one-to-one support, or booster sessions that focus on core skills such as reading, writing, and mathematics.</p> <p>Quality First Teaching (QFT): Ensuring that all teaching is of the highest quality is essential. Pupil Premium funds will be used to support professional development (CPD) for teaching staff, focusing on evidence-based strategies to improve outcomes for</p>	<p>‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</p>	
---	--	--



<p>disadvantaged pupils. This will include strategies such as:</p> <p>Differentiation: Ensuring lessons are tailored to the needs of all pupils, including those who require additional support.</p> <p>Scaffolding: Providing structures that allow pupils to gradually become more independent in their learning.</p> <p>Active Feedback: Providing regular, formative feedback to pupils to help them improve.</p> <p>Collaborative Learning: Encouraging peer-to-peer learning in mixed-ability groups, which can benefit low-progress pupils by boosting engagement and understanding.</p> <p>High-Quality Resources and Materials: Pupil Premium funds will be used to provide teachers with high-quality resources to support Quality First Teaching, such as differentiated learning materials, online platforms, and manipulatives for subjects like mathematics. This will ensure that resources are accessible and meet the varying needs of disadvantaged pupils.</p> <p>Regular Review and Adaptation of Strategies: Teachers will regularly assess the effectiveness of their teaching strategies through ongoing assessments, pupil feedback, and observation. Pupil Premium funds will be allocated to time for staff to reflect, adapt, and review their teaching approaches to ensure the continued progress of low-achieving pupils.</p>		
---	--	--

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

Budgeted cost: **£14,865**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity for Spending Pupil Premium Funds: Additional Teacher for Bespoke Individual/Small Group Intervention in Key Stage 2</p> <p>Additional Teacher for Targeted Intervention:</p> <p>Purpose: Allocate Pupil Premium funds to employ an additional teacher specifically for Upper Key Stage 2 (Years 4, 5 and 6) to provide bespoke, individualized, and small</p>	<p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one</p>	<p>1 2 3 4 6</p>



<p>group interventions for pupils who are eligible for Pupil Premium funding. This targeted approach will address the specific needs of disadvantaged pupils, particularly those who are falling behind or at risk of not achieving Age-Related Expectations (ARE).</p>	<p>interventions can be a powerful tool for supporting these pupils when they are used carefully.’ EEF Putting Evidence to Work: A school’s guide to implementation. Covid-19 support guide for schools 2020</p>	
<p>Activity for Spending Pupil Premium Funds: Establishing Small Group Maths Intervention for Disadvantaged Pupils (Maths for Life) Maths for Life – Small Group Intervention Program: Purpose: Use Pupil Premium funds to establish and run a small group maths intervention program, titled <i>Maths for Life</i>, specifically designed for disadvantaged pupils who are falling behind Age-Related Expectations (ARE) in mathematics. This program will target pupils who require additional support to develop their mathematical skills and understanding, with the ultimate goal of improving their attainment in mathematics. Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations (Maths for Life)</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</p>	<p>1 2 3 4</p>
<p>Activity for Spending Pupil Premium Funds: Effective Deployment of Staff, Teaching Assistants, and Targeted Interventions Deployment of Teaching Assistants (TAs) to Support Key Children and Year Groups: Purpose: Pupil Premium funds will be used to ensure the strategic deployment of Teaching Assistants (TAs) to support disadvantaged pupils and key year groups (particularly Year 6). TAs will be assigned to work with small groups of targeted pupils to provide additional support in core subjects such as reading, writing, and mathematics, as well as to support their social-emotional needs. Focused Support for Disadvantaged Pupils: TAs will work directly with pupils identified as requiring extra help, using targeted</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional</p>	<p>1 2 3 4</p>



<p>interventions to address gaps in learning. These interventions may include:</p> <ul style="list-style-type: none">○ Small group or one-to-one support in literacy and numeracy.○ Tailored strategies to build pupils' confidence and self-esteem.○ Differentiated support to enable pupils to access the curriculum at their level. <p>Collaboration with Teachers: TAs will work closely with class teachers to ensure that interventions are aligned with classroom learning. This collaboration will ensure that support is consistent and reinforces what pupils are learning during whole-class lessons.</p> <p>Targeted Interventions Led by Additional Teacher in Year 6:</p> <p>Purpose: Allocate funds to employ an additional teacher for Year 6 to provide targeted interventions for disadvantaged pupils, particularly those who are at risk of not achieving expected standards by the end of Key Stage 2. This teacher will lead small group interventions, focusing on core subjects where pupils need the most support to close the achievement gap.</p> <p>Focus Areas for Interventions:</p> <p>Maths: Addressing gaps in understanding and developing problem-solving and reasoning skills.</p> <p>Reading and Writing: Focusing on improving comprehension, fluency, writing composition, grammar, and vocabulary.</p> <p>Preparation for SATs: Providing targeted revision and practice for pupils to help them prepare for Key Stage 2 SATs.</p> <p>Monitoring Progress: The additional teacher will regularly assess the progress of pupils in intervention groups, adjusting the focus of the sessions as needed to ensure that pupils make significant progress towards achieving Age-Related Expectations (ARE).</p> <p>Re-evaluation and Timetable Adjustment for Teaching Assistants (TAs):</p> <p>Purpose: Review and reallocate the time and roles of Teaching Assistants to maximize their impact on supporting disadvantaged pupils and enhancing their well-being. TAs will not only assist with academic interventions but</p>	<p>months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
--	---	--



<p>also provide essential social and emotional support throughout the school day.</p> <p>Pastoral Support and Well-Being: Some TAs will be designated to lead pastoral groups, focusing on the emotional well-being of disadvantaged pupils. These groups may involve:</p> <p>Social Skills Development: Activities and discussions to build pupils' social confidence, communication skills, and emotional resilience.</p> <p>Therapeutic Interventions: Supporting pupils in managing anxiety, stress, or other emotional challenges that may be affecting their ability to engage in learning.</p> <p>Positive Play at Playtimes: TAs will be scheduled to supervise and facilitate positive play at playtimes, ensuring that all pupils, especially disadvantaged ones, are engaged in inclusive, structured activities that promote social interaction and physical activity. This initiative aims to prevent social isolation, reduce bullying, and encourage positive behaviour at school.</p> <p>Outdoor Learning: Some TAs will lead outdoor learning sessions for targeted pupils. Outdoor learning promotes collaboration, problem-solving, and engagement with nature, providing a valuable opportunity for disadvantaged pupils to develop new skills outside of the classroom setting.</p> <p>Settling Children into School in the Morning: TAs will be tasked with providing a supportive environment for pupils, particularly those with emotional or behavioural challenges, as they arrive at school. This may include:</p> <p>Offering a calm space for pupils to settle in before lessons begin.</p> <p>Providing reassurance and positive reinforcement to ensure pupils are ready to engage in learning for the day.</p> <p>Building strong relationships with pupils to ensure they feel supported and valued.</p>		
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-sch</p>	<p>1 2 3 4 5 6</p>



	ools/schoolimprove ment-planning/2-tar getedacademic-sup port 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'	
To implement a targeted programme of provision for our SEN pupils	EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 4	1 2 3
1:1 support is put in place for identified pupils.	. EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 1 and 5	1 2 3

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

Budgeted cost: **£8,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To facilitate the training of an in-school ELSA member of staff. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving	To facilitate the training of an in-school ELSA member of staff. EEF Teaching and Learning Toolkit (SEL, Literacy,	1 2 3



behaviour, metacognition and self-regulated learning)	Improving behaviour, metacognition and self-regulated learning)	
To set up and run nurture/wellbeing groups to support vulnerable pupils. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	To set up and run nurture groups to support vulnerable pupils. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	1 2 3
To build relationships with Pupil Premium students and their parents. To monitor pupils with low attendance and working with them to improve. To understand the barriers to attendance. To develop attendance plans for individual pupils. To analyse school attendance data.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702913519	5

Total budgeted cost: £54,515

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

2023-24 reviewed against intended outcomes:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Percentage of disadvantaged and non-disadvantaged pupils working at Expected standards and above at the end of KS2.



End of KS2	Reading	Writing	Maths
Non-Disadvantaged	88% (National 78%)	92%(National 77%)	86%(National 79%)
Disadvantaged	44%(National 60%)	78%(National 58%)	56%(National 59%)

Analysis of Disadvantaged Pupils' Performance in Reading, Writing, and Maths

The performance at the end of KS2 of disadvantaged pupils at Butlers Court generally reflects national trends in Maths, however we were pleased to see that our PP pupils achieved significantly higher than national in their writing. We feel this was in part due to the support and interventions we put in place for our disadvantaged pupils. We recognise that the performance of our disadvantaged pupils were lower than the national average in Reading and have implemented strategies to support reading among disadvantaged pupils in 24/25.

Over the course of the Pupil Premium Strategy and Intervention, several key objectives aimed at supporting disadvantaged pupils have led to significant improvements in their performance, attendance, behaviour, and overall wellbeing. The integration of the ELSA training, nurture/wellbeing groups, relationship-building with parents, and targeted attendance support has created a more supportive and responsive school environment for vulnerable pupils.

ELSA Training and Nurture/Wellbeing Groups

Impact on Wellbeing: The training of an in-school ELSA member has greatly enhanced the school's ability to provide targeted emotional support. The ELSA has developed strong relationships with vulnerable pupils, providing a consistent and familiar adult to support their emotional and social needs. This has led to improvements in self-regulation, emotional expression, and overall emotional wellbeing.

Impact on Behaviour: Through the establishment of nurture/wellbeing groups, students have developed better emotional coping mechanisms and social skills, resulting in a noticeable reduction in behavioural issues such as disruptive behaviour or withdrawal. Pupils are now more likely to seek help when they experience emotional difficulties, preventing behavioural escalation.

Impact on Performance: Improved emotional regulation and social skills have allowed disadvantaged pupils to focus more in class, leading to better academic performance. They are able to engage more positively with learning activities, particularly in group settings, leading to a more inclusive and productive classroom environment.

Building Relationships with Pupil Premium Students and Their Parents



Impact on Wellbeing and Engagement: Establishing a strong rapport with Pupil Premium students and their families has fostered a sense of belonging and trust, which has been essential in improving emotional wellbeing. Regular communication has enabled staff to better understand the individual needs of students, addressing emotional, social, and academic barriers to success. Parents have reported feeling more supported and involved in their children's learning and personal development, which has positively affected the children's engagement in school activities.

Impact on Behaviour: The development of positive relationships with parents has enabled the school to implement more effective behaviour management strategies at home and in school. With parents more engaged in addressing issues like anxiety or anger, there has been a marked improvement in behavioural consistency both at home and in the classroom.

Monitoring Pupils with Low Attendance and Improving Attendance

Objective: Monitor pupils with low attendance and work with them to improve attendance.

Impact on Attendance: Targeted interventions for pupils' low attendance have led to an increase in school attendance. By closely monitoring attendance patterns and offering tailored support, pupils and their families have been more motivated to improve school participation. Support from the ELSA and pastoral staff has been instrumental in addressing the root causes of non-attendance, including anxiety and family issues.

Impact on Wellbeing: As attendance improved, so did the pupils' sense of belonging and connection to their peers and school community. Regular check-ins have provided students with a sense of stability and support, which helped ease school-related anxieties.

Based on all the information above, the performance of our disadvantaged pupils partially meets expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

