

# Pupil premium strategy statement – Courtlands School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 - 2028/29
Date this statement was published	January 2026
Date on which it will be reviewed	January 2029
Statement authorised by	Mark Ruffett
Pupil premium lead	Sarah Dodds
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,740
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,740

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy is predicated on the belief that no pupil in our school community is disadvantaged through being under resourced, gaps in education or a challenging family context. Pupils who are disadvantaged represent a significant proportion of our school population and forensic data analysis of key performance areas evidence that our personalised, adaptive and high-quality approach to therapeutic and academic support enable pupils to thrive, progress and achieve in line with non-disadvantaged peers and those in mainstream settings.

Our pupil premium resources are targeted to those with greatest needs, as identified through our academic and therapeutic assessment processes. We ensure all pupils experience equity in their educational experiences and provide a wide range of opportunities with the support of pupil premium funding. Further, pupils are well-equipped to learn through accurate and appropriate use of funds and enabled to access a broad range of academic, therapeutic and social experiences through their time at Courtlands.

We track the targeted use of funds to ensure the most effective and efficient value for money is achieved for all our pupils in this cohort. We know our pupils and their families deeply and craft the very best, personalised and ambitious education pathway through our school to ensure every child, irrelevant of background is a successful lifelong learner and citizen.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school
2	Diagnosed and undiagnosed speech and language difficulties
3	Lack of resilience and low mental health
4	High levels of school mobility
5	Less opportunities to engage with books at home
6	Family challenges and fewer enrichment experiences

## 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
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through PLG's and termly EHCP targets.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Monitored through the school's independence curriculum.
Disadvantaged pupils will demonstrate an improvement in their reading age and writing skills relative to their peers, reducing the attainment gap.	This will be monitored through individual literacy targets, comparing progress made by disadvantaged pupils with non-disadvantaged pupils in the same cohort.
Having access to a healthy breakfast can improve emotional well-being by reducing the stress and anxiety caused by hunger. Pupils will feel more secure and ready to learn.	Teachers and support staff will observe improvements in pupils' emotional well-being, such as reduced anxiety, fewer behavioural issues, and improved social interactions with peers.
Individual EHCP-aligned interventions; SALT/OT buy-in;	Improve access to learning, meet EHCP outcomes, raise engagement and personalised progress.
Targeted EP support for pupils and staff CPD	Improve access to learning, meet EHCP outcomes, raise engagement and personalised progress.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI and pre phoinics	EEF Communication and Language approaches EEF Phonics EEF Reading comprehension strategies.	1, 2, 5
Access to library service	EEF Phonics EEF Reading comprehension strategies.	1, 2, 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	EEF Oral language interventions	1, 2
Occupational Therapy	EEF has not evaluated general access to OT but their involvement will signpost the school to suitably well researched programmes that are specific to the individual pupils.	1

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Magic Breakfast scheme	EEF Teaching and Learning Toolkit: Extending School Time	3, 6
Parent and Family Support Team	EEF Guidance Report: Working with Parents to Support Children's Learning	1, 2, 3, 4, 5, 6
Enhanced access to local community as part of curriculum (travel training) including access to vehicle		6

**Total budgeted cost: £162,400**

*This represents the full cost of all delivered activities. We recognise that this is above the pupil premium funded provided, this is because the activities funded benefit not only individual pupils but also strengthen whole-school systems that disproportionately support disadvantaged pupils.*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the previous academic year, the school implemented a range of Pupil Premium initiatives designed to strengthen wellbeing, readiness to learn, and access to high-quality teaching. While deployment was not consistently effective across all strands, the work undertaken has laid important foundations for more targeted and impactful delivery in the coming year.

The introduction of Magic Breakfast ensured that pupils eligible for Pupil Premium had reliable access to food on arrival, supporting improved readiness to learn and contributing to calmer starts to the school day.

The introduction of Read Write Inc has been implemented with fidelity across the school, resulting in far more consistent delivery of daily phonics lessons. Staff now follow a structured, evidence-informed approach that ensures pupils receive high-quality, cumulative teaching regardless of class or teacher. This consistency has strengthened the reliability of our phonics assessment data, enabling us to track progress with greater accuracy and intervene earlier where gaps emerge. As a result, disadvantaged pupils are benefiting from a more coherent, responsive early reading curriculum that supports stronger foundations in decoding and early literacy.

The Parent and Family Support Team has delivered consistent and proactive engagement with families. The team operates within a clear, structured framework that ensures parents receive timely support, guidance, and intervention regardless of which member of staff they work with. This consistency has strengthened the reliability of the information we gather about barriers to learning, enabling us to identify need earlier, track progress more accurately, and respond swiftly when concerns arise. As a result, disadvantaged pupils are benefiting from a more coherent, joined-up approach to family support that improves attendance, wellbeing, and readiness to learn.

Additional Educational Psychology and Occupational Therapy input provided specialist assessments and recommendations that strengthened staff understanding of pupils' SEMH, communication, and sensory needs. While the reach of this work was narrower than originally intended, the depth of insight gained has informed more personalised planning, improved the precision of classroom adaptations, and highlighted the value of sustained specialist involvement in meeting the needs of our most vulnerable learners.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
None	