

Pupil premium strategy - Cockfield CEVC Primary School 2020/21 RAG rating of Plan-reviewed Sept 2021

1. Summary information					
Academic Year	2020/21	Total PP budget	£1345 x 14 = £18,830	Date of most recent PP Review	09/20
Total number of pupils	71	Number of pupils eligible for PP	10 plus 2. Ever 6 Last census 14	Date for next internal review of this strategy	Feb 2021

2. Barriers to future attainment (for pupils eligible for PP)	
A.	The impact of COVID during the spring/ summer term - may result in an increase in the number of children with behavioural and learning issues that need support or prevent them from learning.
B.	Financial – support is required to enable children from lower income families have equal chances: access to events & experiences e.g. Trips. Resources that other children enjoy – book bags, uniform, homework resources. Access to trips/visits and trips in accordance with their peers. Breakfast and dinners. Tired and tearful children are unable to focus/concentrate
C.	Gaps and loss of learning due to COVID, or poor attendance, social mobility, not accessing teaching and learning.

D.	Lack of regular routines including home reading, homework, spellings, having the right equipment in school (Pe kit)
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3. Desired outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
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A.	Children’s gaps are identified and a catch up program of support ensures those gaps are filled. Children can move on in their learning and access the curriculum. Their physiological, safety, self-esteem needs are met.	<p>Children feel confident and able to learn in class without the need for continuous intervention.</p> <p>Children have a healthy diet and good start to the day.</p> <p>Raised attainment is analysed through Pupil Progress meetings and termly Governor meetings</p>
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B.	Children are exposed to a range of social/cultural and sporting experiences	All children benefit from extended curriculum opportunities, trips and clubs
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C.	<p>Gaps are identified and targeted teaching/interventions teach to gaps.</p> <p>CPD opportunities /Performance Man targets ensure teaching it is of an excellent standard.</p> <p>Small classes mean disadvantaged children can access more of teacher’s time with tightly focused direct teaching.</p>	<p>Monitoring of interventions</p> <p>Formative assessment will show gaps being addressed</p> <p>SDP/ PM targets will be achieved.</p> <p>PP children make or exceed expected progress</p>
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D.	Support from home can significantly increase a child’s attainment and rate of progress.	Parents are empowered through the sharing of information. We increase parent’s confidence. We provide resources for parents at home such as reading books/ pens/ paper/dictionaries etc.
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4. Planned expenditure	
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Academic year	2020/21
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Action A	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Early intervention to maximise pupil outcomes in EYFS and beyond</p> <p>Early generation of a climate of parental involvement</p>	<p>NELI- £870</p> <p>Subscription to training prog' to improve oracy and literacy skills for new Year R children (lowest 5) who have</p> <p>Tapestry on-line Learning Journey £123 per annum</p> <p>Speech and Language training – supply cover £180 x 3?</p> <p>Purchase of uniform/PE</p>	<p>Children who have missed nursery education through COVID have come into school at levels lower than expected.</p> <p>EDF teaching and learning – on average early years intervention has an impact of five months additional progress. Particularly</p>	<p>20 week programme to be monitored and impact tracked</p> <p>Information sessions for parents on Tapestry, Phonics teaching.</p> <p>Advertising and supporting parents to apply for FSM</p>	<p>TH/JF/KI</p> <p>JF/TH</p> <p>DW</p>	<p>Spring 2021 workshops</p> <p>Half Termly measurement of FS attainment and progress.</p> <p>Termly analysis of FSM taken up</p>
<p>Adult support targeting additional needs (including social and emotional) anger and anxiety</p>	<p>CBT sessions- half termly £70 per week x 6 x 3 £1260</p> <p>Nurture lunchtime club – 1 hour £646, plus 1 day a week TA –provides interventions & support programs around mental health & wellbeing £3250</p>	<p>Less time spent in crisis, out of the classroom. Less exclusions, as less acts of aggression.</p> <p>A greater ability to manage feelings which can lead to better behaviour/social skills.</p>	<p>Varies but weekly sessions for KS1/2 CBT/nurture.</p> <p>Senco/HT to monitor impact through PP meetings with staff</p>	<p>KF/TH</p>	<p>Termly staff meetings to look at the SEN/social/emotional needs of children in the school.</p>

Daily lunch meals for registered PP children	All FSM children are supported in health and well-being by accessing a hot meal in school £2.30 x 5 days x 38 weeks x 10 = £4370	Eating a healthy meal can improve children's concentration during afternoon sessions and improve classroom behaviour.	Regular newsletters to ensure parents are fully aware of their possible entitlement. Advertising free school meal uptake at initial New YR information evening	TH/DW	FGB receive termly report on progress of PP children and their progress in RWM. Half termly Pupil Progress meetings with teachers review progress.
Breakfast	Behaviour and welfare support for identified children. Breakfast – toast together in the morning. £30 x 3 terms estimate £90	Lack of concentration, anger issues as children are hungry.	Breakfast Club TA to take responsibility and eat with children		Rolling review of strategy and children who would benefit
Wellbeing days	Creating a positive school environment, improving the mental health and the emotional literacy of our children. Termly whole school day. Training for staff, Mindfulness etc, Yoga. Outdoor learning. Transport and resources - £500 per term = £1500 approx'.	Being able to recognise their response to an issue, building resilience and having strategies to deal with challenges they may face.	Staff to support success of these events	All staff	Pupil feedback

B	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to all trips and visits that are offered to supplement curriculum.	Through individual discussion with parents/carers, financial support for trips and visits, including residential trips will be provided, £750 estimate	All children to benefit equally, to enable PP children feel (self-esteem) and be seen (perceived) as equals and no different to their peers. The Council of Learning Outside the Classroom – adds value to each individual 's academic and personal development	All letters will ask for Voluntary contributions to such events but families unable to contribute can discuss with the HT	TH	Each child's /family's needs to be discussed with HT
Head start math booklets, Y1,2,3,4,5,6, CGP Year 4 practice guides Revision guides – Y6 SATs	Catch up materials £243 Early information sessions offered with incentive of free published materials to use at home. Revisions books - £52.50 Plus	Parental engagement has a large positive impact on children's learning. Research Report DFE	An early information session for parents	TH/AM	Track progress and compare data
KS2 additional LSA Support Sept 2020 – Jan 2021 (to be reviewed)	7 PP children with high level of need in Birch Class Salary Pro rata = 7500 + £450 approx. To support in class and with boosters	All children to benefit equally, to enable PP children feel (self-esteem) and be seen (perceived) as equals and no different to their peers.	Half termly Pupil Progress meetings, to review impact and progress	TH/SC	Half termly

4. Planned expenditure

Academic year		2020/21			
C					
Action	Chosen action /approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children at risk in Y2/Y4 and Y6 of under achievement receive support to reach their potential	<p>Diminish the difference in reading, writing and maths for PP children</p> <p>Extra booster session 2 hours a week during Aut 2nd & Spring afternoon of boosters Additional TA hours –£60 x 18 weeks £720</p>	A designed programme, delivered by a teacher, worked well in 2019/20 and helped fill gaps and accelerate progress.	Monitoring of work set by Lit/Maths coordinators	TH/A P	Half termly 2020
<p>Access to Sporting Activities: Financial support to access after school sporting activities from outside providers</p> <p>Financial support to purchase PE kit/ swimming kit in order to access the PE curriculum</p> <p>PP to assist PP children in their swimming in order to achieve the National Curriculum level for Swimming by Year 6</p>	<p>PP children x £2.50 x 1 club per week.(Not all children take up this offer) £25 x 6 £150</p> <p>PE Kit - £100 Additional swimming time (1 term)</p>	Sports Participation – Low Impact for Moderate cost +2 months			

<p>Literacy interventions – The Write Stuff Writing Project</p> <p>Targeted support for reading: Target individuals for the Reading Intervention program Echo reading x 2</p> <p>Bana gram x 2 sessions weekly</p>	<p>The Write Stuff course and supply £149 x 2 Plus supply £150</p> <p>To diminish the difference between PP and peers</p>		<p>Staff training to ensure delivered correctly, timetabled slots for these sessions during the week, beginning and end assessments</p>		
<p>Teaching & Learning: Aut assessments in week 3 based on summer tests to identify catch up programs required and gaps in learning</p> <p>Teaching to be at least 'good' across the school. School focus – Peer Coaching to improve standards in Mathematics Termly moderation/assessment activities</p> <p>Results from Assessments closely monitored to assess impact Targeted training for all Teaching Assistants including half termly meetings</p>	<p>Additional assessment materials to GAPS/PUMA/ PIRA £2500</p>	<p>All PP children in the year group to make at least expected progress, many accelerated progress.</p>			

<p>To use CPD and Performance targets to ensure teaching is of an excellent standard</p>	<p>Staff meetings and PD Days, training identified thro' PM Supply/training days £2000</p>	<p>Sutton Trust found that 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Smaller class sizes allow teacher time with disadvantaged children</p>	<p>Case Studies will monitor progress of these children termly.</p>	<p>all</p>	<p>School monitoring schedule And PM cycle</p>
<p>Pupils identified at risk have personalised individual support to support progress</p>	<p>Phonics/spelling gaps identified through assessment - daily Beat Dyslexia sessions. Additional TA hours £5700 per annum</p>	<p>Research which focuses on TA's who provide one to one or small group support shows a 3-5+ benefit</p>	<p>Performance man' of all TA's. Senco/Literacy co-ord' observations</p>	<p>TH/A P</p>	<p>Review of LP's. Pupil Review of data in Pupil Progress meetings, half termly.</p>

D

Action	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families are supported in working with their children and their learning at home	Resourcing of games and learning resources, for families at home. £200 estimate	Parental engagement has a large and positive impact on children's learning. Research report DFE	Ask parents what they would like to help them at home with homework etc. Invite them in to share in a games session and then loan out games.	T B C	Annual review
Family workshops to support to empower families so they can support their child	Morning, afternoon and evening session on Maths/Phonics/E Safety etc	Not measurable but parental engagement will support child attainment	Staff to support implementation though a timetable of workshops	All	Annual review
Total budgeted cost					£

<p>Estimated impact: Did you meet the success criteria?</p>		<p>Main barriers to learning – Mobility of children, several new children arrived in the last 18 months Gaps in prior learning due to absence through COVID and home learning. Additional needs including SEN Addressing specific behaviours- lack of resilience or confidence, lack of independence, low self-esteem in some pupils, consistent attendance and punctuality Attainment of all disadvantaged children is an uneven picture across the school Limited vocabulary has affected reading comprehension, especially inference and deduction of more complex texts, understanding mathematical concepts such as reasoning and problem solving skills and has restricted the ability to attain age related expectations. Monitoring of interventions and lessons has not been as in depth as liked. Staff training, enrichment activities and support for parents has been limited due to working conditions, ‘bubbles’ and availability.</p>
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Pupil Premium Children Summer 2021 Years 1,2,3,4,5,6,

11 pupils	Below	On Track	Higher
Reading	6 (54.5%)	5 (45.5%)	0 (0%)
Writing	8 (72.7%)	3 (27.3%)	0 (0%)
Mathematics	8 (72.7%)	2 (18.2%)	1 (9.1%)

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