

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 of pupil premium had within our school.

### School overview

Detail	Data
School name	Cockfield CEVC Primary
Number of pupils in school	71 69
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23/24
Date this statement was published	November 2021 <a href="#">Review 8/02/22</a>
Date on which it will be reviewed	July 2022
Statement authorised by	Trudie Harkin Head teacher
Pupil premium lead	Trudie Harkin
Governor / Trustee lead	Dr Norman Kelly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	10 PP - £13,450 2 PP Ever 6 - £2,690 1 Post LAC - £2,345
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Cockfield CEVC Primary School, our aim is to ensure that all children make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face.

Our ultimate aims are to: -

- Remove barriers to learning created by family circumstances, background, poverty, or location. (Cockfield is a small, rural, primary school)
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals and we therefore use the Pupil Premium funding to support other vulnerable groups at risk of underachievement.
- Enable our children to look after their social and emotional wellbeing and to develop resilience.
- To allow our children to access a wide range of opportunities to develop their knowledge and understanding of the world.
- Evaluate and monitor Pupil Premium spending to ensure it is making a difference, by measuring impact and effectiveness.

Our priorities are: -

- High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. We ensure that we understand the needs of our children, we implement strategies and deploy funding in order to narrow the gap between socially disadvantaged children and their peers. This academic year we are developing a research informed culture, and teachers are identifying a question for further research. A plan will ensure action research impacts on outcomes for all children but may use the Pupil Premium funding. Actions may include high quality tailored intervention programs, CPD for staff, and new resources/learning materials to support the development of staff.
- To provide targeted interventions and support to quickly address identified gaps in learning including the use of group work, 1:1 tuition.
- To provide funding to ensure that all pupils have access to trips, residential, clubs, equipment, enrichments activities.
- To provide nurture, mental health and wellbeing support to children and their families, to support their emotional and social development.

Key principals: -

Early Help – we identify vulnerable children when they first arrive at our school and what support is needed.

We ensure effective teaching, learning, and assessment meets the needs of all children through rigorous analysis, including half termly pupil progress meetings and termly reviews of Pupil Premium plans.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Children's communication skills, vocabulary knowledge and physical development skills are low, which impacts on early reading and independent writing.
2	Some children in KS2, impacted by partial school closures, have significant knowledge gaps which has led to children falling behind. These children need to make accelerated progress in order to bridge the gaps in attainment, especially in writing and math.
3	Internal assessments indicate that age related expectations for some disadvantaged children in RWM are significantly below or just below compared with non-disadvantaged children.
4	Pupils who achieved well at the end of KS1 are not on track to achieve greater depth due to gaps in prior knowledge, especially in reading and math.
5	Some social and emotional needs have not yet been met and some children are not able to access the learning

## 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
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Progress in reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in maths	Achieve above national average progress scores in KS2 Maths (0)
Phonics	To achieve above national average expected standard in PSC
Other	To ensure that children with cognitive difficulties make at least expected progress from their starting points.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £ 4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Write Stuff CPD for KS2	Whole school approach to the teaching of writing, ensuring continuity and coverage	2 & 3
English Network meetings- CPD for English lead	EEF Improving Literacy at KS1 & Oral language interventions EEF TH has enquired about setting up an English Leads network within the Thurston Partnership.	1,2,3,4
To research and investigate other creative math approaches that can be used to teach times tables and other areas of math, using the book Mathematical Mindsets by Jo Boaler	Maths guidance KS 1 and 2 DfE non-statutory guidance/ National Centre for Excellence in Teaching of Mathematics	2, 3
To use the White Rose Hub training resources to improve understanding of the bar modelling method-	As above	2,3,

webinars for teachers and TA's		
Seeing Number LK2 maths CPD	Angles Math Hub NCETM	2,3,
Mastering Number NCETM CPD for Reception/KS1	Missed out in Aut, new prog planned for the summer, interest registered As above	2,3
Aiming High in Primary math UKS2	As above	2,3
Not available Numicon Intervention programme – training for math lead, to be disseminated across the school	EEF guidance -Improving mathematics in Key Stages & attainment in KS2.	2,3
Numicon Bitesize workshops for Teaching assistants	EEF guidance -Improving mathematics in Key Stages & attainment in KS2. TA's have not taken up	2,3
Forest Schools Training – to achieve and sustain improved wellbeing for all children , particularly our disadvantaged children	Sustained high levels of wellbeing from 2022/23 demonstrated through: Qualitative data from Pupil Voice, surveys, and teacher observations FS started with Y3	5
To research and investigate ways to improve grammar in lower attaining boys in KS1 using the grammarsaurus resources.	EEF improving literacy at KS1 – recommendation 5 Intervention started to improve grammar for LA KS1 Boys. Grammarsaurus has not been as useful as had been hoped. Instead a focus around different types of scaffolding children can access and how to do this effectively has been the focus of the intervention.	1,3
Reading catch up training – the course that Lesley did during her isolation through the connected@barrow	Updated Reading framework (p9) EEF improving reading at KS2 document Some elements of this training are now being used by a TA in an intervention for lower attaining Y5/6.	2, 4
Use of the knowledge hub Cambridge English Team resources and training videos to develop subject knowledge around the development of reading.	Updated Reading framework (p57-59) EEF improving reading at KS2 document	2,3,4

## Targeted academic support

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In EYFS/Y1/Y2 we create an ethos and environment which develops communication and physical development skills in preparation for writing.</p>	<p>Assessments and observations indicate significantly improved outcomes among disadvantaged children in oral language skills, as well as fine motor skills. EEF Improving Literacy at KS1 &amp; Oral language interventions EEF</p>	<p>1</p>
<p>To investigate and trial ways to support and encourage writing, particularly independent writing, in the Early Years</p>	<p>Using Alister Bryce-Clegg ABC Does: <a href="https://abcdoes.com/webinars/getting-ready-to-write-webinar/">https://abcdoes.com/webinars/getting-ready-to-write-webinar/</a> Research undertaken identifies ideas, strategies and new opportunities for writing which encourage improved outcomes, with the aim 100% of children achieving the ELG</p>	<p>1</p>
<p>Precision Teaching – one to one support and surgeries to improve spelling, grammar and punctuation, with the aim of improving attainment in writing and help targeted children make accelerated progress</p>	<p>Reduce the gap between non PP and PP children across the school. Ensure the majority of Y6 achieve the Expected standard in RWM</p>	<p>2 &amp; 3</p>

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind EEF One to one tuition & Small group tuition Toolkit Strand – Education Endowment Trust	2
Power of 2 interventions, one to one reinforcement of the 4 core operations  Mastery approach, will include the use of bar modelling	Development of mental calculations skills for those who need that repetition and reinforcement. KS2 math outcomes improve.  EEF guidance -Improving mathematics in key Stages s attainment in KS2.	2 & 3
Y6 weekly boosters in reading and math	EEF One to one tuition & Small group tuition Toolkit Strand – Education Endowment Trust KS2 data shows an upward trend achieving the GD standard.	2 & 3
Support KS2 readers who are reading below ARE to catch up using the Rapid Read programme.	EEF improving reading at KS2 document Replaced with Echo Reading	2,3,4
Echo reading – staff are developed in the use of echo reading to develop fluency and prosody.	Updated Reading framework (p57-59) EEF improving reading at KS2 document	2,3,4

## Wider strategies

Budgeted cost: £ 3300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences:	Impact on the development of communications skills, oral skills, use of vocabulary in writing. Trips and visitors, the Write Stuff EEF Project - Rural Disadvantaged	1 & 5

<p>Enable pupils to take part in school visits both virtually and in school, which build on the skills and knowledge from our curriculum.</p> <p>To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extra-curricular clubs</p> <p>To provide themed curriculum days to deepen children's understanding of specific subject themes and aspects of learning</p> <p>Engaging the families facing the most challenges</p> <p>Resources pack created for identified children with good quality reading books, math games, dictionaries, writing materials to support home learning and activities</p> <p>Funded places at Breakfast Club and after school club for identified pupils</p>	<p>Participation in enrichment activities and clubs is increased.</p> <p>Values Day, Safer Internet day, Computing workshops, Science week, mental health and wellbeing</p> <p>In EYFS/KS1- games and math targets</p> <p>EYFS/ KS1 math packs are being sent home. Dictionaries given to Y5/6</p>	<p>5</p> <p>1 &amp; 4</p>
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<p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies, ELSA support programme, nurture group and Forest Schools experience (new 2022).</p> <p>Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys</p> <p>Weekly ELSA sessions in place for identified children after assessment and monitoring</p> <p>Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools'</p> <p>Establish Mental Health Wellbeing committee as part of school's engagement with Anna Freud Foundation and Mentally Healthy Schools Programme – ensuring participation from pupils (including PP pupils), staff, governors and parents</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Forest Schools for all, with a focus in additional opportunities for PP/disadvantaged children</p> <p>FS supports mental health through the development of neurological and physiological processes. Children are able to express their feelings and emotions regulating their behaviour and being independent of adults</p> <p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p>	<p>2, 3, 4, 5</p>
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## Total budgeted cost: £ 18,485

**Part B:** Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*The lockdowns in summer 2020, and spring 2021 impacted on children where parental engagement was low or not in place.*

*In addition, there was a general lack of independence and resilience from those who had benefited from adult support.*

*On return to school teachers used assessments, information gained through Pupil Progress meetings, monitoring, (such as book looks), to understand the barriers for each child.*

*Assessments identified gaps in knowledge and understanding, that then informed planning. A clear focus made a positive impact on progress evident during the summer term.*

*Bespoke planning for each class, a review of the core skills to be taught in each curriculum area, booster groups and some adjustments to timetables initially, saw accelerated progress from the children's starting point.*

*Assessments identified some specific gaps so we could re-establish interventions and support, including Precision Teaching of spelling and reading, Language Link, Beat Dyslexia, DOT interventions and Rapid Read.*

*An increased need to boost children's self-esteem, self-confidence and resilience was met with early help, SEMH ELSA support programmes, nurture groups, Drawing and Talking Interventions, Lego Therapy.*

### Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
TT Rockstars	Math Circle
Rapid Read	Pearson
WhiteRose.com planning & resources	White Rose Hub

