

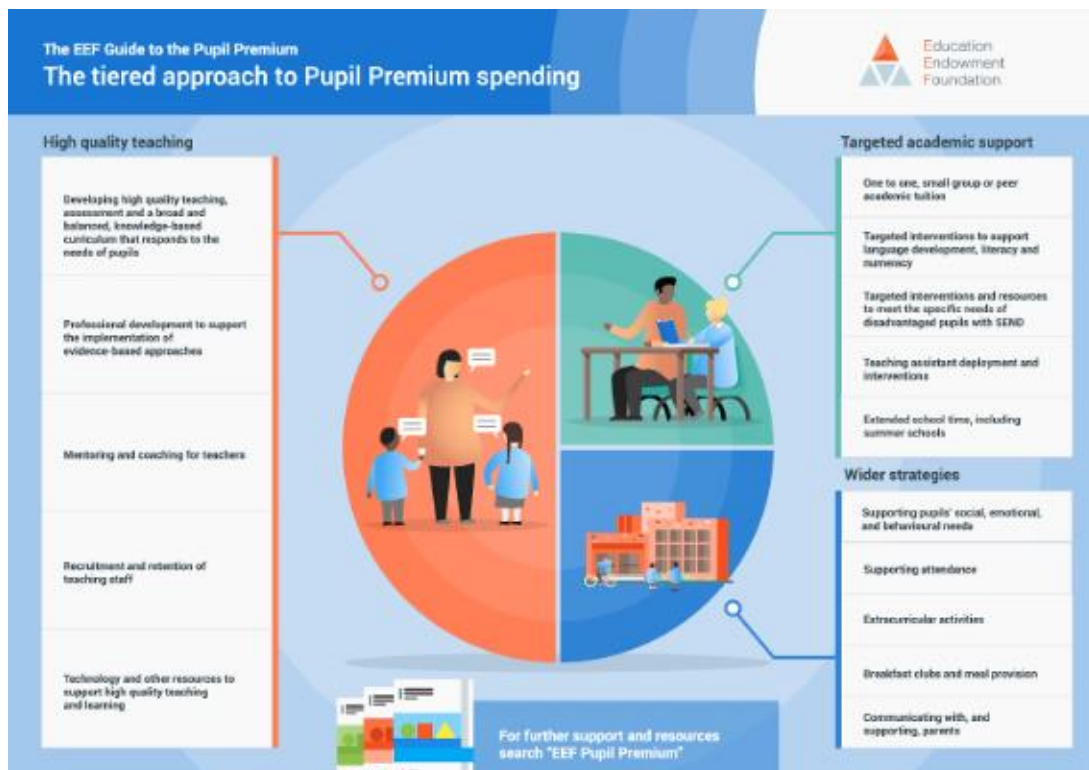
Court de Wyck Church School

Pupil Premium Strategy Statement 2025-2026

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 effect that last year's spending had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	122
Proportion of disadvantaged pupils	18%
Proportion of disadvantaged pupils who have SEND	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Publish date	December 2025
Review date	July 2026
Statement authorised by	Jo Baker-Brown-Headteacher Catherine Jeffes- Chair of Governors
Pupil Premium lead	Jo Baker-Brown
Governor lead	Kath Panes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,110

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

Growing together, belonging and achieving at Court de Wyck Church School

Everybody in our caring, Christian community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

At Court de Wyck Church School, we are committed to ensuring that disadvantaged pupils achieve well academically, develop confidence and resilience, and experience a strong sense of belonging, regardless of their personal circumstances. Our Pupil Premium strategy is rooted in our belief that high-quality teaching is the most powerful lever for improving outcomes, supported by precisely targeted academic interventions and effective wider strategies that remove barriers to learning.

Over the course of this strategy, we have deliberately rebalanced our Pupil Premium expenditure to strengthen the quality of teaching across the school. This reflects national evidence from the Education Endowment Foundation (EEF), which shows that consistent, evidence-informed teaching benefits disadvantaged pupils most and has the greatest long-term impact. Our funding therefore prioritises staff development, subject leadership, and inclusive classroom practice so that disadvantaged pupils are able to access high-quality learning first time in the classroom.

Recognising that a significant proportion of our disadvantaged pupils also have identified SEND, we use targeted academic support carefully and purposefully. Interventions are needs-led, time-limited, and closely aligned to classroom teaching, with clear entry and exit points. Pupil Premium funding is used to enhance provision, not replace statutory SEND support, ensuring that pupils build independence and make sustained progress rather than becoming reliant on withdrawal interventions.

Alongside teaching and academic support, we invest in wider strategies that address barriers such as attendance, emotional wellbeing, enrichment and financial hardship. We know that pupils learn best when they feel safe, regulated and valued, and when families are supported to engage positively with school. Our approach combines strong relationships, early intervention, and consistent systems, underpinned by our Christian values of care, dignity and community.

This strategy is implemented through rigorous monitoring, regular review and transparent evaluation. Leaders and governors use assessment information, attendance data, pupil voice and quality assurance activities to evaluate impact and adjust provision where needed. Our aim is not only to close attainment gaps, but to ensure that disadvantaged pupils at Court de Wyck thrive academically, socially and emotionally, and leave our school well prepared for the next stage of their education and for life.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	<p>Gaps in Reading: Internal and external assessments indicate that PP children face greater challenges in acquiring early phonics skills, particularly with blending in Year 1. Some also experience difficulties with reading comprehension, resulting in the attainment gap widening by the end of KS2.</p> <p>There were no PP children in EYFS last year.</p>

	<p>In Y1, 50% (1 child) of PP children passed the Phonics Check compared to 81% non PP.</p> <p>In KS1, the gap was smaller with 67% of PP children reading at the Expected Standard, compared to 76% of non PP children.</p> <p>By KS2, the gap has increased to 50% of PP children reading at the Expected Standard, compared to 85% of non PP children.</p>
2	<p>Gaps in Writing:</p> <p>Writing attainment is lower in PP children than in non PP children, a gap which begins in KS1.</p> <p>At the end of KS1, 0% of PP children (3 children) achieved the Expected Standard in Writing, compared to 65% of non PP children.</p> <p>By the end of KS2, 38% of PP children (out of 8 children) achieved the Expected Standard in Writing, compared to 92% of non PP children.</p>
3	<p>Gaps in Maths:</p> <p>At the end of KS1, the gap was smaller with 67% of PP children achieving maths at the Expected Standard, compared to 76% of non PP children.</p> <p>In the Y4 Multiplication Check, 50% (1 child) achieved a score of 20 or more, compared to 90% of non PP children.</p> <p>By the end of KS2, 50% of PP children (4 children) achieved the Expected Standard, compared to 92% of non PP children.</p> <p>A proportion of pupils eligible for Pupil Premium also have identified special educational needs and/or disabilities (SEND). These pupils may make progress at a different rate across KS1 and KS2, reflecting their individual starting points and needs, and are supported through targeted provision and reasonable adjustments to ensure they achieve well.</p>
4	<p>Wellbeing and emotional needs:</p> <p>A proportion of pupils eligible for Pupil Premium have identified anxiety and social, emotional and mental health (SEMH) needs, which can impact their readiness to learn. For these pupils, staff prioritise emotional regulation strategies, including Zones of Regulation, to support engagement in learning. Due to the complexity of some pupils' wider circumstances, access to external mental health provision is not always appropriate, and support is therefore provided through targeted, school-based pastoral approaches.</p>
5	<p>Enrichment opportunities:</p> <p>A number of pupils eligible for Pupil Premium have limited opportunities to develop a strong sense of identity and belonging. Engagement in enrichment activities and clubs is lower for this group, which can impact their confidence and self-esteem. The school is therefore prioritising increased access to inclusive enrichment opportunities to support pupils' personal development.</p>

6	<p>Financial issues:</p> <p>Financial pressures, including the costs of uniforms and school trips, have been reported by some families and can impact attendance and academic progress. Assistance can be provided to support these families.</p>
7	<p>Attendance:</p> <p>During 2024-2025, attendance of PP children was 90.3%, compared to the attendance of 95.5% for non PP children. This is lower than the previous year (92.2%) so needs to remain priority for the PP families we have.</p>

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Reading attainment for disadvantaged children.	KS2 Reading outcomes in 2025-26 will be in line with national. This will be closely monitored termly through Phonics Phase progression, reading ages, PIRA assessments and standardised scores.
Improved Writing attainment for disadvantaged children.	KS2 Writing outcomes in 2025-26 will be in line with national. This will be closely monitored termly through use of Trust wide writing assessments.
Improved Maths attainment for disadvantaged children.	KS2 Maths outcomes in 2025-26 will be in line with national. This will be closely monitored termly through the use of Trust wide maths assessments, standardised scores and maths ages.
Teaching across all subjects will be at least good.	Learning Walks, Book Looks and Pupil Voice activities will provide evidence that teaching and learning are consistently effective, demonstrating strong engagement, clear progression in skills and positive outcomes for all pupils.
PP children will be supported through timely, effective and targeted interventions.	Pupil Progress meetings will demonstrate that targeted interventions enable PP children to make accelerated progress, effectively closing learning gaps.

PP children will have an improved sense of wellbeing and will receive the support they need to regulate their emotions.	Children are identified by class teachers and SENDCO and are able to access and engage with support within school. PP children will have increased resilience and confidence and will be able to use known tools to be able to regulate their emotions effectively. Children will be ready to learn and make improved progress.
All children will have a strong sense of identity self-worth and will know their importance within the school community.	An increased number of Pupil Premium children will be taking part in clubs and activities run at school, with enthusiasm and confidence. Children will be taking part in a wider range of school activities including roles in Pupil Leadership groups.
To achieve improved attendance for all pupils, particularly our PP children.	Pupil Premium absence will be in line with non-Pupil Premium absence. This will be closely monitored at least once a term with support from the EWO and North Somerset. Actions will be taken inline with the BWMAT Attendance Strategy where all children will be in school on time every day. This is a consistent approach with targeted support including first-day response, persistent absence triggers, panel meetings, use of data, support-first approach and when formal action is considered.

4. Planned Activity in the academic year 2025-2026

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

Teaching (CPD, curriculum, quality of teaching)

Budget: £9,500

Activity	Implementation (how, who, when)	Evidence base	Challenge(s) addressed	Intended impact & monitoring
Trauma-informed and inclusive classroom practice CPD	Annual CPD led by SENCo and external providers; follow-up staff meetings and coaching. Focus on attachment, regulation, routines and behaviour for learning.	EEF: Behaviour Interventions; Social & Emotional Learning	4	Improved readiness to learn; reduced low-level disruption; pupil voice and learning walks show improved engagement of PP pupils.
Strengthen quality of phonics and	Phonics and Reading Lead to carry out half-termly lesson drop-ins, pupil conferencing and	EEF: Improving Literacy KS1 & KS2; Effective	1	Improved consistency of phonics delivery; earlier identification of gaps; improved PSC

reading teaching	planning reviews; targeted feedback to staff.	Professional Development		and reading fluency outcomes for PP pupils.
Maths leadership and staff development	Maths Lead attends BWMAT training and delivers staff CPD; modelling lessons and planning support.	EEF: High-quality teaching; Oral Language Interventions	3	Improved subject knowledge; increased confidence in teaching maths; improved MTC and KS2 maths outcomes for PP pupils.
Embed evidence-informed teaching strategies	Whole-school focus on explicit instruction, scaffolding, retrieval practice and adaptive teaching via StepLab and WalkThrus; ongoing coaching.	EEF: High-quality Teaching; EPI Review of Effective CPD	1,2,3	Teaching across all subjects consistently good or better; book looks show strong progress for PP pupils.
Writing quality assurance and moderation	Writing Lead to run termly moderation (internal and BWMAT); planning scrutiny and feedback cycles.	EEF: Improving Literacy KS1 & KS2	2	Improved consistency of writing expectations; narrowing writing gap for PP pupils by end of KS2.

Targeted Academic Support Budget: £26,030

Activity	Implementation (how, who, when)	Evidence base	Challenge(s) addressed	Intended impact & monitoring
Phonics interventions (EYFS–KS2)	Daily/3x weekly small-group or 1:1 interventions using ULS; delivered by trained TAs; entry and exit based on assessment.	EEF: Phonics; TA Interventions	1	PP pupils close phonics gaps quickly; improved blending and fluency; PSC outcomes improve year-on-year.
Reading comprehension interventions	Structured small-group reading interventions (KS1/KS2); focus on vocabulary, inference and fluency; delivered by teachers/TAs.	EEF: Reading Comprehension Strategies	1	Increased proportion of PP pupils achieving EXS in reading; improved confidence and reading stamina.

Maths and writing keep-up sessions	Pre- and post-teaching sessions in maths, writing and SPaG; short, frequent sessions aligned to class teaching.	EEF: Small Group Tuition; Improving Mathematics EYFS & KS1	2,3	PP pupils keep pace with core curriculum; reduced gap between PP and non-PP pupils in KS2 outcomes.
1:1 support for PP pupils with SEND (where appropriate)	Targeted intervention matched to need, reviewed termly; PP used to <i>enhance</i> not replace SEND provision.	EEF: TA Interventions; Small Group Tuition	1,2,3,4	Accelerated progress for PP pupils with SEND; progress meetings show impact of provision.
Parent workshops (phonics, maths, reading)	Termly parent sessions led by subject leaders; practical strategies shared to support learning at home.	EEF: Parental Engagement	1,2,3	Improved parental confidence; improved consistency between home and school learning.

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

Budgeted Cost: £3,580

Activity	Implementation (how, who, when)	Evidence base	Challenge(s) addressed	Intended impact & monitoring
Attendance support and EWO engagement	First-day calling, attendance panels, EWO involvement, personalised plans for PP families; aligned to BWMAT strategy.	EEF: Supporting School Attendance; DfE Attendance Guidance	7	Improved attendance for PP pupils; reduction in persistent absence; attendance gap narrows.
ELSA support and SEMH interventions	Weekly 1:1 and small-group ELSA sessions; focus on regulation, anxiety, bereavement and self-esteem.	EEF: SEL; Behaviour Interventions	4	Improved emotional regulation; pupils ready to learn; reduced incidents of dysregulation.
Forest School and enrichment interventions	Targeted Forest School groups and enrichment activities; focus on confidence, teamwork and self-esteem.	EEF: Physical Activity; SEL	4,5,6	Increased resilience and confidence; improved engagement and attendance.

Financial support for uniform, trips and clubs	Subsidised uniform, trips and clubs for PP pupils; direct communication with families to reduce barriers.	EEF: SEL; Behaviour Interventions	5,6	Increased participation in clubs and visits; improved sense of belonging and self-worth.
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Total budgeted cost: £39,110

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	N/A	78	51.5	72.5
Year 1 PSC	50	81	67	84
MTC (Average Score)	50%	86%	19.3	21.7
KS2 RWM EXS+	25	85	47	69
KS2 R EXS+	50	85	63	81
KS2 W EXS+	38	92	50	78
KS2 M EXS+	50	92	61	80
KS2 RWM GDS	13	23	4	11
KS2 R GDS	13	38	31	39
KS2 W GDS	13	46	7	16
KS2 M GDS	13	46	15	32
Attendance	91	96.6	92.1	95.5
Persistent Absence	29.2	0	26.6	10.3
Suspensions (total number of sessions for 24/25)				

- **Commentary/Analysis**

EYFS – There were no Pupil Premium children in EYFS in the year 2024/25 so no comparisons to be made.

Y1 Phonic Screening Check (50% passed in comparison to national at 67%) – This will be a focus as these children enter Y2 to ensure they close the gap on their phonics knowledge. The Phonics Lead will be ensuring children are blending at an earlier age and checking effective interventions are taking place in EYFS and Y1.

Achievement in the MTC was high, with 50% of children (2 children in this cohort are PP) achieving a score of over 20. This focus will continue into next year.

KS2 Greater Depth Combined and Writing was higher than national and had been a focus from the year before which shows the success of the interventions put in place. The gap between disadvantaged and non-disadvantaged will be a focus for next year to ensure this does not become a trend.

Attendance – this was broadly in line for disadvantaged children at Court de Wyck (91%) in comparison to national (92.1%). Persistent absence (29.2%) did increase last year, specifically due to a few children who through targeted wellbeing work we were able to keep in mainstream school for the year. For these children the year was successful as one in particular was at risk of PEX and was able to stay in school. This shows the effectiveness of our work on Zones of Regulation and with our Mental Health Professional. The focus on getting children into school on time every day will continue.

1. Review of expenditure 2024/25

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £1500
Staff training on SEND. This led to increased teacher knowledge and skills. Effective use of provision maps and ILPs has demonstrated how this knowledge has been put into practice.	We will continue with this approach which enabled more PP children to have improved SEND provision.	
Staff training on Walkthrus was a focus for last year which led to improved teaching and learning. This led to an improved Teaching grade from the BWMAT from Embedding to Excellent. This had an impact on all children.	Continue with the use of Walkthrus with more techniques being introduced in all classes.	
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £33010
Focused phonic interventions using ULS interventions maintained the same level of 50% for PP children.	Ensure interventions are effective and timely and involve parental support.	
Focused reading interventions took place with the number of PP children achieving Exp at KS2 remaining at 50% with the children not achieving Exp also having SEND.	Continue with this approach with increased focus on these children.	
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £3580
Attendance dropped in 2024/25 to 90.3% for Pupil Premium children. The year before was 92.2%.	The relentless use of the Attendance Policy, the support of the EWO and the positive relationships built with families has helped to increase this figure. Two children on a Reduced Hours timetable will have affected this figure.	

Setting up of Forest School involving interventions for PP children. Impact has been improved emotional regulation, raised self-esteem and improved social skills.	Effective use of Forest School interventions to enhance education. This will continue.	
Families supported financially in order to enable children to wear correct uniform and take part in trips and activities. Impact was increase in self-esteem and confidence.	This will continue next year with opportunities promoted directly to families.	

Part C: Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Trauma Informed Approach	North Somerset
ELSA	North Somerset
White Rose	White Rose Education
Jigsaw	Jigsaw PSHE
TT Rock Stars	Times Tables Rock Stars
ULS	Unlocking Letters and Sounds

Part D: Service pupil premium funding (optional)