Pupil premium strategy statement – The Courtyard Islington

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	75
Proportion (%) of pupil premium eligible pupils	29% - Y9-Y11 (58% Y9-Y14)
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)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	CSC Committee
Pupil premium lead	Deborah Shepherd
Governor / Trustee lead	Catherine Ollington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,700
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Post LAC	£2,690
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	**£21,390**

Part A: Pupil premium strategy plan

Statement of intent

The Courtyard SLT and governors made an executive decision to allocate Pupil Premium funding received by the school to a range of educational and social development areas to best benefit the students who were eligible for Free School Meals.

The aim of the strategic allocation of additional funding is to support the development and progress of all students whilst reducing the gap between the achievements of disadvantaged students and their peers. It is recognised that students with ASC and a complexity of other needs, have significant difficulty in accessing the curriculum and making progress. Any needs regarding social, emotional and mental health need to be acknowledged and supported in order for the young person to access their learning and achieve their potential.

The Courtyard SLT and governors allocate a significant percentage of Pupil Premium funding to CAMHS, Speech and Language and Counselling support within the school. Through a range of interventions, staff training and team teaching, all external services can support the development of the health and wellbeing of all students. The progress achieved by FSM students can be measured against their Appendix A targets.

The leadership Team also acknowledge that many of our Pupil Premium Students struggle to maintain good attendance. Financial investment has been agreed by governors to support our students to attend school with increased regularity.

A proportion of funding is allocated to direct tutoring in order for Pupil Premium students to make maximum progress in their academic studies. Students are receiving an additional 34 hours of tutoring to support achievement.

Challenges

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

Challenge number	Detail of challenge
1	Autism spectrum condition affecting engagement and social communication
2	Speech, language, and communication difficulties impacting learning
3	Social, emotional, and mental health challenges affecting behaviour and resilience

4	High levels of persistent absence

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
Students develop the social communication and interaction skills in order to be able to effectively engage in their learning and in developing friendships.	100% progress against relevant Appendix A targets Development of meaningful friendships both in and out of school Develop of interests in extra-curricular areas Achievement of SaLT goals Students make 3 points of progress in literacy-based subjects
Students are supported effectively to engage with therapeutic intervention to help address previous trauma or current anxiety, as well as develop effective strategies to self-implement.	100% progress against relevant Appendix A targets Students and families gaining access and support from relevant internal and external services Improvement in self-management of anxiety
Through carefully managed intervention, students and families will be effectively supported to remove barriers to regular attendance	Persistent absence <10% Improved punctuality Families successfully accessing the local offer if appropriate
Students will make positive progress academically through directed literacy and numeracy intervention as well as 1:1 tutoring for GCSE students.	Increased engagement & academic progress in core subjects 100% of students accessing tutoring to achieve Grade 4+

Activity in this academic year

Targeted academic support

Budgeted cost: £7,130

Activity	Evidence that supports this approach	Challenge addressed
Targeted structured teaching and visual supports *Literacy and Numeracy interventions*	Upon entry to the Courtyard, students have a deficit in the learning compared to the expected for their chronological age: English: average 3.6 years Maths: average 2.7 years	2
1:1 tutoring for GCSEs	Following COVID, students accessing 1:1 tutoring made rapid progress and achieved GCSE grades exceeding expectation	2
1:1 and small group SALT sessions	All students have speech, language and communication difficulties cited on the EHCPs with the recommendation of SaLT intervention. Impact in previous years is very positive with students exceeding expected progress in literacy-based subjects	2

Wider strategies

Budgeted cost: £14,260

Activity	Evidence that supports this approach	Challenge addressed
Attendance monitoring, mentoring, family liaison	Evidence from SHS (School Home Support) indicates that schools who include attendance and family support as part of their offer, see an attendance figure improvement of 6.2%.	4
Small group social skills and life skills sessions	Social group sessions and ELSA sessions provide adult-led discussion and opportunities to develop communication skills and friendships	1
Counselling, mindfulness, emotion regulation programmes	Majority of students have experienced school-based anxiety in their previous settings prior to joining the Courtyard. Addressing the anxiety and trauma will allow students to effectively engage in their learning in the classroom. Autistic learners also need to develop self-regulation strategies which they can implement in a range of settings, including in the community and in future workplaces.	3

Total budgeted cost: £21,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Achieved?
Social communication skills improvement	Development of meaningful friendships both in and out of school Develop of interests in extra-curricular areas Reduction in negative peer incidents	Yes
Improved speech, language and communication skills	Reduction in number of students exempt from speaking and listening element of FS exams Reduction in behaviour levels for inappropriate communication	Yes
To address low attainment and educational inequality. Support students directly through additional tutoring as they approach their Level 2 examinations (GCSE, BTEC).	Increase of students exceeding expectations Increase in number of Level 2 qualifications Increase in number of GCSE Grade 5+	Yes