

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	15 th July 2019
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	Mrs S Todd
Date of last Pupil Premium Review	July 2019
Date of next Pupil Premium Strategy Review	July 2020
Date of when the website was last updated	July 2019
Is the pupil Premium statement on the school website (Y/N) ?	Yes

Current position by Year Group 2019

July 2019

Number of eligible pupils	2018/2019		2017/2018		2016/2017		2015/2016	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	37	32%	35	33.0%	38	38.8%	37	37.8%

Year Group	FSM +Ever 6	LAC	Service Children	Total Disadvantaged	Total NOR	Disadvantaged %
N	1	0	0	1	16	6%
R	4	0	0	4	11	36%
1	6	0	0	6	15	7%
2	3	0	0	3	13	23%
3	7	0	0	7	16	44%
4	5	0	1	5	13	38%
5	5	0	0	5	16	31%
6	6	0	1	6	16	38%
Total	37	0	2	37	116	

Year	FSM +Ever 6	Funding	% of school
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 2018/2019 Disadvantaged children

Achievements

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 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 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" style="margin-left: auto; margin-right: auto;"> <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
Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6										
Attendance	92.41	94.29	93.87	92.53	97.13	94.83	95.80										

2019/2020

	Desired Outcomes and how they will be measured	Success Criteria
A	To improve speech and language in EYFS to enable all children to access the curriculum at an age appropriate level – development of an extended vocabulary	There will be an increased percentage of GLD and ELG – to be at least in line with national Parents will work closely with staff
A	Increase outcomes for disadvantaged children achieving the phonics threshold	Pupils eligible for PP will make rapid progress and achieve the expected standard
A	The gap between PP children achieving EXS and GDS is narrowed or equal to other children at KS1 – reading, writing and maths	There is an increase in percentage achieving EXS and GDS, reducing the gap between ‘other’ children in the school and ‘other’ PP children nationally
B	The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS2	There is an increase in percentage achieving EXS and GDS reducing the gap, between ‘other’ children in school and PP children nationally
C	Improve engagement, work with children and parents to improve outcomes for all children	Improvement in engagement and attitudes towards learning will lead to improved progress and achievement
D	Improved attendance leads to improved outcomes	Continual improvement of attendance for pupil premium children. Improved attainment and achievement in all areas of the curriculum

Financial Summary

	2019/2020	2018/2019	2017/2018	2016/2017		
Total Pupil Premium Allocation	£48,840	£51,660	£43,980	£53,960		
Total Pupil Premium Expenditure	£48,840	£51,660	£43,980	£53,960		
Surplus/Deficit		£0	£0	£0		
Staffing Teaching		£23,500		£21,500	£30,000	
Staffing Other			LSA	£12,000	LSA	£12,000
		£5,000	Breakfast club	£5,000	Breakfast Club	£4,000
Other costs		£370	Investing in Children	£370	Ipads	£2500
		£4,043	Renaissance Subscription	£4,043	Renaissance Subscription	£1,459
			Learning Library	£30	Maths Scheme	£560
		£323	Milk	£323	Story writing and story teller	£255
		£450	Pantomime	£450	Learning Library	£30
		£264	Music tuition	£264	Milk	£47
		£3710	Additional Literacy and Maths resources		Residential	£2,345
		£1000	Licences and apps		Pantomime	£500
		£15000	Intervention programmes and quality reading books		Music Tuition	£264

Review of Expenditure 2018/2019

Quality of teaching for all				
Desired Outcome	Chosen action/approach	Estimated impact; Did you meet the success criteria? Include impact on pupils not eligible for PP, is appropriate	Lessons Learned	Costs
Improved reading comprehension, speaking and listening skills throughout the school	<p>Staff training on high quality feedback Staff modelling correct use of English and reminding children of correct usage Targeted approaches – regular vocabulary lessons to introduce new vocab – vocabulary book and wow words More AR books to be purchased Individual reading sessions – 1:1 and small provision</p> <p>To be a focus for homework</p> <p>Language link Talkindales Lexia Additional phonics Language for learning activities</p>	<p>Summer 2019 R – 73% Y2 – 77% Y6 – 88%</p> <p>Continue to focus on speaking and listening throughout school and extend children’s vocab</p>	Targeted support improved outcomes	£5000
Improved progress and attainment in	Weekly small group sessions in writing for pupils	<p>EYFS All children 73% and 27% ELG</p>		

writing especially for high attaining pupils and lower attaining disadvantaged pupils- particularly higher levels in writing	with experienced practitioner, in addition to normal lessons Teacher and teaching assistants more focused assessments Introduction of new resources from Literacy project Literacy to visit schools where the resources have been implemented Children to complete more independent longer pieces of writing and edit their work	Disadvantaged children 60% and 20% ELG KS1 All children 69% and 15% GD Disadvantaged children 33% and 0% GD KS2 All children 75% and 19% GD Disadvantaged children 43% and 14% GD		£26,290 £4,000 AR
Targeted Support				
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 practice and a strong work ethic	Children have become independent learners and are showing more resilience in completing tasks Continue to work with parents to support school expectations	All staff having the same focus has proved to be beneficial	£13,980
Increased attendance rates	Headteacher, office manager and Y1 teacher to monitor pupils, support families in getting	No significant improvement	32% of children who are PP are also SEN	

	children to school and follow up quickly on absences		Continue to record holidays as unauthorised Continue to collect data for attendance against achievement and progress	
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Planned Expenditure for 2019/2020

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. PP children achieving EXS and GDS at KS1 is lower than non-PP children PP children achieving the required standard in the Y1 phonics screening is significantly below national	We will subsidise the cost of teaching assistants working in classes. This will allow us to raise attainment in reading, writing and maths to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally Plan timely and targeted interventions to support children Pre-teaching Working on misconceptions	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. Many different evidence sources , e.g. EEF, suggests TAs can have a positive impact on academic achievement. The use of TA's will allow 1:1 or small group work to support progress and narrow the gap	Lesson observations and monitoring by SLT Discussion with children and staff Monitoring and review of interventions Scrutiny of data Focus for book monitoring	SLT	Termly
B In 2019 PP children achieving EXS and GDS at KS2 is	We will subsidise the cost of teaching assistants working in classes. This will	The use of teaching assistants in classes allows teachers to support the	Lesson observations and monitoring by SLT	SLT/class teachers	Termly

lower than non-PP and lower than the national figure	allow us to raise attainment in reading, writing and maths to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally Plan timely and targeted interventions to support children Support children with additional phonics club	progress of PP and narrow the gap. Many different evidence sources , e.g. EEF, suggests TAs can have a positive impact on academic achievement. The use of TA's will allow 1:1 or small group work to support progress and narrow the gap	Discussion with children and staff Monitoring and review of interventions Scrutiny of data Focus of monitoring		
C PP children are not always as focussed and do not always have a good work ethic. Attitudes to learning prevent sustained and meaningful progress – support from home isn't always in place	Teaching assistants and all staff to model and encourage independence and to provide encouragement, challenge and reward to embed good working practice and a strong work ethic Introduce learning powers. Ensure children are aware of intent of our curriculum – learning stories	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.	Lesson observations and monitoring by SLT Discussion with children and staff Monitoring and review of interventions Scrutiny of data	SLT Teaching assistants	Termly
D Improved attendance leading to improved outcomes	SLT and office manager to support families in increasing punctuality and attendance. This will raise standards and give the children greater	Parental involvement is known to significantly improve children's progress and have a positive impact on their learning.	Improved attendance. Parental up take and feedback from events. Lesson observations and	SLT	Termly

	<p>opportunity to make progress. To raise attainment for all pupil premium children. Providing enhanced curriculum experiences – through residential, trips, clubs. Look at the cultural capital and the needs of the children</p>		<p>monitoring by SLT. Monitoring. Scrutiny of data.</p>		
Total Budget					£48,840

EYFS Benchmarking

		2017	2018	2019
Non – PP Pupils	% of pupils achieving a Good Level of Development	90	67	83
PP Pupils	% of pupils achieving a Good Level of Development	33	75	60

KS1 Benchmarking

			2017	2018	2019
All Pupils	% of pupils meeting the expected standard in the Phonics Screening Test		89	77	93
PP Pupils	% of pupils meeting the expected standard in the Phonics Screening Test		75	33	86
All Pupils	% of pupils meeting the expected standard	Reading	92	88	77
		Writing	92	82	69
		Maths	92	88	77
PP Pupils	% of pupils meeting the expected standard	Reading	83	80	33
		Writing	83	60	33
		Maths	100	80	33

Benchmarking Data – KS2

	2017	2018	2019
Percentage of PPG pupils meeting the expected standard (RW&M)	86	25	29
Percentage of PPG pupils achieving a high standard (RW&M)	14	0	0
Progress at reading for PPG Pupils	4.9	+ 3.92	2.9
Progress at writing for PPG Pupils	3.7	+ 2.64	1.5
Progress at maths for PPG Pupils	3.5	-2.82	-1.4
Percentage of All Pupils meeting the expected standard (RW&M)	85	73	69
Percentage of All Pupils achieving a high standard (RW&M)	8	20	0
Progress at reading for All Pupils	4.9	+ 3.12	+0.9
Progress at writing for All Pupils	1.9	+ 2.7	+0.9
Progress at maths for All Pupils	3.6	+ 1.6	-0.8