

# Butlers Court School

## Pupil Premium Strategy Statement

### Pupil Premium Strategy Report 2023-24 Pupil Premium Strategy Review 2022-23

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	420
Proportion (%) of pupil premium eligible pupils	40 ( 9.7)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 <b>2023-24</b> 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£60,620
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,230

# Part A: Pupil premium strategy plan

## Statement of intent

The key principles that inform our Pupil Premium Strategy are rooted in our school ethos and vision. We believe that our school nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging **every child** to flourish.

At Butlers Court, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. 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 we are effective, we will:

- ensure disadvantaged pupils have an equitable access to all learning opportunities
- 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	<b>Mental Health and wellbeing SEMH</b> Our assessments, observations and discussions with pupils and families have shown social, emotional and wellbeing needs due to a lack of enrichment opportunities for all pupils, but particularly for our disadvantaged pupils.

2	<p><b>Attainment in Reading, Writing and Maths</b></p> <p>Our assessments show a marginal gap in attainment across Reading, Writing and Maths. The development of the knowledge and skills that impact Reading, Writing and Maths outcomes for disadvantaged pupils are more prevalent than their peers.</p>
3	<p><b>SEN</b></p> <p>Our assessments and observations over time show that SEN pupils have a greater number of barriers to learning that require a greater level of support. 12% of our pupil premium eligible pupils have SEN</p>
4	<p><b>Language Skills</b></p> <p>Observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p><b>Attendance</b></p> <p>The attendance of pupils in receipt of pupil premium is below that of peers</p>
6	<p><b>The enjoyment of reading</b></p> <p>Our assessments, observations and discussions show that some of our disadvantaged children have faced greater barriers to reading. A lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</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><b>Mental Health and wellbeing SEMH</b></p> <p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Identified pupils benefit from targeted intervention to support and enhance wellbeing. Sustained high levels of wellbeing demonstrated through pupil voice and tracking of pupils in targeted wellbeing interventions. Pupils eligible for PP attend nurture groups, extra-curricular activities, and benefit from ELSA/ nurture support, and will therefore exhibit increased self confidence in social interactions and greater resilience in their learning.</p> <p>Pupil survey shows improvements in happiness at school.</p>

<p><b>Attainment in Reading, Writing and Maths</b></p> <p>Disadvantaged and 'vulnerable' pupils have high aspirations and motivation to achieve their full potential academically, in line with their peers.</p> <p>Reading, Writing and Maths attainment for disadvantaged pupils is aligned with the outcome of their peers</p>	<p>The progress of disadvantaged pupils is in line with the rest of the school, and progress is accelerated where targeted support is in place. Close tracking of our PP pupils shows that they are making expected or better than expected progress in an academic year. Case studies follow the journey of selected PP and non PP pupils and demonstrate success.</p> <p>Close tracking of our disadvantaged pupils and whole school cohort shows that they are making expected or better than expected progress in an academic year.</p>
<p><b>SEN</b></p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Case studies of SEN pupils show a steady trajectory of progress over time. Personalised interventions have a positive impact on the progress of SEN pupils. 1:1 support is utilised effectively to build positive relationships that are conducive to excellent progress.</p>
<p><b>Language Skills</b></p> <p>To prioritise vocabulary and language development</p>	<p>Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.</p> <p>Gaps in learning for individual children- informing effective targeted teaching and individualised interventions show language gains/</p> <p>Identified pupils meet targets for Speech, Language and Communication groups and in Speech and Language Therapy</p>
<p><b>Attendance</b></p> <p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.</p>	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding.</p>
<p><b>Enjoyment of reading</b></p> <p>Assessments, observational studies and survey data indicates</p>	<p>Disadvantaged and 'vulnerable' pupils have high motivation to read in line with their peers.</p> <p>Additional support has been proven to be a success.</p>

Disadvantaged pupils show an increased engagement in reading.	
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## 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>Reading</p> <p>Continue to strengthen a book-based approach</p> <p>Whole Class Guided Reading approach to be embedded ( Y2-6) to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning.</p> <p>Updated Reading Framework implementation</p> <p>Update school libraries</p> <p>Best practice pedagogy</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
<p>To continue the development of a 'love of reading' and the quality of staff subject knowledge around the teaching of reading for please</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</p>	1 2 3 4 6

	disadvantaged pupils: articulating success and good practice Research brief November 2015	
<p>To monitor our whole school phonics programme in line with new statutory guidance.</p> <p>To continually evaluate our teaching of early reading and provide staff CPD across the school</p>	EEF Improving Literacy in KS1 Guidance Report – recommendation 2, 3 and 4. DfE Reading Framework: teaching the foundations of literacy. This document highlights the particular importance of extending children’s familiarity with words across domains for children from disadvantaged backgrounds who m	2 3 6
Boom Reader subscription	National Literacy Trust findings ( July 2020)	2 4 6
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> resources</p> <p>Leadership</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 disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education</a></p>	2 3 4 6

	<a href="#">Endowment Foundation   EEF</a>	
Ongoing curriculum development to support academic achievement and social and emotional learning across the curriculum (subject leader time, training).	EEF Improving Social and Emotional Learning in Primary Schools audit and discussion tool – recommendation 4 (Use a SAFE curriculum – sequential, active, focused and explicit).	1 2 3 4 5
Staff CPD for writing assessment moderation.	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
Use of Intervention teachers attached to each year group to support pupils in Maths who are demonstrating lack of progress and / or those potentially not likely to achieve ARE without intervention. This will use a partnership teaching model.	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’	2 3 4
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.		2 3 4

<p>1) Pupil Progress meetings with HT/ DHT to support provision mapping and support processes required for targeted pupils.</p> <p>2) Staff identify low progress children and Quality 1st Teaching approaches to support children identified</p>	<p>“Have an individualised approach to addressing barriers to learning and emotional support”</p> <p>P10 ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</p>	<p>1 2 3 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use an additional teacher in Upper Key Stage 2 for ‘bespoke’ individual / small group intervention.</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 interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>EEF Putting Evidence to Work: A school’s guide to implementation. Covid-19 support guide for schools 2020</p>	<p>1 2 3 4 6</p>
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations ( Maths for Life)</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p>	<p>1 2 3 4</p>
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups. Targeted Interventions led by additional teacher in Year 6. Teaching</p>	<p>’ EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a> ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on</p>	<p>1 2 3 4</p>

Assistants timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning	attainment of approximately three to four additional 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.	
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	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a> '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 ongoing, but manageable.'	1 2 3 4 5 6
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: £ 12,730

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 behaviour,	To facilitate the training of an in-school ELSA member of staff. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	1 2 3

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.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702913519">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702913519</a>	5

**Total budgeted cost:** £63,230

## Part B: Review of the previous academic year

£64,968

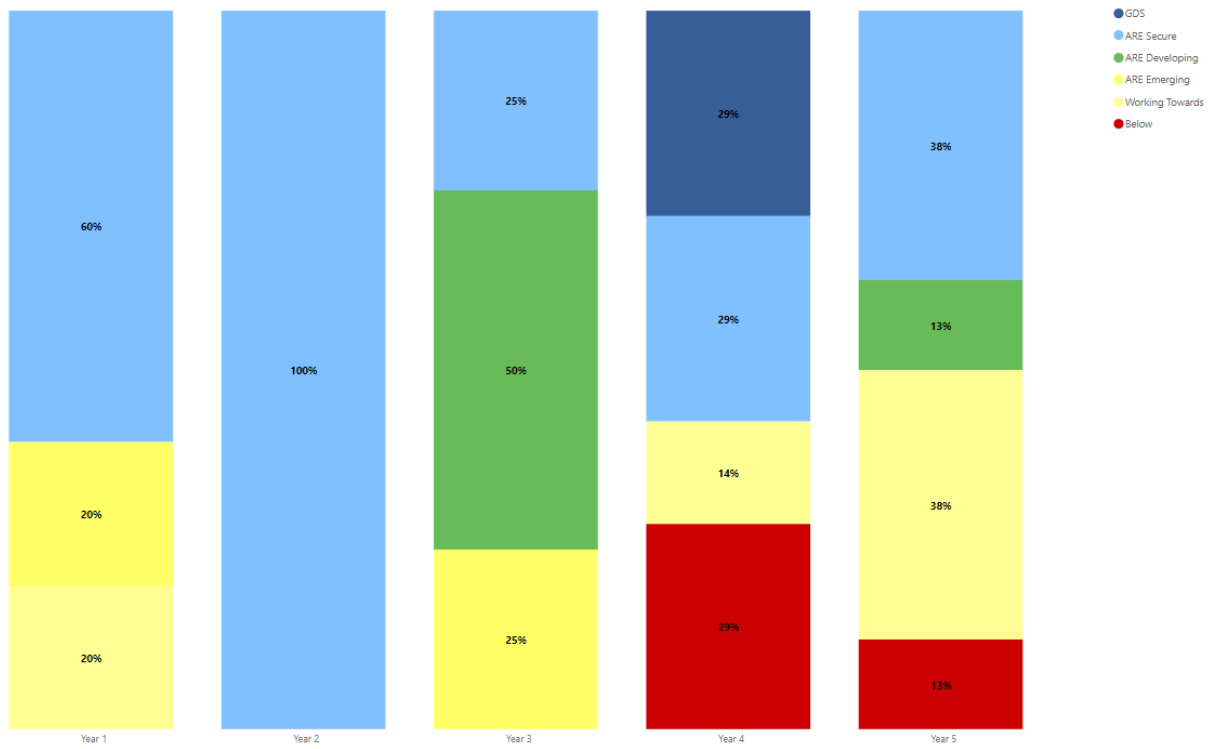
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

2022-23 reviewed against intended outcomes:

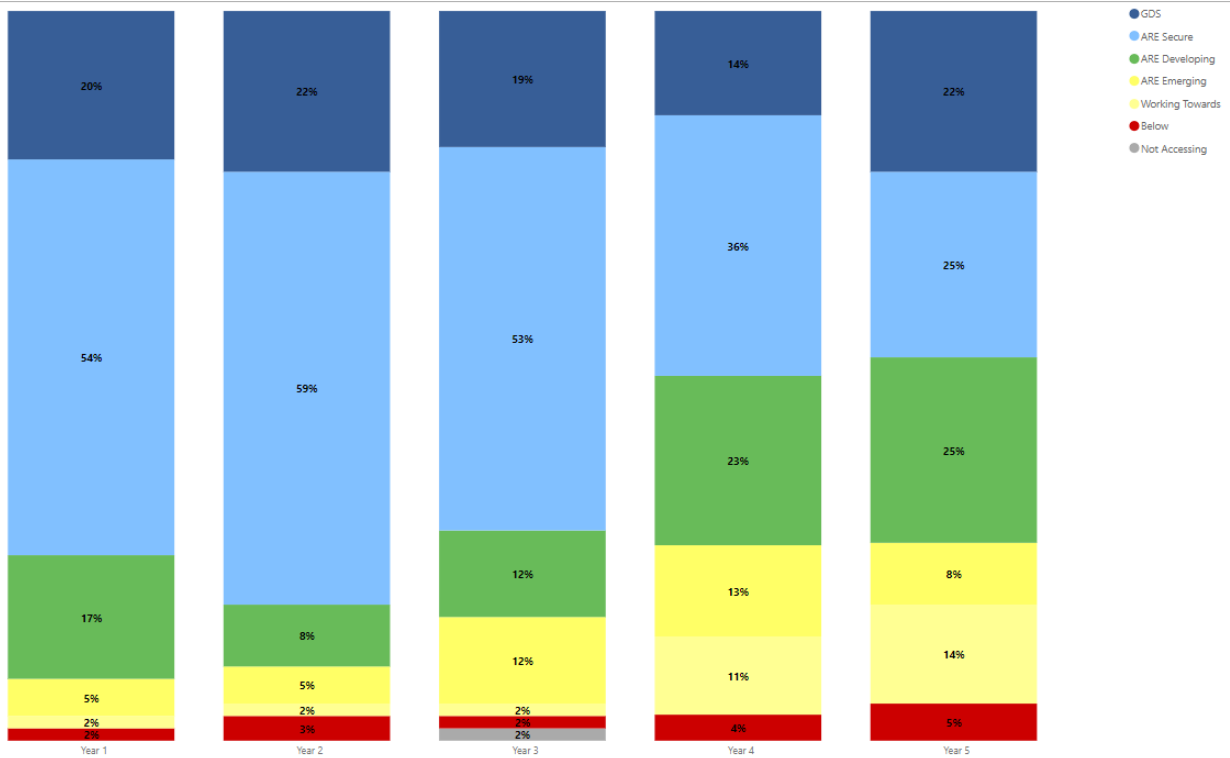
School Internal Attainment overview (Y1-5)

National Attainment Data (EYFS, Y1 Phonics, End of KS1 and KS2)

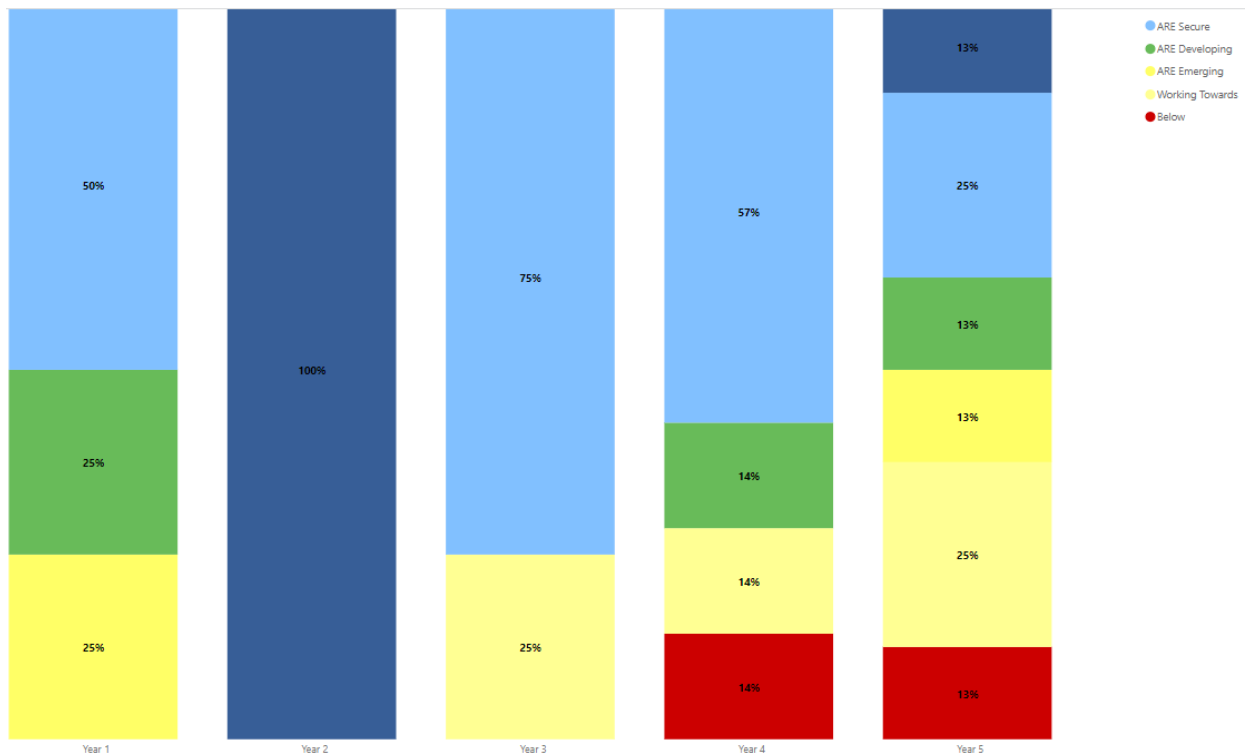
## Pupil Premium – Reading



## Pupil Premium – Writing



## Pupil Premium – Maths



### Disadvantaged pupil performance EYFSP 2023

<i>No. Disadvantaged</i>	
Achieved a Good Level of Development in EYFSP	<b>67%</b>

### Disadvantaged pupil performance Year1 Phonics 2023

<i>No. Disadvantaged</i>	
Meeting expected standard at Year 1 Phonics	<b>60%</b>

### Disadvantaged pupil performance Key Stage 1 2023

<i>No. Disadvantaged</i>	
Meeting expected standard at KS1 Reading	<b>100%</b>
Meeting expected standard at KS1 Writing	<b>0%</b>
Meeting expected standard at KS1 maths	<b>100%</b>

## Disadvantaged pupil performance Key Stage 2 2023

<i>No. Disadvantaged</i>	
Meeting expected standard at KS2 Reading	67%
Meeting expected standard at KS2 Writing	50%
Meeting expected standard at KS2 maths	50%
Meeting expected standard at KS2 R/W/M	50%

### **To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged groups**

- Identified pupils benefit from targeted intervention to support and enhance wellbeing.
- Sustained high levels of wellbeing demonstrated through pupil voice and tracking of pupils in targeted wellbeing interventions.
- Pupils eligible for PP attend nurture groups, extra-curricular activities, and benefit from ELSA support, and will therefore exhibit increased self confidence in social interactions and greater resilience in their learning.

### **Disadvantaged and ‘vulnerable’ pupils have high aspirations and motivation to achieve their full potential academically, in line with their peers.**

- The progress of disadvantaged pupils is in line with the rest of the school, and progress is accelerated where targeted support is in place.
- Close tracking of our PP pupils shows that they are making expected or better than expected progress in an academic year.
- Case studies follow the journey of selected PP and non PP pupils and demonstrate success.

### **Reading, Writing and Maths attainment for disadvantaged pupils is aligned with the outcome of their peers**

- Case studies of SEN pupils show a steady trajectory of shown to progress over time. Personalised interventions have a positive impact on the progress of SEN pupils. 1:1 support is utilised effectively to build positive relationships that are conducive to excellent progress.

### **Assessments, observational studies and survey data indicates Disadvantaged pupils show an increased engagement in reading.**

- Disadvantaged and ‘vulnerable’ pupils have high motivation to read in line with their peers.
- Additional support has been proven to be a success.

Pupil Progress Meetings (PPM) have been held regularly and provide a regular timetabled forum for analysis and discussion of the factors that have supported pupil

progress and identifies, collaboratively, actions that overcome barriers to learning. They require teachers to share evidence drawn from their day to day and termly assessments. PP children tracked on Hello Data the internal data system to ensure they are making points of progress within reading, writing and maths. The meetings provided a forum to answer questions posed by the data within pupil tracking and enabled us to move tracking off the page into actions for learning. They also provide an opportunity to demonstrate and celebrate success.