

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 C of E Primary
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – August 2026
Date this statement was published	September 2023 Reviewed January 5th 2024 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Marc Gilbert Headteacher
Pupil premium lead	Marc Gilbert
Governor / Trustee lead	Jackie Levett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium x 11 x £1455 LAC x 0 Service x 1 x £335
Recovery premium funding allocation this academic year	0 =
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 = £16340

Part A: Pupil premium strategy plan

Statement of intent

Our primary goal with the Pupil Premium plan is to ensure that every disadvantaged child makes significant progress and achieves high levels of achievement, regardless of their background and prior attainment. We are committed to providing all children with opportunities to discover their own worth and potential. These experiences will create an environment that fosters high aspirations and success for all.

We believe in creating a nurturing and safe environment for all children and aim to address the challenges and difficulties faced by all children, ensuring that their needs are met.

The quality of teaching and learning is crucial to our approach, supported by evidence-based research. The education and well-being of children, particularly the most disadvantaged, have been greatly impacted by the Covid pandemic. It is vital that we recover from this and close the gap between disadvantaged and non-disadvantaged children. Building meaningful positive relationships with our children and delivering high-quality teaching, have shown to have the greatest impact on closing the gap and improving attainment, as supported by research from the EEF.

Our strategy is child-focused and takes into account the individual needs of our students as well as their family backgrounds. We have implemented extensive measures to ensure that every teacher develops a strong relationship with disadvantaged children in their class and their families. These relationships provide valuable insights into each child's needs, which inform our action plans to have the highest impact for all children. Our approach is also informed by the EEF Toolkit, taking into consideration insights from children, families, and staff to evaluate and adapt our strategies to best meet the needs of our students at Cockfield C of E Primary school.

Our strategy is designed to be both individualized, catering to the unique needs of our children, and representative of the common needs of all disadvantaged children. To ensure we address these needs effectively, we will:

1. Set high expectations and aspirations for all children.
2. Adopt a whole school approach where all staff are aware of and responsible for the needs of disadvantaged children.
3. Regularly monitor and evaluate our practices, adapting our approach as needed.

4. Act proactively to implement strategies that enhance children's well-being and achievement, ensuring they are effective and targeted.

Challenges

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

Challenge number	Detail of challenge
1	Low communication skills and vocabulary knowledge.
2	Low reading skills including phonological awareness fluency and comprehension.
3	Low attainment in writing including handwriting,
4	Sporadic gaps in maths skills across KS1 and KS2
5	Some of our disadvantaged children display social and emotional difficulties, often in relation to a lack of enrichment opportunities and life experiences which they do not have access to outside of school.
6	Low levels of self-esteem and sense of belonging

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
<p>For all disadvantaged children to develop a vocabulary and communication ability which is in line with non-disadvantaged children.</p>	<p>Accelerated progress evidenced through termly assessments.</p> <p>Interventions such as language link are regularly evaluated and interventions are adapted where appropriate.</p> <p>Pupils can use language effectively to express themselves and interact with their peers well.</p> <p>Children are exposed to a wider range of experiences and these experiences can be seen to enhance children's value in language.</p>
<p>For all disadvantaged children to make accelerated progress in reading skills including fluency, comprehension and phonics.</p>	<p>Accelerated progress evidenced through termly assessments.</p> <p>Children show good progression in phonics.</p> <p>The age of a pupils reading is similar to that of non-disadvantaged children.</p> <p>Pupils reaching at or above expected standard in KS2 are closer to being in line with non-disadvantaged children.</p>
<p>For all disadvantaged children to engage in writing with enthusiasm leading to an increased attainment in writing skills.</p>	<p>Accelerated progress evidenced through termly assessments.</p> <p>Pupils use a wide range of ambitious language in their writing.</p> <p>Pupils are able to express their thoughts and ideas clearly in writing.</p> <p>Pupils are reaching the expected standard or above in KS1 and KS2 writing expectations.</p>
<p>For disadvantaged children's gap in mathematical knowledge to be closed bringing it closer to or in line with that of non-disadvantaged children.</p>	<p>Accelerated progress evidenced through termly assessments.</p> <p>Pupil's gap in knowledge are clearly identified.</p> <p>Identified gaps are used to inform planning.</p>

	<p>assessments show that gaps have been successfully addressed and missing knowledge is learnt and understood.</p> <p>Pupils reasoning skills show accelerated improvement through assessment data.</p>
<p>For all children to experience a wide range of curricular and non-curricular activities in order to raise children aspirations.</p>	<p>School trips provide a wide range of experiences.</p> <p>Visitors to the school are from a wide range of backgrounds.</p> <p>Texts available to children are from a wide range of backgrounds.</p> <p>Children have the opportunity to express their ideas and aspirations.</p> <p>Pupil perception questionnaires show that children enjoy enrichment opportunities.</p>
<p>For all children to feel a good sense of self-worth and be confident in their abilities.</p>	<p>Pupil perception surveys show children feel safe at school.</p> <p>All children are able to access activities which the school offers.</p> <p>Pupils voice is listened to and is used to adapt and improve the educational experience for all.</p>

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 ongoing CPD run by the English lead.	Whole school approach to the teaching of writing, ensuring continuity and coverage. Planning Displays Sequence of lessons evident in books.	3
Sharing good practice with other English leaders.	EEF Improving Literacy at KS1 & Oral language interventions EEF Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	3
TT-Rosckstars	Previous year groups and pupil's perception shows a good engagement with this resource	4
To use the White Rose Hub training resources to improve understanding of the bar modelling method- webinars for teachers and TA's	Maths guidance KS 1 and 2 DfE non-statutory guidance/ National Centre for Excellence in Teaching of Mathematics	4
CPD for maths lead	NCETM Maths hub – researched based CPD programs.	4
Phonics scheme – Phonics Bug including resources provided and CPD for all staff	Part of the DFE authorised synthetic phonics list. Contains systematic easy to follow lessons which are accessible to all adults.	
Speech and Language Therapist	healthcareers.nhs.uk	1, 6

Targeted academic support

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In EYFS/Y1/Y2 we create an ethos and environment which develops communication and physical development skills in preparation for writing.	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 & Oral language interventions EEF	1
Precision Teaching	Reduce the gap between non PP and PP children across the school. Ensure the majority of Y6 achieve the Expected standard in RWM Further formalized training being provided in Summer 2 / Autumn 1 for TA's and teaching staff.	2, 3, 4
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, 3, 4
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, 4

Feedback from the teacher is targeted and of high quality	Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF)	1, 2, 3, 4
Language Link	<i>“The children in the experimental group who took part in the Language Link intervention made more progress in their ability to follow instructions involving concepts than those in the control group. The children in the experimental group also made more progress in other areas of their language.”</i> https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf	1

Wider strategies

Budgeted cost: £ 4640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play based therapy	<i>“Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.”</i> EEF	1, 5, 6
SEMH training provided through NHS	“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.” EEF	1, 5, 6
School library to include engaging texts from a wide range of authors	<i>“school libraries promote equity and inclusion” ... “encouraging students to become independent learners”... “school libraries provide a safe and welcoming environment, fulfilling a pastoral role that supports students’ mental health and wellbeing,”</i> - www.booktrust.org.uk	2, 3, 5,
A wide range of extracurricular activities and trips to be available to all children.	<i>“Our qualitative data showed that extra- curricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.”</i> – GOV.UK	1, 5, 6
ELSA training and ELSA sessions	<i>ELSAs are warm, kind and caring people who want to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.</i> What is ELSA Intervention? - Elsa Support	5, 6

<p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies,</p> <p>Ongoing assessment of need through PP barrier analysis, Sensory Profile resources and Pupil perception surveys</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed.</p>	<p>2, 3, 4, 5</p>
--	---	-------------------

Total budgeted cost: £ 16,340

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teachers used assessments, information gained through Pupil progress meetings, observations in class and analysis of the school's data system to understand the barriers for each child. Assessments for reading, maths, writing and spelling identified key gaps in knowledge and understanding that were addressed through bespoke planning for each class and a review of the school's curriculum.

Assessments to identify specific gaps in learning at the end of each half term enabled staff to implement additional high quality and research based interventions, which showed a positive impact on children's work in class.

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
Language Links	Language Link UK LTD
WhiteRose.com planning & resources	White Rose Hub
Maths Hub	NCTEM
ELSA	Acorn Tree Training provider

