

# Pupil premium strategy statement

1. Summary information					
School	Cockfield Primary School				
Academic Year	2020-21	Total PP budget	£41,695	Date of most recent PP Review	July 2020
Total number of pupils	99	Number of pupils eligible for PP	31	Date for next internal review of this strategy	January 2021

2. End of Key Stage 2 Results			
	<i>Pupils eligible for PP (2019 results)</i>	<i>Pupils not eligible for PP (national average 2019)</i>	Teacher Assessment to March 2020
% achieving in reading, writing and maths	29%	65%	75%
% making standard or above in reading	71%	73%	75%
% making standard or above in writing	43%	78%	75%
% making standard or above in maths	57%	79%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some children in receipt of PP have missed out on being taught in school due to Covid-19
<b>B.</b>	Some children in receipt of EYPP have not had the usual transition opportunities
<b>C.</b>	Children starting school have below average speech and language skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some children in receipt of pupil premium may have not accessed much home learning during the school closure period

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and targeted interventions will be tracked as children are assessed.	Children will make good progress from their KS starting points
<b>B.</b>	Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs	Children will settle quickly and make good progress from their baseline. All children will achieve well.

<b>C.</b>	Children's speech and language improves from starting points, using assessments from Talking Dales Speech Therapist and results from Language Link	Children will make good progress with Speech and Language from their starting points
<b>D.</b>	Attendance of children in receipt of PP is in line with all children and above National Average	Attendance of children in receipt of PP is in line with all children and above National Average
<b>E.</b>		
<b>F.</b>		

### 5. Planned expenditure

<b>Academic year</b>	<b>£41,695</b>
----------------------	----------------

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

<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>
A. Children will return happy and settled. They will make good progress from their starting points	Assess all children in the first half of the Autumn Term to provide an accurate starting point for future teaching  Good/outstanding teaching throughout school	Using formative and summative approaches will allow teachers to identify gaps in knowledge and address them  High quality teaching can make a significant difference on the progress a child makes	All teachers to share baseline with HT by half-term  Monitoring of teaching and learning through, book scrutinies, pupil conversations and assessments.	<b>HT</b>	November 2020

<p>B. Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs</p>	<p>Frequent assessments throughout year, to allow for careful tracking of each pupil .</p> <p>Strong communication between EYFS team and parent/carers</p> <p>Good ratio of staff/children in EYFS</p> <p>Outstanding teaching and learning</p> <p>Opportunities for outdoor learning and participation in forest schools</p>	<p>EYFS unable to attend normal transition. Early days in school important to form strong, trusting relationships with children and parents.</p> <p>Good staff ratio allows regular, informative observations and for teaching and learning to flourish.</p> <p>Two outreach workers enable SEND/PP children to be supported to access all areas of learning</p> <p>Research shows the difference a high-quality teaching team can make on the progress of a child.</p>	<p>Monitoring of teaching and learning in Early Years</p>	<p>HT LH</p>	<p>December 2020 April 2021 July 2021</p>
<p>C. Children's speech and language improves from starting points</p>	<p>All new children to Nursery and Reception assessed at the start of term by Talking Dales</p> <p>Children assessed using Language Link and programmes put in place</p>	<p>Early identification allows for the most effective action to be taken. Talking Dales has had a very positive impact for children in our school in the past.</p>	<p>SENCO to coordinate. EYFS team to work with Talking Dales</p>	<p>SENCO LH, HH, KH, AF</p>	<p>December 2020 April 2021 July 2021</p>
<p>D Attendance of children in receipt of PP is in line with all children and above National Average</p>	<p>Praise and reward positive attendance. Highlight links between attendance and attainment. Be mindful where children have been absent for the unique circumstances of the current situation. Build positive relationships with all children Understand some children's medical needs.</p>	<p>Sharing links between attendance and attainment can have a positive effect.</p> <p>Building up strong relationships with parents can help reduce barriers to attending</p>	<p>Check attendance each month throughout the year</p>	<p>HT SH</p>	<p>Monthly</p>
<p><b>Total budgeted cost</b></p>					<p>£5000</p>

**ii. Targeted support Additional TA 5 afternoons per week**

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?
A	<p>Daily small guided reading groups Y2-6</p> <p>Additional daily reading, 1:1 phonics work where need identified.</p> <p>Maths Mastery Approach for R-Y6</p> <p>Small group support where bespoke curriculum created for children with identified needs</p>	<p>Successful reading breaks down barriers for many subjects. Improving reading skills will allow for future academic success.</p> <p>Daily practice and repetition helps improve memory</p> <p>Maths mastery approach has had successful outcomes in school and helps raise attainment for all, including those in receipt of pupil premium.</p> <p>Some children are unable to access age related activities and need supporting in order to achieve well from their starting points. As well as adjustments made to the content of the curriculum, interventions help improve children's knowledge and skills in many areas such as fine motor, gross motor, mental health and wellbeing</p>	<p>Reading Lead to monitor reading EYFS -Y1 and assess each half term. English Lead to monitor guided reading and reading skills sessions each term.</p> <p>Maths Lead to monitor</p> <p>SENCO to coordinate</p>	<p>AH</p> <p>EW</p> <p>HT</p>	<p>Reading each term</p> <p>– AR assessments</p> <p>Maths at the end of each unit taught</p> <p>Rising Stars Assessments</p> <p>Each half term</p>
B	<p>Early identification of need may require outside agency support</p> <p>Additional daily reading, 1:1 phonics work where need is identified.</p>	<p>School works with a number of professionals who support our children: Educational Psychologists, Occupational Health, Speech and language, Behaviour Support etc who can benefit a child with an identified need. By addressing these needs quickly, we can help to close the gap at the earliest opportunity.</p> <p>School providing additional work for lower attaining 20% of readers.</p>	<p>SENCO</p>	<p>HT</p> <p>Class teachers</p>	<p>When need arises</p> <p>Each half term</p>

C	<p>Where need is identified, interventions may need to be on a 1:1 or small group basis.</p> <p>NHS Speech and Language service may work with the child</p>	<p>Talking Dales has worked successfully with our children in the past. Skilled therapists work with identified children, assessing, giving programmes to work with and following up their assessments.</p> <p>Further specialist support may be required by NHS Speech and Language service</p> <p>School staff/parents to work on programmes suggested by Talking Dales to maximise progress in Speech and Language.</p> <p>Children with a high level of need may be supported further by NHS Speech and Language.</p>	EYFS Lead/SENCO	LH/HT	
---	---	---	-----------------	-------	--

**Total budgeted cost**

£36,320

**iii. Other approaches**

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?
D	<p>Work with families of children where attendance is cause for concern (previously less than 90%) via meetings/telephone calls.</p> <p>Reward positive attendance</p> <p>Work with outside agencies if the need arises</p> <p>Work with staff from secondary school – siblings in attendance</p>	<p>By working with families to try and understand barriers to attend will help to find solutions quickly.</p> <p>Ensuring children attend regularly will help improve a child's attainment and progress.</p>	<p>Check attendance each month. Look at reasons for absence. Telephone calls with parents where attendance is not as expected.</p>	HT/SH	Each Half term

<b>Total budgeted cost</b>	<b>£375</b>
----------------------------	-------------