

# The Courtyard: Pupil premium strategy statement (second year)

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

| 1. Summary information |               |                                  |         |  |           |
|------------------------|---------------|----------------------------------|---------|--|-----------|
| School                 | The Courtyard |                                  |         |  |           |
| Academic Year          | 2016/17       | Total PP budget                  | £12,155 | Date of most recent PP Review                  | July 2016 |
| Total number of pupils | 36            | Number of pupils eligible for PP | 13      | Date for next internal review of this strategy | June 2017 |

| 2. Current attainment   |                                      |   |
|---|--------------------------------------|---|
|   | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 5A* - C incl. EM (2015-16 only)                     |                                      | 64.7%   |
| % achieving expected progress in English / Maths (2015-16 only) | /                                    | 75.8% / 73.4%                                 |
| Progress 8 score average  |                                      | 0.12  |
| Attainment 8 score average                                      |                                      | 52  |

| 3. Barriers to future attainment (for pupils eligible for PP)                                       |                 |
|---|-----------------|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> ) |                 |
| A.  | ASD and/or SLCN |
| B.  |                 |
| C.  |                 |

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

Identify barriers that need to be addressed in-school, as well as external factors such as poor home learning environment and low attendance.

|   |  |
|---|--|
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| D.  |  |

| 4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> ) |  | Success criteria |
|---|--|------------------|
| A.  |  |                  |
| B.  |  |                  |
| C.  |  |                  |
| D.  |  |                  |

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

## 5. Planned expenditure

Academic year

You may have more than one action/approach for each desired

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead                 | When will you review implementation? |
|-----------------|--------------------------|---|---|----------------------------|--------------------------------------|
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   | <b>Total budgeted cost</b> |                                      |

Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

### ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead                 | When will you review implementation? |
|-----------------|--------------------------|---|---|----------------------------|--------------------------------------|
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   | <b>Total budgeted cost</b> |                                      |

### iii. Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead                 | When will you review implementation? |
|-----------------|--------------------------|---|---|----------------------------|--------------------------------------|
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   |                            |                                      |
|                 |                          |   |   | <b>Total budgeted cost</b> |                                      |

| 6. Review of expenditure              |                          |  |  |  |
|---------------------------------------|--------------------------|--|--|--|
| Previous Academic Year                |                          | Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. |  | Lessons learned may be about impact or implementation. |
| <b>i. Quality of teaching for all</b> |                          |  |  |  |
| Desired outcome                       | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost   |
|                                       |                          |  |  |  |
|                                       |                          |  | For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. |  |
| <b>ii. Targeted support</b>           |                          |  |  |  |
| Desired outcome                       | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost   |
|                                       |                          |  |  |  |
|                                       |                          |  |  |  |
| <b>iii. Other approaches</b>          |                          |  |  |  |
| Desired outcome                       | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost   |
|                                       |                          |  |  |  |
|                                       |                          |  |  |  |

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.