# Pupil premium strategy statement – Archbishop Courtenay Primary School

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 | 325 |
| Proportion (%) of pupil premium eligible pupils | 38.77% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2025 Evaluated added.<br>2025-2026<br>2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Sue Heather |
| Pupil premium lead | Jodie Bond |
| Governor / Trustee lead | Ryan O'Connell |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £174, 640 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £6,277.19 |
| **Total budget for this academic year**<br><br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £180,917.19 |

# Part A: Pupil premium strategy plan

## Statement of intent

As a richly unique school, Archbishop Courtenay embraces diversity and fosters a nurturing environment where every child is valued and supported. We are committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, are ready to learn and thrive.

Our dedicated teachers deliver engaging and effective lessons that cater to diverse learning styles. We offer a range of tailored interventions, such as small-group tutoring, speech and language therapy, and mental health support, to address specific needs. We collaborate closely with parents and carers to create a supportive learning environment at home. Additionally, we provide a variety of extracurricular activities, such as clubs, trips, and workshops, to broaden horizons and inspire creativity. Our pastoral team is committed to the well-being of every child, offering guidance, counselling, and support when needed.

We recognize that disadvantaged pupils may face unique challenges. To overcome these barriers, we implement data-driven assessments to identify pupils who may require additional support and provide timely interventions. We offer intensive support in areas such as literacy, numeracy, and social skills. We foster strong relationships with pupils, building trust and creating a safe and inclusive learning environment. Furthermore, we work closely with parents to provide advice and support, and involve them in their child's education.

By prioritizing the needs of our most vulnerable pupils, we aim to create a strong, resilient, and proud community where children can thrive and flourish together, nurtured with kindness and compassion.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment and progress of the pupils reading, writing and maths |
| 2 | Many of our Pupil Premium children also fit into other vulnerable groups (SEN/EAL) and there is an increased number of pupils with complex needs, including mental health issues. |
| 3 | Limited life experiences and opportunities to join in enrichment opportunities, meaning knowledge of the world and vocabulary acquisition is limited. |
| 4 | Attendance and punctuality issues. |
| 5 | Parenteral engagement in more academic areas of the school |
| 6 | Maintain high levels of quality teaching and learning, particularly for children with special educational needs and English as an additional language. |

# 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 make at least expected attainment and accelerated progress in writing and maths. | ● Gap will continue to close in progress and attainment, made between PP and non-PP. |
| Pupils make at least expected attainment and accelerated progress in reading, this will help vocabulary acquisition | ● Sustain PP children's love of reading, giving them opportunities to read new, relevant and up to date books.<br>● They will be regularly heard read by an adult at home and an adult in school<br>● Gap will continue to close in progress made between PP and non-PP. |
| Pupils access a wide range of interventions | ● PP pupils make better than expected progress so they are in-line with non-PP pupils. |
| For attendance to be 'good' compared to national attendance 97%. | ● Attendance of PP pupils increase and the gap between PP and non-PP continues to narrows.<br>● Attendance officer will promptly call families who have an absent child without reason. Continue to use attendance strategies where home |

| | |
|---|---|
| | visits are carried out when families do not make contact with school to ensure the safety of the children. |
| | 🔹 Attendance officer with SLT tracks daily attendance, following school policy. |
| | 🔹 Reward system to be used for classes with 100% attendance. |
| | 🔹 Other attendance rewards |
| Pupils access and enjoy a wide range of enrichment experiences both in and out of school. | 🔹 Pupil surveys reflect enjoyment in school and improved attitudes to learning. |
| | 🔹 Social skills, independence, perseverance and team work are developed, and is reflected in Boxall Profile results. |
| | 🔹 A wide range of extra-curricular activities will be offered to tap into our children's passions |
| | 🔹 Pupil premium children will be prioritised for clubs |
| | 🔹 Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, residentials etc |
| | 🔹 Access to Wraparound Care with support from Government discounts. |
| Improved attitudes to learning - these children still feel happy and safe at school and engage with their learning with the introduction of new technology and Opal Play initiatives. | 🔹 Less behavioural incidents and less severe behaviour incidences occurring within the classroom and outside – monitored on Bromcom and SLT termly. |
| | 🔹 Pupil premium children will engage with the wider life at ABC by joining the pupil's groups (ie worship warriors and peer mediators) |
| | 🔹 Children's attendance will remain high because they are happy coming to school |
| | 🔹 Pupil voice surveys will report that PP children are happy and safe in school |

# 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: £ *116, 303.24*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Professional Development in Evidence-based Approaches:** Investment in training sessions led by organisations validated by the DfE, such as mastery-based teaching methods and then share new knowledge during staff meetings and twilights. Invest in training for teachers on high-impact writing strategies, such as explicit teaching of writing processes, text types, and usage of modelled. This also include formative assessment techniques to understand pupils' needs better and adapt teaching methods accordingly. | Research shows that structured and evidence-driven methodologies have significantly improved the literacy and numeracy skills amongst learners. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Zuccollo and Fletcher-Wood (2020) note the impact of high quality CDP on the quality of pupils education. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff. EEF (2021) Effective Professional Development Guidance Report | 1, 2, 6, |
| **Curriculum Development**: Redesign the curriculum to make it more engaging and inclusive, encompassing a broader range of subjects and teaching methods that cater to different learning styles. This involves integrating interactive and practical lessons. | Evidence suggests helps in retaining student interest and improving understanding. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). Use a variety of learning styles along side high expectations to support learners. | 1, 6, 4 |
| **Professional Development for Technology Integration:** Invest in specialist training for teachers on integrating technology effectively into their teaching practices to enhance pupil learning outcomes. Training could include courses on digital pedagogy, the use of | EEF guide to Using Digital Technology to Improve Learning shows the importance of ensuring safe, efficient and responsible use of digital devices, integrated into the curriculum to support learning. | 1, 6, |

| | | |
|---|---|---|
| educational apps, and leveraging interactive media in lessons. | | |
| **Integrating Technology in the Curriculum:** Develop and implement a curriculum that incorporates technology in everyday learning to make classroom activities more engaging. For instance, | Gov July 2021 - Teaching a broad and balanced curriculum for education recovery EEF – knowledge rich curriculum Loewenberg Ball, D., Thames, M. H. & Phelps, G. (2008) Willingham, D. T. (2009). Why don't students like school? San Francisco, CA: JosseyBass. | 1, 6, |
| **Purchasing Educational Software:** Invest in high-quality educational software that supports diagnostic assessment and personalized learning. Software tools that adapt to pupils' learning styles and pace can be particularly effective in boosting engagement and understanding. Platforms that offer interactive tasks in maths and literacy can significantly aid in solidifying foundational knowledge. Purchase updated educational technology tools and resources to support pupils learning and understanding. | -EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. | 1, 2 |
| **Enhancing Resources for Staff:** Provide teaching staff with advanced technological tools such tablets. These tools can foster a more engaging and dynamic classroom environment, allowing for real-time feedback and interactive learning experiences. | EEF guide to Using Digital Technology to Improve Learning shows the importance of ensuring safe, efficient and responsible use of digital devices, integrated into the curriculum to support learning. | 6 |
| **Working in Partnership** SENCo and the PP lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils | Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. The DfE (2016) Standard for Teachers' Professional Development, argues that "the best available research shows that the most effective professional development practices share similar characteristics" (p.3) Supported by Davis & Florian (2004) Research Report RR516 | 2, 6, 1 |
| **Professional Development in Classroom Management** Invest in training that | Supporting behaviour for learning, improves pupil's both cognitively and with their social skills. Impact can be applied across the curriculum with slightly greater impact | 6, 1 |

| | | |
|---|---|---|
| enhance teachers' skills in managing classroom behaviour effectively. Evidence suggests that improving classroom management skills can significantly reduce classroom disruptions, thus improving the learning environment. | (+5months) for mathematics. Frequent sessions several times a week over an extended period of up to a term appear to be the most successful. Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. | |
| **Resource Allocation**: Allocate funds for the acquisition of diverse play materials that stimulate creative thinking and social skills. Training staff to integrate learning outcomes with play effectively, helping children apply learned concepts in real-world scenarios. | Play has been seen to support pupils oral literacy skills. There is a wealth of evidence, which indicates that talk can play an important role in supporting mathematical learning. There are links between play-based learning and early learning outcomes. Positive outcomes have been identified for a range of early learning outcomes including early literacy, early numeracy and a range of other cognitive outcomes. | 3, 1 |

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

Budgeted cost: £ *14, 623.50*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Using Assistive Technology for SEND Pupils:** Deploy targeted interventions using assistive technology for disadvantaged pupils with special educational needs and disabilities. Tools such as speech-to-text software or programs that help with reading comprehension can make educational resources more accessible, thus reducing barriers to learning. | EEF guide to Using Digital Technology to Improve Learning shows the importance of ensuring safe, efficient and responsible use of digital devices, integrated into the curriculum to support learning. Additional information has been given on the EEF Podcast: SEN in Mainstream & adaptive teaching. | |
| **Communicating with Parents**: Develop workshops and materials for parents, enabling them to support their children's writing at home. This includes providing parents with simple activities and example texts that align with the curriculum to reinforce skills being taught at school. | Focus on areas that have better evidence (such as those summarised opposite) – different approaches are needed for different ages. Providing practical strategies, tailoring communication and having a sustained approach to parental engagement are the key factors in Working with Parents to Support Children's Learning | |

| | | |
|---|---|---|
| **Targeted Interventions for SEND Pupils:** Specialised resources and training for staff to support the unique needs of pupils with Special Educational Needs and Disabilities. These interventions are crucial as they cater to the specific learning challenges faced by these pupils, leading to better educational experiences and outcomes. | [EEF – oral language interventions consistently show positive impact on learning.](#)<br>-Specialists lead CPD sessions and clinics with individual pupils and staff.<br>-Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. | |
| **Deployment of Teaching Assistants:** Strategic use of teaching assistants to support high-quality provision within classrooms or to deliver structured interventions effectively. This approach allows for more tailored feedback and support to disadvantaged pupils, increasing engagement and understanding. | [EEF – Making best use of Teaching Assistants.](#)<br>-High quality small group interventions<br>-Specialist therapists will train up staff they work with in school, therefore up-skilling them and increasing their knowledge. | |
| **Small Group Interventions for Social Skills**<br>Organise small group sessions focusing on social skills training. | Social skills programmes are shown to effectively improve emotional regulation and social interactions, which can reduce behaviour problems in school settings. -[EEF – social and emotional learning –](#) improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 2, 1 |
| **Deployment of Teaching Assistants**<br>Use specially trained teaching assistants to support pupils in managing their emotions and behaviours within the classroom. This can involve the implementation of programmes such as social stories to help understand social cues and appropriate responses | [Effective SEL](#) can lead to learning gains of +4 months.<br><br>[Social and Emotional learning interventions](#) which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months) | 2, 1 |
| **Teaching Assistant Support**: Deploy teaching assistants to facilitate | [Play](#) has been seen to support pupils oral literacy skills. There is a wealth of evidence, which indicates that talk can play an | 2, 4, 1, 6 |

| | structured play sessions that are both playful and educational. This includes training assistants to use play as a tool to reinforce academic concepts according to the developmental needs of pupils with SEND. | important role in supporting mathematical learning.<br><br>There are links between play-based learning and early learning outcomes. Positive outcomes have been identified for a range of early learning outcomes including early literacy, early numeracy and a range of other cognitive outcomes.<br><br>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year | |

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

Budgeted cost: £ *49, 989.92*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Digital Literacy Workshops for Families**: Organise workshops for parents and families of disadvantaged pupils to improve their digital skills and understanding of how technology can support education. This initiative can help parents to better support their children's educational needs at home, leading to improved educational outcomes. | Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months). Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months). EEF toolkit – parental engagement . Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. -EEF guide to pupil premium – targeted academic support | 1, 5, 6 |
| **Support for Social and Emotional Learning:** Programmes that explicitly teach social skills, enhance emotional regulation, and foster positive behaviours. Research indicates that enhancing these aspects can lead to improved school attendance and academic performance. | Play has been seen to support pupils oral literacy skills. There is a wealth of evidence, which indicates that talk can play an important role in supporting mathematical learning.<br><br>There are links between play-based learning and early learning outcomes. Positive outcomes have been identified for a range of early learning outcomes including early literacy, early numeracy and a range of other cognitive outcomes.<br><br>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year | 2, 4, 1, 6 |

| | | |
|---|---|---|
| **Behavioural Counselling and Support Groups** Offer access to counselling services and support groups. | Such services can provide pupils with strategies to manage their emotions and behaviour more effectively. In school Boxall Profile data show improvements. | 2, 1, |
| **Extracurricular Activities** Provide extracurricular activities that promote teamwork and discipline, such as sports, drama, or music. | Engagement in structured activities can improve self-esteem, self-discipline, and can reduce behavioural issues. The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year | 1, 4, 3, |

**Total budgeted cost: £** *180, 916.66*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

*December 2025 Update:*

The school continues to prioritise staff development through the appointment of an Assistant Headteacher to oversee and enhance teaching and learning across all phases. Curriculum development remains a key focus, with the introduction of initiatives such as Readers Theatre, Lexia, Pathways to Write and Curious Quest. These programmes are being embedded progressively across the school to strengthen the overall quality of education.

All Key Stage 2 classes have been equipped with iPads, and the next step involves training teachers to integrate digital technology effectively within lessons and across the curriculum. Educational software, including Lexia and 3P Learning, has been purchased to further support literacy and numeracy development.

Support staff have been enrolled in the PINs training programme, which will be delivered throughout the academic year. Staff have also begun attending classroom-based professional development sessions focusing on creating neurodiverse-friendly learning environments, specifically through the PINs framework.

Speech and Language assessments have been completed, and targeted interventions have commenced. The school is also exploring the introduction of Music Therapy as an additional therapeutic provision. Large interactive tablets have been purchased for use in Key Stage 1 to enhance communication and learning. The Widgit communication software has been introduced, with training sessions planned to support staff in its effective implementation.

Communication remains a strong feature of the school, with parents actively engaging in workshops delivered by the school, including sessions on Phonics, 3P Learning and PACT.

The development of sensory rooms is underway to support Special Educational Needs (SEN) interventions. Targeted SEN programmes continue to evolve, with Teaching Assistants (TAs) strategically matched to interventions to maximise their impact. Specialist staff are providing one-to-one training for TAs, building their confidence and competence in supporting pupils with additional needs.

All TAs have an OPAL play appraisal target to enhance opportunities for play and the development of oracy. The school continues to utilise the Boxall Profile to inform and support targeted interventions such as Play Therapy.

## Externally provided programmes

| Programme | Provider |
|---|---|
| Curriculum Maestro - | Cornerstones - stopped December 2024 |

| | |
|---|---|
| Across Cultures | Learning Village |
| Renaissance | Accelerated Reader |
| The PIXL Club | PIXL – stopped July 2024 |
| 3P Learning | Added September 2025 |
| Lexia | Added September 2025 |
| Widgit | Added September 2025 |