

# Pupil premium strategy statement: Cockwood Primary School

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   | Cockwood Primary School  |
| Number of pupils in school  | 88                       |
| Proportion (%) of pupil premium eligible pupils   | 13% (to increase to 17%) |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021/2022 to 2024/5      |
| Date this statement was published   | Nov 2021                 |
| Date on which it will be reviewed   | July 2022                |
| Statement authorised by   | L Curry                  |
| Pupil premium lead  | L Curry                  |
| Governor / Trustee lead   | Carla Custons-Cole       |

## Funding overview

| Detail   | Amount   |
|--|--|
| Pupil premium funding allocation this academic year                                    | £15 415( 11 pupils at £1345, 2 service pupils at £310) |
| 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

### *Intended outcomes*

- *Improved outcomes for disadvantaged pupils in Reading, Writing and Maths*
- *Improved speech and language support with a focus on targeted interventions and individualised plans*
- *To support the emotional health of pupils to ensure they are able to access learning and make good levels of progress*

*Our current pupil premium strategy is designed to focus on individual/small group support, using highly experienced staff, which is targeted to the needs of each child. The key principles of this strategy plan is to ensure that children are supported, both academically and emotionally, through targeted, flexible interventions, which work alongside the practice in class. Class teachers are integral in this support plan, as they work closely with all additional adults who support our disadvantaged pupils. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils at Cockwood.*

*Our strategy is also integral to wider plans, notably in focussed support, through our tutoring programmes led by the SENDCO, where pupils whose education has been hardest hit are targeted.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | Prolonged periods of lockdown affecting attendance, leading to weaker outcomes in key core areas.  |
| 2                       | Poor speech and language skills for some pupils. Assessments, observations and discussions indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils.  |
| 3                       | Emotional needs of pupils affecting wellbeing and learning outcomes. Our findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind, especially in Writing and Maths. |

## 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  |
|---|---|
| Improved outcomes in Maths  | At least expected progress made across the academic year. By 2024/25 a greater percentage of pupils year on year make expected progress.  |
| Improved outcomes in Reading  | At least expected progress made across the academic year. By 2024/25 a greater percentage of pupils year on year make expected progress.  |
| Improved outcomes in Writing  | At least expected progress made across the academic year. By 2024/25 a greater percentage of pupils year on year make expected progress.  |
| Improved speech and language ability for particular pupils  | Improvements evident in the use and understanding of vocabulary. Individual plans show targets being met. Oracy Voice21 benchmarks showing expected progress.   |
| To achieve and sustain improved wellbeing for all pupils at Cockwood School, particularly for disadvantaged pupils. | Sustained high level of wellbeing from 2024/5 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among the disadvantaged</li> </ul> |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality CPD for staff with a focus on Oracy and the use of | The EEF funded studies, on dialogic teaching, have found evidence that cognitively challenging classroom talk | 1, 2, 3                       |

|  |   |      |
|--|---|------|
| <p>language across the curriculum.</p> <p>This is to include Voice21 training costs (some being met with DEF fund) but also in-house training, SLN training, Vocab training.</p>   | <p>can lead to gains for Key Stage 2 pupils in English, Maths and Science. Oral language interventions consistently show positive impact on learning, some studies show greater benefits for younger children and pupils from disadvantaged backgrounds.</p> <p>The 'Speak for Change' report highlighted the need to focus on Oracy to improve outcomes.</p> |      |
| <p>The curriculum matches the changing needs of the school population post Covid, with a focus on PSHE and emotional health.</p> <p>To purchase key resources to support mental health and wellbeing – 1 Decision package.</p> <p>To adapt the curriculum to meet the needs of the learners, through curriculum meetings, subject leader action plans and external CPD.</p> <p>Maths Leader to attend 18 month NPQTL – funded but time provided in school to utilise training and support Maths teaching for all classes. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p> | <p>Good mental health is important for helping children and young people to develop and thrive. Ofsted requirement. DFE recognised priority.</p> <p>Maths Mastery - EEF- effective teaching supports good levels of progress.</p>   | 1, 3 |
| <p>Reading - purchasing of quality phonically decodable reading books to support early reading. High quality texts to support the wider curriculum – with a focus on non-fiction AR books.</p> <p>Training for staff.</p> <p>Support for parents in enabling them to help effectively with reading at home.</p>  | <p>EEF – Phonics</p> <p>EEF – Parental Engagement</p>   | 1, 2 |

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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £8915

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <p>To improve the quality of speech and language support for most disadvantaged pupils.</p> <p>To employ SLT across the Trust to work one-to-one with pupils and deliver staff CPD.</p> <p>To build individualised programmes and intervention support in school to accelerate progress.</p> | <p>EEF Oral Language Interventions demonstrate high impact.</p>  | <p>1, 2, 3</p>                       |
| <p>Small group coaching for pupils, focusing on key skills in Reading, Writing and Maths, provided by SENDCO.</p> <p>Recovery funded (using some 'Catch Up' funding from previous year)</p>  | <p>Small group tuition – EEF. We have also used this strategy last year with our catch up funding, where progress for pupils was good.</p> | <p>1, 2, 3</p>                       |
| <p>Additional 1-1 and small group Literacy support in Class 1 and 2.</p> <p>Targeted interventions for specific pupils to include Precision Teaching, small group support in line with identified teaching objectives.</p>   | <p>Small group tuition – EEF.</p>  | <p>1, 2, 3</p>                       |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3000

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <p>Mindfulness training from Open Minds to support staff and pupil wellbeing.</p> <p>Individual and group interventions for pupils.</p> <p>Whole school focus on wellbeing, power of 10.</p>         | <p>Staff and pupil wellbeing an Ofsted and DFE priority.</p>   | <p>3</p>                             |
| <p>Introduce a breakfast club, to support the beginning of the day for pupils. To improve attendance for pupils and support parents who are keen to start working.</p> <p>Fund for pupils on FSM</p> | <p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 DFE</p> | <p>3</p>                             |
| <p>Support additional activities – music lessons and school visits.</p> <p>To support additional swimming lessons for non-swimmers.</p> <p>School visits part funded by PFA support.</p>             | <p>EEF – Arts participation, but also recognised evidence for supporting mental health and wellbeing.</p>      | <p>3</p>                             |
| <p>Forest School activities to support mental health and wellbeing.</p> <p>Part funded by SBS, Sports Premium and Parent Contributions.</p>  | <p>As above.</p>   | <p>3</p>                             |
| <p>Improve parental engagement with 2 weekly drop in/touch base phone calls from SENDCO or class based staff, to ensure parents are connected and feel well supported.</p>                           | <p>Parental engagement impacts positively on pupils attainment +4 months (EEF)</p>                             |                                      |

**Total budgeted cost: £12500**

## 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.

*During the school year, we used standardised testing to inform outcomes and provide detailed information on which areas the children needed to work on. This was through the use of Star Reading and Star Maths tests half termly. These were carried out during periods of lockdown, as pupils could access these remotely. We also used Early Literacy (linked to Accelerated Reader) and regular Read Write Inc. assessments, to support assessment of phonics. Our Pupil Premium Strategy is continuing from last year, with a focus on targeting gaps in learning in an individual way. As a small school we can personalise the learning interventions to meet the needs of the pupils. Outcomes were generally good in the main, as the year was disrupted, but the focus areas for vulnerable pupils and across the school is particularly within Writing and Maths. We have highlighted that barriers to learning are very much focussed on speech and language needs, and we are investing in this area across the school. This will continue in the coming years.*

|                      | Reading |                   |            | Writing |                   |            | Maths |                   |            |
|----------------------|---------|-------------------|------------|---------|-------------------|------------|-------|-------------------|------------|
|                      | Below   | Expected progress | Well above | Below   | Expected progress | Well above | Below | Expected progress | Well above |
| PP Pupils (8)        | 13%     | 63%               | 25%        | 25%     | 25%               | 50%        | 25%   | 50%               | 25%        |
| FSM (13) Years 1 - 6 |         | 69%               | 31%        | 15%     | 31%               | 54%        | 23%   | 39%               | 39%        |
| FSM EYFS (4)         |         |                   | 100%       |         | 25%               | 75%        |       |                   | 100%       |

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|-----------|----------|



|   |                     |
|---|---------------------|
| Get back to Writing (Staff CPD and pupil resources) | Integra CPD on line |
|---|---------------------|