

Pupil premium strategy statement: Cockwood Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	86
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/5
Date this statement was published	Oct 2022
Date on which it will be reviewed	July 2023
Statement authorised by	A Roper
Pupil premium lead	A Roper
Governor / Trustee lead	Carla Custons-Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20030 (14 pupils at £1385, 2 service pupils at £320)
Recovery premium funding allocation this academic year (school lead tutoring income)	£2268
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*
- *To enhance the cultural capital for disadvantaged pupils*

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.

Challenge number	Detail of challenge
1	The impact post-covid for all pupils leading to gaps in learning.
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"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among the disadvantaged

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: £3000

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 – 1Decsion 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>Curriculum Leader to attend 18 month NPQSL – funded but time provided in school to utilise training and support teaching for all classes. We will fund teacher release time to embed key elements of guidance in school and to access 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>	1, 3
<p>Whole staff focus on Walk Thrus programme to improve quality first teaching and instructional coaching.</p>	<p>Walk Thrus programme is research based on mastery learning and building schema EEF, high impact, low cost.</p>	1,2,3
<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>EEF – Phonics EEF – Parental Engagement</p>	1, 2

Training for staff. Support for parents in enabling them to help effectively with reading at home.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of speech and language support for most disadvantaged pupils. To employ SLT across the Trust to work one-to-one with pupils and deliver staff CPD. To build individualised programmes and intervention support in school to accelerate progress.	EEF Oral Language Interventions demonstrate high impact.	1, 2, 3
Small group coaching for pupils, focusing on key skills in Reading, Writing and Maths, provided by SENDCO. School-led tutoring – SENDCO working with small groups and 1:1 (to use additional funds and PP funds)	Small group tuition – EEF. We have also used this strategy last year with our catch up funding, where progress for pupils was good.	1, 2, 3
Additional 1-1 and small group Literacy support in Class 1 and 2. Targeted interventions for specific pupils to include Precision Teaching, small group support in line with identified teaching objectives.	Small group tuition – EEF.	1, 2, 3
Smaller teaching groups for Maths,	EEF Mastery learning supported with this structure.	1,2,3

allowing for more targeted learning in a mixed-age context.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mindfulness training from Open Minds to support staff and pupil wellbeing. Individual and group interventions for pupils. Whole school focus on wellbeing, power of 10.	Staff and pupil wellbeing an Ofsted and DFE priority.	3
Support additional activities – music lessons and school visits to include group music therapy. To support additional swimming lessons for non-swimmers. School visits part funded by PFA support.	EEF – Arts participation, but also recognised evidence for supporting mental health and wellbeing.	3
Forest School activities to support mental health and wellbeing. Part funded by SBS, Sports Premium and Parent Contributions.	As above.	3
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. Regular termly coffee mornings and networking opportunities.	Parental engagement impacts positively on pupils attainment +4 months (EEF)	3

Total budgeted cost: £22500

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.

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. 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 but the focus areas for vulnerable pupils and across the school for the coming year is Reading and Maths. We have seen good improvements in Writing and this was verified by external KS2 moderation. Being part of the Voice 21 Oracy project is up-skilling staff and supporting high-quality talk in all areas of the curriculum; this training is on-going for the next two years. The Youth Parliament event, organised by the school, provided a platform for all pupils, including disadvantaged to have a voice in a wider context. 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. We are hoping to build greater collaborative links with our partner schools this year to support enriching the curriculum.

	Reading			Writing			Maths		
	Below	Expected progress	Well above	Below	Expected progress	Well above	Below	Expected progress	Well above
PP Pupils (12)	50%	42%	8%	16%	33%	50%	16%	67%	17%
FSM (14) Years 1 - 6	35%	50%	14%	21%	43%	36%	28%	57%	14%

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
Voice 21 Year 1 of a 3 year programme	Voice 21