

Pupil premium strategy statement: Cockwood Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	80
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/ 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lorraine Curry
Pupil premium lead	Alison Roper
Governor / Trustee lead	Carla Custons-Cole

Deleted: (3 year plans are recommended)

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23280 (14 pupils at £1385, 1 service pupil at £320)
Recovery premium funding allocation this academic year (school lead tutoring income)	£2320
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 improving the quality of teaching within the classroom, through quality CPD and instructional coaching. The school is continuing to invest in quality oracy opportunities for pupils through our involvement in Voice 21, and is further embedding high quality reading provision with Read Write Inc training and Reading for Pleasure training with the IISHAM Hub. Alongside this, we are investing in individual/small group support, using highly experienced staff. The key principles of this strategy plan are 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.

As part of our tiered approach, we are also supporting the social, emotional and behavioural needs of pupils through continued investment in Forest School, music lessons, visits and wider opportunities. The strategy also incorporates activities which focus on improving attendance.

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Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Integral to the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach to which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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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.

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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.
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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 2025/26 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 2025/26 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 2025/26 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 for key children.
To achieve and sustain improved wellbeing for all pupils at Cockwood Primary School, particularly for disadvantaged pupils.	Sustained high level of wellbeing from 2025/26 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 for disadvantaged pupils

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: £14,000

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for staff with a focus on Oracy and embedding high-quality talk 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>The EEF funded studies, on dialogic teaching, have found evidence that cognitively challenging classroom talk can lead to gains for Key Stage 2 pupils in English, Maths and Science. Oral language interventions consistently show a 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>	1, 2
<p>Whole staff focus on Walk Thrus programme to improve quality first teaching. Develop the Trust-wide approach to instructional coaching using Step Lab, to ensure every teacher is supported to keep improving their practice.</p>	<p>Walk Thrus programme is research based on mastery learning and building schema EEF, high impact, low cost.</p> <p>Step Lab rationale and evidence collated by Goodrich and Boguslav, White Paper Nov 22.</p> <p>The process for incremental coaching follows the four-point structure (building knowledge, motivating teachers, developing teaching techniques and embedding practice) outlined in the EEF 'Effective Professional Development' Guidance Report.</p>	1,2
<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
<p>AR and LC to undertake a year long project which focuses on embedding Reading for Pleasure strategies. The school will work in conjunction with the Ilsham Hub and funded by the DfE. To support pupils, staff and parents to engage with</p>	<p>The project is based on the work of Prof Teresa Cremming (2019) and the 'Teachers as Readers' study carried out by the Open University and UK Literacy Association. It acts on advice from the new DfE Reading Framework</p>	1, 2

reading both at home and at school.		
To adapt the curriculum to meet the needs of the learners, through increased time for subject leaders to monitor and evaluate the impact of teaching and learning in their curriculum areas. The focus for this year is on quality assessment in non-core subject areas.	Many studies have shown that a quality curriculum, where pupils build on prior knowledge and which supports them in making connections, will have significant levels of impact. The EEF states that schools should focus on building teacher knowledge and pedagogical expertise alongside curriculum development and purposeful use of assessment.	1, 2
Complete up-to-date training with RWI to improve the quality of early reading teaching and ensure staff continue to stay current.	Phonics – EEF. A quality programme which is well taught is essential in supporting disadvantaged pupils. This has been evidenced across both this school and partner schools.	1, 2

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

Budgeted cost: £8,000

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 SALT 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 an experienced teacher. School-led tutoring – working with small	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

groups and 1:1 (to use additional funds and PP funds)		
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, allowing for more targeted learning in a mixed-age context.	EEF Mastery learning supported this structure. Marginal gains intervention which originates from guidance within White Rose, based on research carried out by the Sutton Trust.	1,2,3

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

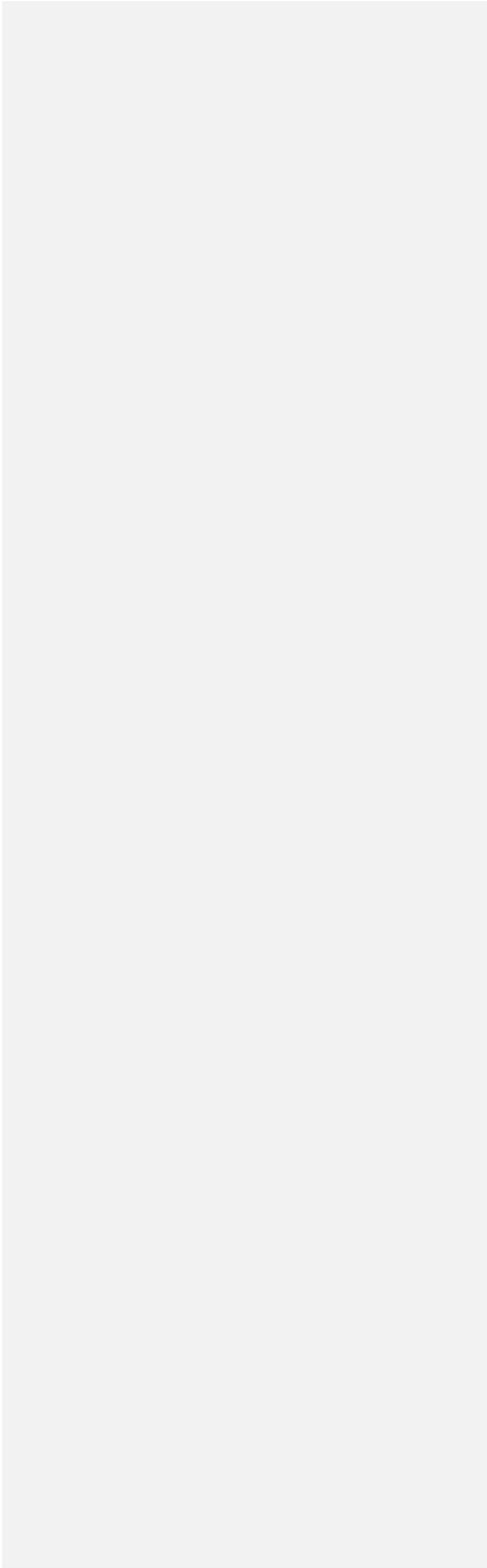
Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External support from AIO and SEMH team to reduce Annexe R and part time timetables for children.</p> <p>SENDCO work with families and teacher on reducing anxiety in the classroom and a SEND friendly learning environment.</p> <p>LC and AR to track the attendance of individual pupils and work closely with families with bespoke support packages.</p>	EEF research on responsive and targeted approaches- evidenced in 'Attendance interventions: Rapid Evidence Assessment'.	1, 2, 3

<p>Mindfulness training 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>	3
<p>Support additional activities – music lessons and school visits to include group music therapy.</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>	3
<p>Forest School activities to support mental health and wellbeing.</p> <p>Part funded by SBS, Sports Premium and Parent Contributions.</p> <p>Targeted FS sessions based on Art and Eco Therapy, in small 1:2 groups weekly.</p>	<p>As above.</p>	3
<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>Regular termly coffee mornings and networking opportunities.</p>	<p>Parental engagement impacts positively on pupils' attainment +4 months (EEF)</p>	3
<p>To embed and refine using resources to support mental health and wellbeing – 1Decision package.</p>	<p>1Decision resources are kitemarked by the PSHE Association and have been updated to support the new statutory changes in Health Education and Relationship Education.</p> <p>Good mental health is important for helping children and young people to develop and thrive. Ofsted requirement. DfE recognised priority.</p>	

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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 2022 to 2023 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 last year were not as good as we had hoped, this was due to a variety of reasons. We moved off-site for the Summer Term, which caused disruption to the consistency of our interventions, alongside the need to deploy staff to support a high needs pupil which took them away from their usual duties. However, since returning back to our school site intervention timetables are in place and we are already seeing accelerated progress with some children, especially with the marginal gains Maths interventions.

Through the Spring and Summer Term we engaged our Forest School Lead to deliver targeted sessions for EYFS pupils to raise attainment in CLL and PSED, with a particular focus of CiC and previously CiC pupil, and pupil with SEMH needs (DM)

The main focus area for vulnerable pupils and across the school for the coming year is Writing. We will also focus on embedding our new Maths programme and using the marginal gains interventions to tackle misconceptions immediately.

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. Using Votes for Schools weekly, has 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 (13)	3 (23.1%)	2 (15.4%)	8 (61.5%)	5 (38.5%)	3 (23.1%)	5 (38.5%)	3 (23.1%)	1 (7.7%)	9 (69.2%)
FSM (13) Years 1 - 6	5 (38.5%)	0	8 (61.5%)	6 (46.2%)	3 (23.1%)	4 (30.8%)	4 (30.8%)	1 (7.7%)	8 (61.5%)

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 2 of a 3 year programme	Voice 21