

Cockfield Primary School Pupil Premium Grant Expenditure 2012-2013

Number of pupils and Pupil Premium Grant (PPG) received	
Total Number of Pupils on roll	82 plus Nursery
% pupils eligible for PPG	35% of the main school
Total amount of PPG received	£18,067

Curriculum Focus of PPG Spending 2012-2013

To support pupils At Cockfield Primary Pupil Premium Funding was targeted at:

- Raising attainment and improving rates of progress in Reading, Writing and Maths
- Developing emotional well-being, self-esteem, social skills and behaviour
- Ensuring pupils were given access to a wide range of experiences – including off-site experiences

How the funding was spent 2012-2013

- To enrich the curriculum, artists, storytellers , subsidised visits, sports coaching, family learning, pantomime, banner making – Pupils accessed all activities and writing
- To increase teaching assistant time to ensure personalised learning for children and to increase intervention support for reading, writing and maths to consolidate learning and challenge
- Purchase additional resources to support the teaching of reading and phonics
- Emotional well-being worker was employed to support children who were experiencing difficulties in their personal lives
- Residential visit was heavily subsidised to enable all children to access it
- To provide curriculum enrichment and enhancement activities and visits both in and out of school
- To contribute towards music tuition and instruments
- Afters school clubs and breakfast clubs – contribution to funding
- Contribute towards shared PSA

Measuring the impact of PPG Funding 2012-2013

Three part time staff were made up to full-time, new interventions, boosters, sound training were set up, 1:1 support was put in place for children, teaching supported at booster classes

- Children have benefitted from more focussed small group work with TAs
- Interventions are more tightly focussed to meet specific needs
- Children have enjoyed a range of activities through curriculum enrichment activities and visits
- Children who require support to develop their emotional well-being and boost self-esteem have accessed range of programmes in school. Feedback from parents and children has been very positive.
- Funding for educational visits including a residential visit has broadened the experiences of children and boosted self-confidence and self-esteem
- Parents and staff have reported how much more enthusiastic and engaged children are in reading and writing activities because of using iPads as a tool for learning

Pupils entitled to pupil premium funding make expected progress across the school

Performance of pupils eligible for FSM 2013

Fluctuating and very small cohorts affect the results – 9 children in the Year 6 cohort in 2013, 5 of whom were Ever 6 FSM

The attainment of pupils entitled to Pupil Premium funding (including Ever 6) was **below** all pupils in school in all subjects at L4+

The attainment of pupils entitled to Pupil premium (including Ever 6) was **above** all pupils nationally in GPS and below in reading and maths, broadly in line for writing.

Level 4+

	School FSM	All children in school	All children nationally
R	80%	88.9%	86%
W	80%	88.9%	83%
M	80%	88.9%	85%
GPS	80%	88.9%	74%

The attainment of pupils entitled to Pupil Premium funding (including Ever 6) was broadly **in line** with all pupils nationally in reading and mathematics at L5 but **below** all pupils nationally in writing. It was **above** all pupils nationally in GPS.

Level 5

	School FSM	All children in school	All children nationally
R	40%	55.6%	44%
W	0%	22.2%	30%
M	40%	44.4%	41%
GPS	20%	44.4%	4%

Gaps in attainment between pupils eligible for pupil premium and those who are not are closing

Progress

	2 levels progress				3 levels progress			
	Sch FSM	NA FSM	Sch All	NA All	Sch FSM	NA FSM	Sch All	NA All
R	80%	84%	88.9%	88%	40%	31%	33.0%	30%
W	80%	89%	100%	91%	20%	27%	33.0%	30%
M	100%	84%	100%	88%	60%	27%	44%	31%

The proportion of Ever 6 children who made 2 levels progress was **below** all pupils nationally in reading and writing but was **above** in maths

The proportion of Ever 6 children making 3 levels progress was **above** all pupils nationally in reading and maths and **below** in writing

KS1 Data shows that:

- Reading
FSM children achieve better than non-FSM children at L2b and L3b, they achieve the same as non-FSM children at L2a
- Writing
Non-FSM children achieve the same as non-FSM children at L2a and L3
- Maths

FSM children achieve the same as non-FSM children at L2b and L2a. At level 3 FSM children outperform non-FSM children
(At all other levels in R, W, M non-FSM children outperform FSM children)

Cockfield Primary School Pupil Premium Grant Expenditure 2013-2014

Number of pupils and Pupil Premium Grant (PPG) received	
Total Number of Pupils on roll	102 plus Nursery
% pupils eligible for PPG	39%
Total amount of PPG received	£25,200

Curriculum Focus of PPG Spending 2013-2014

To support pupils At Cockfield Primary Pupil Premium Funding was targeted at:

- Raising attainment and improving rates of progress in Reading, Writing and Maths
- Developing emotional well-being, self-esteem, social skills and behaviour
- Ensuring pupils were given access to a wide range of experiences – including off-site experiences

How the funding was spent 2013-2014

To encourage parents to attend family learning sessions, ensuring that they are able to support their child's learning in the best possible way

To introduce Mathletics – to support learning in school and at home

To introduce Accelerated Reader – purchase books and resources

To provide curriculum enrichment activities and visits both in and out of school

To contribute to the funding of Breakfast Club and After School Clubs

To fund music tuition and instruments

To fund music project to enable children to be part of the Durham Cathedral Singing Project

Purchase new IWB and software

Measuring the impact of PPG Funding 2013-2014

Children have benefitted from more targeted intervention and support from TAs

Interventions are more tightly focussed to meet specific needs and plug gaps, often on a 1:1 basis

Children have enjoyed a range of activities through curriculum enrichment activities and visits

Parents have been more engaged in their children's learning

Funding of educational visits has broadened the experiences of children and boosted self-confidence and self-esteem

Engagement in and enjoyment for reading has increased because of the introduction of accelerated reader

Children have enjoyed participating in the Singing Project at Durham Cathedral – it raised their self-esteem and enabled them to meet many other children from a wide range of schools

Performance of pupils eligible for FSM 2014

Fluctuating and small cohorts affect the results – 15 children in the Year 6 cohort in 2014, 5 of whom were Ever 6 FSM

Disadvantaged (FSM pupils) attained above all children nationally in reading, maths and GPS at L4+ The attainment of FSM children in our school at L5 was not as good as all children nationally

The gap has narrowed since 2013.

Their progress was better than other pupils nationally and in line with, or better than, other (non-FSM) pupils in school. Pupils make good progress across the school.

Level 4+

	School FSM	All children in school	All children nationally
R	100%	93.3%	86%
W	80%	80%	83%
M	100%	93.3%	85%
GPS	80%	88.9%	74%

Level 5

	School FSM	All children in school	All children nationally
R	40%	40%	50%
W	20%	20%	33%
M	20%	33.3%	42%
GPS	20%	26.7%	52%

Progress FSM children

	2 levels progress				3 levels progress			
	Sch FSM	NA FSM	Sch All	NA All	Sch FSM	NA FSM	Sch All	NA All
R	100%	88%	93.3%	91%	60%	36%	47%	35%
W	100%	90%	100%	93%	60%	31%	27%	33%
M	100%	86%	100%	89%	40%	28%	33%	35%

FSM progress was better than all pupils nationally.

Pupils make good progress across the school.

KS1 Data shows that:

In reading, writing and maths FSM children did not perform as well as non-FSM children

EYFS

33% of FSM children achieved a GLD compared with 50% non FSM

Phonics

Phonics test data shows a gap in attainment between FSM and non-FSM – 50% FSM (NA 63%) and 64% non-FSM (NA 78%)

Cockfield Primary School Pupil Premium Grant Expenditure 2014-2015

Number of pupils and Pupil Premium Grant (PPG) received	
Total Number of Pupils on roll	98 plus Nursery
% pupils eligible for PPG	24% of the main school
Total amount of PPG received	£40,300

Curriculum Focus of PPG Spending 2014-2015

To support pupils At Cockfield Primary Pupil Premium Funding was targeted at:

- Raising attainment and improving rates of progress in Reading, Writing and Maths
- Developing emotional well-being, self-esteem, social skills and behaviour
- Ensuring pupils were given access to a wide range of experiences – including off-site experiences

How the funding was spent 2014-2015

To introduce Sounds Write and train members of staff

To purchase additional resources, in particular £1000 contribution to communication aid for identified pupil

To contribute towards providing PSA

To continue with Accelerated Reader and purchase licences and resources

To enable pupil premium children to work with a published author

To fund music project to enable children to be part of the Durham Cathedral Singing Project

Partially fund outdoor classroom project to create more exciting and creative learning opportunities

To continue to provide a high level of additional support from TAs, intervention programmes and in class support

To continue to contribute towards funding Breakfast and After School Clubs

Measuring the impact of PPG Funding 2014-2015

Children have benefitted from more targeted intervention and support from TAs

Interventions are more tightly focussed to meet specific needs and plug gaps, often on a 1:1 basis

Children have enjoyed a range of activities through curriculum enrichment activities and visits

Parents have been more engaged in their children's learning

Funding of educational visits has broadened the experiences of children and boosted self-confidence and self-esteem

Engagement in and enjoyment for reading has increased because of the introduction of accelerated reader

Children have enjoyed participating in the Singing Project at Durham Cathedral – it raised their self-esteem and enabled them to meet many other children from a wide range of schools

Pupils entitled to pupil premium funding achieve well and make good progress across the school

Performance of pupils eligible for FSM 2015

Fluctuating and small cohorts affect the results – 18 children in the Year 6 cohort in 2015, 5 of whom were Ever 6 FSM

Disadvantaged (FSM pupils) attained above all children nationally in maths at L4+ The attainment of FSM children in our school at L5 was not as good as all children nationally, broadly in-line for GPS

Level 4+

	School FSM	All children in school	All children nationally
R	80%	94.4%	89%
W	0%	61.1%	87%
M	100%	100%	80%
GPS	60%	77.8%	87%

Level 5

	School FSM	All children in school	All children nationally
R	20%	38.9%	48%
W	0%	16.7%	36%
M	0%	38.9%	55%
GPS	40%	61.1%	41%

Progress FSM children

	2 levels progress				3 levels progress			
	Sch FSM	NA FSM	Sch All	NA All	Sch FSM	NA FSM	Sch All	NA All
R	100	88	100	91	80	35	50	33
W	100	92	100	94	60	34	33	36
M	100	86	100	90	100	29	61	34

FSM progress was better than all pupils nationally in all subjects.

Pupils make good progress across the school.

KS1 Data

In reading, writing and maths FSM children did not perform as well as non-FSM children

EYFS

33% of FSM children achieved a GLD compared with 75% non FSM

Phonics

Test data shows FSM 60% (NA 65%), non-FSM 69% (NA 79%), the gap between FSM and non-FSM is closing and is closing with NA