



# Pupil Premium Strategy Statement: Cockfield Primary School

1. Summary information					
<b>School</b>	Cockfield Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£43,980	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total number of pupils</b>	120	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	Sep 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school) 2017 results</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	86%	67%
<b>% making at least expected standard/progress in reading</b>	100%	77%
<b>% making at least expected standard/progress in writing</b>	86%	81%
<b>% making at least expected standard/progress in maths</b>	86%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Disengagement – reading/homework is not always reinforced at home.
<b>B.</b>	Poor language /vocabulary is hindering age related expectations/greater depth being achieved for English – particularly writing
<b>C.</b>	Disengagement - the concentration and focus of some PP children is sometimes poor; additional work is often not completed, poor work ethic and attitudes to learning prevents sustained and meaningful progress.
<b>External barriers</b>	
<b>D.</b>	Attendance rates for some pupils eligible for PP are below 90%. The average attendance is 94.57%. This reduces their school hours and causes them to fall behind. Expectations from home are not always as high as school expectations, importance of school and achieving well are not as high a priority for some.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading and comprehension, writing and number skills for pupils eligible for PP in Reception class, to enable them to meet age related and higher expectations.	Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

<b>B.</b>	Higher rates of progress and attainment in all areas across KS1 & 2, to bring children into line with all pupils	Pupils eligible for PP make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading and writing and maths. Progress measured by Rising Stars, Teacher Assessment, Accelerated Reader and school-to-school moderation.
<b>C.</b>	Resilience and independence of these children to be developed.	Fewer incidents of children needing support to complete homework. Increased engagement seen in Lesson Observations. Work scrutiny indicates that amount and quality of work produced is improving.
<b>D.</b>	Attendance of small core of Persistent Absentee Pupil Premium Children rises to above 95%	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from lowest 79.07% to 96% in line with non-PP pupils.

## 5. Planned expenditure

<b>Academic year</b>	<b>2017/18 £43,980</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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?
Improved Reading, Comprehension, Speaking and Listening skills throughout the school.	<p>Staff appointments and training on high quality feedback.</p> <p>Staff modelling correct use of English and reminding children of correct usage.</p> <p>Staff training on developing oracy through CPD.</p> <p>Targeted approaches</p> <p>Regular vocabulary lessons to introduce new vocabulary</p> <p>Introduce more robust tracking system.</p> <p>Purchase reading comprehension and accelerated reader books</p> <p>Individual Reading Sessions</p> <p>1 to 1 and small group provision,</p>	<p>We recognise that quite often, our children will write as they speak. We want to emphasise the marked differences between formal, written English and informal spoken English. We want to educate children to communicate clearly and effectively, with purpose and using standard and correct forms of English.</p> <p>We want to develop children's vocabulary so that it permeates through to both their speech and also their writing.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>We want to combine this additional provision with regular interventions</p>	<p>CPD selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Using staff meetings to deliver training and to develop agreed strategies.</p> <p>Observation of interventions and termly tracking of progress against Age Related Expectations.</p>	Head Teacher	Jan 2018

	Language Link, Talking Dales, Lexia Phonics Consolidation and Speech & language Therapy. Language for Learning Activities				
Improved progress and attainment in Writing, especially for high attaining pupils and lower attaining disadvantaged pupils – particularly higher levels in writing	Weekly small group sessions in Writing for disadvantaged pupils with experienced practitioner, in addition to standard lessons. Teacher and teaching assistants More focused assessment	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to adopt resources and practices to provide stretch and encouragement for these pupils.	Observation of interventions and termly tracking of progress against Age Related Expectations. Work with LA consultant to improve practice.	English lead	Jan 2018
<b>Total budgeted cost</b>					<b>£25,000</b> <b>£4,000 accelerated reader</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Resilience and Independence of children to be developed.	Staff supporting a targeted cohort of children with specific references to areas of development.  Staff to model and encourage independence and to provide encouragement, challenge and reward to embed good working practice and a strong work ethic	We find that some children can 'give up' if challenged to be out of their comfort zone. Some children may display a disengagement in lessons and find it difficult to complete their homework	Staff to prepare and deliver support and intervention sessions. Lesson/peer observations. Staff deployed where support will be most effective. Ensure high level of TA support is maintained.	Head Teacher  Teaching Assistants	Jan 2018
			<b>Total Budget Cost</b>		<b>£13,980</b>



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved Reading and Writing Results.	One to one and small group tuition delivered by qualified teacher and teaching assistants using planned programmes. High level of TA support	High: observed increased progress amongst participating children compared to peers, as measured using AR scores. Success criteria met.	This seemed to be most effective when the focus area was determined by practitioners based on their observations of the pupils. We will continue next year	<b>£42,000 –</b> Teacher intervention, high level of TA support, staff training
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve children's attendance and enjoyment in school.	Subsidising Breakfast Club and After-School Clubs for some of our disadvantaged children. Providing enhanced curricular experiences. Music tuition School trips and residential visits	Success Criteria: Met.  We take steps to identify what it is that appeals to our children - what it is that makes them tick. We then engage the services of outdoor providers who can add elements to our curriculum that the children find really enjoyable. As a result, children's attitudes to learning and their engagement are heightened, resulting in better learning behaviour and better achievement.	Next year we will try to broaden after-school activities and introduce after school support for September particularly for Y6 pupils	<b>£8,594</b> <b>£2,192</b>  Breakfast Club subsidy. After School Club subsidy. Music tuition  Curricular enhancements