



## Cockfield CEVC School

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### Review of Pupil Premium Spend 2018/2019

Pupil Premium (PP) is the term given to the additional funding given to schools by the government, based on children who are eligible for free school meals (FSM). Each child who is eligible, or has been at some time in the last six years, attracts additional funding of approximately £1300.

The intention of this money is to address the gap in attainment nationally between these children (PPchn) and children who are not eligible for free school meals (NonPPchn)

**Allocation £22440 Number of children 17**

*How we spent the funding to support our Pupil Premium children:*

### **Academic Year 2018/19**

For the academic year 2018/19 Cockfield CEVC Primary School received £22,440 pupil premium funding. This equates to just over 20% of our children. We deliberately spend this money in an attempt to challenge underachievement, so inevitably many children will benefit from this money in some way.

We spent the money as follows.

- Boosters and personalised support programmes
- Breakfast Club
- Wellbeing Days
- CBT counselling
- Equipment in school and at home
- Subsidising trips and activities
- Improving the quality of teaching and learning with a new approach to reading across the school
- Support from outside services
- Healthy free school meal provided to all eligible children

These actions have helped boost self-esteem and confidence in class. For some children it has helped improve regular attendance at school. Early help and intervention helps maximise pupil outcomes. Providing PE kits, school sweatshirts, book bags etc. ensures every child feels the same. Revision guides and materials to use for homework help support families at home.

Mental Health and Wellbeing days – nurture clubs and emotional support through Drawing and Talking has provided an outlet for some children who do not have anyone else to turn to. Wellbeing Days have provided strategies that children can implement when feeling anxious. Children report that they find these days enjoyable, valuable and supportive.

Children from disadvantaged families are given equal access to trips, visits and visitors along with clubs- Teachers agree that children are enthused with regards to their learning, and this adds value to each individual's academic and personal development.



## Year 6

3 pupils Period: Yr6 Sum2	Below	On Track or higher	Higher
Reading	1 (33.3%)	2 (66.7%)	0 (0%)
Writing	1 (33.3%)	2 (66.7%)	0 (0%)
Mathematics	2 (66.7%)	1 (33.3%)	0 (0%)
Combined	<b>Below in one or more</b>	<b>On Track or higher in all</b>	<b>Higher in all</b>
	2 (66.7%)	1 (33.3%)	0 (0%)

**Key:** Number of Pupils (Percentage)

**On Track** - All pupils at ARE, including those at risk of working below

**Higher** - Pupils working above, or significantly above, ARE

## Whole school

13 pupils	Below	On Track or higher	Higher
Reading	5 (38.5%)	8 (61.5%)	1 (7.7%)
Writing	6 (46.2%)	7 (53.8%)	1 (7.7%)
Mathematics	6 (46.2%)	7 (53.8%)	3 (23.1%)
Combined	<b>Below in one or more</b>	<b>On Track or higher in all</b>	<b>Higher in all</b>
	7 (53.8%)	6 (46.2%)	0 (0%)

**Key:** Number of Pupils (Percentage)

**On Track** - All pupils at ARE, including those at risk of working below

**Higher** - Pupils working above, or significantly above, ARE

## EYFS

1 Pupil – GLD not achieved.