

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022/23 (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	68 Sept 22
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23/24
Date this statement was published	Updated Nov 22
Date on which it will be reviewed	July 2023
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	8 PP - £10,760 1 Post LAC - £2,345
Recovery premium funding allocation this academic year	£ Tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1200

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: -

1. To ensure the quality of education is consistently good across the school – reviewing gaps in knowledge and skills and ensuring that appropriate plans are in place to address these. Implementing strategic plans to develop provision that links reading, writing, spelling and vocabulary along with math, addressing gaps in pupils’ learning and enhancing provision.
2. Personal development- to ensure that the curriculum and inclusive provision supports pupils to develop into responsible, resilient, respectful and active citizens.

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

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that age related expectations for some disadvantaged children in reading are significantly below or just below compared with non-disadvantaged children. We must improve the outcomes of our disadvantaged children by identifying the most effective interventions and support needed for our most vulnerable children in reading.
2	Oracy and vocabulary. Significant vocabulary gap on entry to school between those who are disadvantaged and those who are not and insufficient closing of this gap throughout KS1 and 2, hinders their achievement broadly. The EYFS curriculum, including Forest Schools, must ensure that all children have the opportunity to develop and talk about a full range of interests. The lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
3	Internal assessments indicate that age related expectations for some disadvantaged children in maths are significantly below or just below compared with non-disadvantaged children. We must continue to develop the teaching of math mastery to ensure our children receive high quality teaching and we deliver the most effective interventions and support needed for our most vulnerable children in math.
4	Cultural Capital – with a particular focus on EYFS – ‘the essential knowledge that children need to prepare them for their future success’ or ‘essential knowledge that children need to be educated citizens’ It is important to ensure that all children have the opportunity to develop and talk about a full range of interests. The cost of living crisis will impact on opportunities for visits and visitors.
5	Lack of socialisation has impacted on stamina and resilience creating a wider range of social and emotional needs. As a result not all children are able to access their 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
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: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The teaching of Tier 2 and 3 Ninja vocabulary	Hart and Risley (2003) Researched into the impact of the home environment, conversation and language exposure prior to beginning school. Families from four different socio-economic groups were observed regularly. Families from welfare/benefits, working-class families, families who were middle class and families of a higher economic status. Children from more deprived backgrounds were exposed to 616 words per hour (not all different) compared to children from the highest socio-economic group who were exposed to 2,153 words per hour. As the socio-economic group increased, so did a child's exposure to language, conversation, experiences, reading, humour, expressions, speech patterns and an increasingly larger word count. Children's vocabularies at age three were seen as direct indicators for academic performance at ages 10-11. And subsequently, other research suggests that a pupil's vocabulary at age 10- 11 is a reliable predictor of attainment at 15-16. As a school, it is crucial to ensure pupils are being exposed to a range of vocabulary in a range of scenarios and contexts.	1,2
Echo reading – staff are developed in the use of echo reading to develop fluency and prosody.	https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project	1,2
English Network meetings- CPD for English lead	English and EYFS Leads, networks within the Thurston Partnership established.	1,2,4
Engagement in the Maths Mastery Development training.	Maths guidance KS 1 and 2 DfE non-statutory guidance/ National Centre for Excellence in Teaching of Mathematics	2, 3

in order to fluency and reasoning skills and a confidence and flexibility with number		
Forest Schools for EYFS to develop vocabulary, interests, socialisation and cultural capital .	https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	2 4, 5

Targeted academic support

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the EEF Disadvantaged project with a focus on interventions, vocabulary and reading - see below	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2
To implement new diagnostic reading assessments for children who are attaining below their age related expectation in order to fully understand and address areas of specific need. Undertake -YARC (York Assessment for Reading Comprehension)	Children with gaps receive targeted intervention and differentiated work in line with gaps and barriers identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2
Use PIRA to track termly progression of reading skills and to identify gaps which	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1

<p>will inform interventions and support. Use Shine to produce individual reports that analyse test results and identify areas for dev't and support in class teaching and interventions.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Pre 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Reduce the gap between non PP and PP children, EAL and SEND across the school. Ensure the majority of Y6 achieve the Expected standard in RWM</p>	<p>1, 2 & 3</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for children</p>	<p>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</p>	<p>1,2,3</p>
<p>To set up a plan of implementation of actions based, on new Maths Hub Mastery training, across KS2 KS2 Maths lead to monitor implementation and progress resulting from participation of the project.</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3</p>
<p>Y6 weekly boosters in reading and math</p>	<p>EEF One to one tuition & Small group tuition Toolkit Strand – Education Endowment Trust KS2 data shows an upward trend achieving the GD standard.</p>	<p>1 & 3</p>
<p>In EYFS/Y1 to use Language Link/NELI/Year 1 Phonics assessments to identify areas of support needed. In EYFS we create an ethos and environment which develops communication and physical development skills in preparation for writing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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 & Oral language interventions EEF</p>	<p>1,2,4,5</p>

Wider strategies

Budgeted cost: £ 3605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To draw together the current provision within school to support pupil's, and staff's mental health and wellbeing, creating a mental health charter for our school.</p> <p>To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences: 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</p>	<p>Review the provision through the curriculum, our strategies, resources and support, ensuring it meets the needs of our children and staff.</p> <p>Impact on the development of communications skills, oral skills, use of vocabulary in writing. Trips and visitors, the Write Stuff EEF Project - Rural Disadvantaged</p> <p>Participation in enrichment activities and clubs is increased.</p> <p>Values Day, Music workshop, POP day, computing workshops, Science week, mental health and wellbeing days.</p> <p>Reading Cafes, MHST workshops, access to Parent support, school nursing team & Parent Hub.</p>	<p>1 & 5</p> <p>2</p> <p>4 & 5</p> <p>1, 4 & 5</p>

<p>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>In EYFS/KS1- games and math targets</p> <p>EYFS/ KS1 math packs are being sent home.</p> <p>Dictionaries given to Y5/6</p> <p>The five levels of needs as demonstrated in Maslow's hierarchy of need show the importance of: • Physiological needs – food, water, clothing... • Safety • Love and belonging • Esteem • Self Actualisation - becoming the most that they can be. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>1,2,3,4,5,</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>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>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. EEF_Social_and_Emotional_Learning.pdf(education Endowment foundation.org.uk)</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>2, 4, 5</p> <p>5</p>
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Total budgeted cost: £ 14,305

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 2021 to 2022 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
Shine	GL Assessments
Number Stacks	Making Sense of Number
WhiteRose.com planning & resources	White Rose Hub

