

Pupil premium strategy statement Cockwood Primary School

1. Summary information			
School	Cockwood Primary School		
Academic Year	2019/20	Total PP budget	£11160
Total number of pupils	94	Number of pupils eligible for PP	8 (12%) + 2 service

2. Current attainment			
End of Year 6 outcomes for PP pupils	<i>PP outcomes 2020 (July 2020) 8 pupils – 2 in Year 6</i>	<i>PP outcomes 2019 0 pupils in Year 6</i>	<i>PP outcomes 2018 (10 pupils in sch) 2 pupils in Year 6</i>
% achieving expected standard or more in reading, writing and maths	No Data Available due to COVID	0 pupils	50% (2 pupils)
% making at least expected progress in reading (whole school)		88%	80%
% making at least expected progress in maths (whole school)		75%	80%
% making at least expected progress in writing (whole school)		75%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language difficulties
B.	Poor Literacy and Maths knowledge
C.	Emotional health of pupils when in school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Health/emotional difficulties for families Accessibility to after school clubs (cost) and trips Attendance for particular pupils

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved outcomes in Maths for all pupils	At least expected progress made across the year.
B.	Improved outcomes in Reading and Writing – greater confidence, understanding and fluency. Better use of vocabulary across subjects.	At least expected progress in Reading and Writing. Improvements in the understanding and use of vocabulary evident.
C.	Pupils happy, confident learners, engaged in a range of activities. Staff are able to support pupils and families to address health/emotional difficulties.	Pupils and parents feel that they are being supported. Pupils can access their learning more confidently. Pupils are clear on who they can talk to when they are having difficulties. Staff have the time to support pupils and families and a designated place is allocated for this.
D.	Pupils in Class 1 and 2 receive additional 1-1 time with their class teacher and TA's for individualised pre-teaching and consolidation.	Pupils make at least expected levels of progress in Maths, Reading and Writing throughout the year.

5. Planned expenditure					
Academic year	2019/20				
Objectives in spending:					
<ul style="list-style-type: none"> • For all pupils to achieve emotional well-being and engage positively in all aspects of their learning • All pupils to have the opportunity to fulfil their academic potential despite deprivation factors • To minimise the gap between learners throughout the school and to reach expected standards within the new curriculum framework 					
i. Quality of teaching for all					
Desired outcome	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?

Quality CPD for staff to improve outcomes – especially in Maths and Literacy.	Collaboration with teaching schools, outside agencies (Exeter Consortium training) and other MAT schools to up-skill subject leaders. SLN for all class teachers. CPD planned for new TA.s Succession planning – develop future SENCO to support vulnerable pupils.	CPD will improve subject leader knowledge – leading to improved pupil outcomes. New TA – has a specific role in supporting pp pupils. Focus on whole school reasoning – recommendation from Ofsted 2018. Continue from last year. New curriculum requirements in non-core subjects – ensure inclusion for all vulnerable groups. Continue to develop a broad and effective <i>knowledge rich</i> curriculum offer.	Monitoring procedures. Impact from training cascaded in staff meetings. TA completed training and has opportunities to work with vulnerable groups. Curriculum planning and progression documents are analysed for effectiveness. Staff and pupil feedback. SENCO Award completed.	LC	July 2020 (£3500)
Improved health and well-being for the school community as a whole	Develop nurture area. Build effective Forest School provision.	Outdoor learning – clear benefits for pupils, especially in a small school. Current lack of space for quiet time with pupils and families. Lack of facilities for effective support.	Nurture area is completed and in use. Pupil, staff and parent feedback positive. Forest School delivered weekly (termly for each class)	GW/HH	July 2020 (£2500)
Total budgeted cost					£4000
ii. Targeted support					
Desired outcome	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?
Additional 1-1 and small group support Literacy and Maths in Class 1 and 2.	Targeted interventions for specific pupils to include Precision Teaching, small group teaching to specific objectives etc.	Interventions in line with need. Focus on key skills. Use of Maths lead where possible to support disadvantaged pupils.	Lesson and book monitoring. Appraisal targets and ongoing discussions.	HH/LC	End of term data drops.

Class teacher allocated time (1 afternoon per week) to support less able/underperforming pupils in Class 1. Support DF in Class 2 – Literacy support for class teacher.	Support class teacher and English Lead in providing pre teaching opportunities and consolidation of concepts for pupils. Provide time to support DF with Reading and Writing outcomes	Use of experienced member of staff to support colleague – wider impact for pupils in Class 2. Excellent knowledge of the English curriculum through SLN and AR training. Can support the monitoring of vulnerable and underperforming pupils. Coherence with overall class planning.	Review of data. Discussions with member of staff and pupils.	LC/AR	End of term data drops. Year 6 outcomes July 2020.
Improve attendance rates for specific pupils.	Direct involvement – HT and families. Regular discussions – EWO involvement if necessary.	Good attendance is vital for PP children to succeed at school.	Review attendance and performance outcomes for targeted children. Termly at a minimum.	LC	Termly.
Total budgeted cost					£4000
iii. Other approaches					
Desired outcome	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?
Social and emotional support for all pupils and families.	Development of a nurture area for quiet time and reflection. Will enable targeted groups/sessions to go ahead Practitioner support ½ afternoons per week Staff training to support this.	Mental health support for pupils and parents will lead to better academic progress and better attendance.	Nurture area completed. Targeted groups of pupils receiving support and interventions. Staff, pupil and parent feedback positive. EHMH training has a positive impact	HH/GW	July 2020

Pupils receive a rich and varied curriculum	Financially support individual families where cost may prevent participation in visits/clubs. Individual support for poor swimmers – sequences of additional lessons funded.	Equality of provision and being treated as all other pupils allows children the same opportunities for enjoyment and learning. All children should be able to swim when they leave primary school.	LC to assess individual cases throughout the year.	LC	Pupil feedback and participation data.
Total budgeted cost					£3160