

Pupil Premium Report and Strategy Statement

School Name	Cockfield Primary School
School Website	http://www.cockfield.durham.sch.uk/
Headteacher's Name	Kathryn Heatherington
Report Date	14 th September 2020
URN	114114

School Context and Background

Cockfield Primary is set in spacious grounds and provides a stimulating environment for over 100 children aged 3 – 11 years. All staff and Governors at Cockfield are committed to providing the best possible education for our children. We have a high percentage of SEN and disadvantaged children.

Our School Ethos and Values:

- At Cockfield Primary School everyone will feel welcomed, respected and valued as equal members of the school community.
- We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential.
- We will promote a culture of respect, responsibility and understanding of others.
- We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Everyone at Cockfield is extremely proud of our school. We have worked tirelessly to raise standards and provide an excellent all round education for our children. In May 2011 we were rewarded for our hard work when Ofsted made us an outstanding school.

- 'Cockfield is an outstanding primary school. The head teacher ably assisted by a whole staff team provides very clear educational direction. An exemplary curriculum which reflects the school's setting in the community, and exceptional care, guidance and support lie at the school's heart and lead to outstanding outcomes.' Ofsted May 2011

We work hard to ensure our children are safe and happy. We hope to promote a joy of learning and a thirst for knowledge. We have developed a creative curriculum which suits our children, we involve them in the development of topics which will interest and excite them. Whole school topics form part of our curriculum and have proved to be hugely successful.

We try to encourage a love of music and the arts, learn about the importance of healthy life styles and we regularly take part in sporting festivals and competitions. We provide a broad and balanced curriculum which focuses on the basic skills in Literacy, numeracy and ICT which will give every child a good start in their secondary education and beyond into their adult life.

We are proud of the caring and understanding attitude our children display. They have a strong understanding of other cultures and display a thoughtful attitude towards others. Visitors to the school comment on the children's exemplary behaviour, their politeness and the caring attitudes which they display. We welcome everyone into our school, we value diversity and we promote an understanding that everyone is equally important and special.

The staff in our school are committed to the children in our school. They want the best for every child in the school. They recognise that exam results are important but they are passionate about children's personal and social development and dedicated to making school a happy and enriching environment for every child.

Excellence and enjoyment are what we work for on a daily basis. Every child deserves the best, a high quality education in a safe, caring and stimulating environment. We believe we have achieved this for every child in our school.

Pupil Premium Coordinator	Miss K Heatherington	
Pupil Premium Link Governor	Miss C Racher	
Date of last Pupil Premium Review	September 2020	
Date of next Pupil Premium Strategy Review	September 2021	
Date of when the website was last updated	September 2020	
Is the pupil Premium statement on the school website (Y/N) ?	Yes	

Current position by Year Group 2019

September 2020

Number of eligible pupils	2019/2020		2018/2019		2017/2018		2016/2017	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	38	35%	37	32%	35	33.0%	38	38.8%

Year Group	FSM +Ever 6	LAC	Service Children	Total Disadvantaged	Total NOR	Disadvantaged %
N	3	0	0	3	13	23%
R	2	0	0	2	12	17%
1	4	0	0	4	10	40%
2	6	0	0	6	14	43%
3	5	0	0	5	16	31%
4	6	0	0	6	16	38%
5	7	0	0	7	14	50%
6	4	0	1	4	15	27%
Total	37	0	2	37	110	

Year	FSM +Ever 6	Funding	% of school
2020-2021	30	£39,960	30%
2019-2020	37	£48,840	32.17%
2018-2019	42	£51,660	33%
2017-2018	35	£43,980	27.5%
2016-2017	38	£50,160	38.8%
2015-2016	37	£48,840	37.8%
2014-2015	30	£38,000	31.2%

Summary of Barriers to Learning 2019/2020 Disadvantaged children

No data for 2020 during Covid-19 Pandemic

Children missing out on education from 23rd March until 3rd September

Only accessing work at home

Not the same opportunities to work at home, lack of technology and resources

Actions put in place

Children were given additional school resources

Children were given additional reading books from school

Telephone calls to ensure families were managing

Free school meals vouchers

Children able to access online resources, which were placed on the website and were free

Additional packs of work made for children on request

A In-school barriers	<p>EYFS In 2019 60% of the children achieved a GLD In 2019 20% of children achieved an ELG Children’s development of speech and language continues to be an issue which impacts on children’s learning and their ability to develop phonic knowledge Children’s basic grasp of R W M is poor on entry</p> <p>KS1 Phonics In 2019 93% of all children passed the phonics 86% of disadvantaged children passed the test Only 1 child didn’t pass who was disadvantaged</p> <p>Reading, Writing and Maths In 2019 % achieving the expected standard showed a decline on previous years 33% achieved the expected standard and 33% achieved greater depth</p>
B In-school barriers	<p>KS2 In 2019 outcomes for R, W, M were not as good as previous years</p>

C In-school barriers	<p>Disengagement – reading/homework is not always reinforced at home Poor language development, limited vocabulary is hindering age related expectations/greater depth being achieved in English – particularly greater depth writing</p> <p>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</p> <p>Expectations from home are not always in line with school values</p>																
D External barriers	<p>Attendance rates for some children eligible for PP are below 96%. Lack of regular and punctual attendance The average attendance for all year groups is 94.40%</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>92.41</td> <td>94.29</td> <td>93.87</td> <td>92.53</td> <td>97.13</td> <td>94.83</td> <td>95.80</td> </tr> </tbody> </table> <p>This reduces 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</p>	Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6	Attendance	92.41	94.29	93.87	92.53	97.13	94.83	95.80
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