# Pupil premium strategy statement – [*insert school name*]

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) and DfE’s [using pupil premium guidance](https://www.gov.uk/government/publications/pupil-premium), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 103 |
| Proportion (%) of pupil premium eligible pupils | 23.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-242024-252025-26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mrs N WrightHeadteacher |
| Pupil premium lead | Mrs C KiplingDeputy Headteacher |
| Governor / Trustee lead | Mrs C Turner |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £42,195 |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £2,755 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £44,950 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Cockfield Primary we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by: • Following our core values and ethos of care, believe, achieve together • Promoting an ethos of attainment for all children rather than stereotyping disadvantaged children as a group with less potential to succeed. • Having individualised approaches to address barriers to learning at an early stage through intervention. • Focusing on high quality teaching and effective deployment of staff to support disadvantaged children. • Make decisions based on detailed data analysis and responding to evidence. • Enriching our children’s cultural capital by providing rich experiences throughout their school life and giving them real opportunities to have a voice and engage in service. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge  |
| 1 | Attendance of many disadvantaged children is lower than that of non-disadvantaged children. Many children who are Persistently Absent are also disadvantaged. |
| 2 | Some disadvantaged children are less secure in their phonics at the end of Year 1 than non-disadvantaged children. |
| 3 | Some disadvantaged children do not have the resilience and emotional literacy skills which they need to become independent learners. |
| 4 | Some disadvantaged children do not develop basic maths skills sufficiently to excel in mathematics |
| 5 | Some disadvantaged children do not develop fluency in their decoding and comprehension skills which means that they do not become ‘readers for pleasure’. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Disadvantaged children consistently attend school. | Disadvantaged children’s attendance will be above 96% or above.Disadvantaged children will not be classed as persistently absent.Where this is not the case, those individual children’s attendance pattern is showing a consistently upwards trend |
| Disadvantage children are secure in using phonics skills  | Disadvantaged children in Year 1 (and Year 2 where necessary) make good progress in their learning of phonics (in line with Bug Club expectations)Disadvantaged children in Year 1 pass their Phonics Screening CheckDisadvantaged children in Year 2 pass their Phonics Screening re-checkPhonics is securely used by children across the school in their reading and spelling  |
| Disadvantaged children develop resilience which they can used to develop independence in their learning.Disadvantaged children develop emotional literacy skills and knowledge, which supports them in resolving conflict and overcoming barriers. | Disadvantaged children display some strategies to support their resilience so that they overcome barriers socially and academically.Disadvantaged children are able to identify their emotions and suggest and implement strategies which support them. |
| Disadvantaged children develop fluency and automaticity in their recall of basic skills and facts in maths. They apply these in maths lessons consistently in order to solve problems | Disadvantaged children make good progress in their maths. The work in their books demonstrates progress and they are able to articulate how they apply their basic skills to solve maths problems.Disadvantaged children perform at age-related expectations in KS2 assessments and in yearly assessments |
| Disadvantaged children secure their phonic skills in Y2 and beyond through reading appropriate texts and being taught comprehension skills explicitly. | Disadvantaged children are fluent readers.Disadvantaged children understand what they are reading.Disadvantaged children use what that have read with purpose.Disadvantaged children read for pleasure |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Increase breadth of activities and experiences on offer within the school day and beyond** One-off events
* Increase communication about planned events
* Share events on Social Media
* Increase parental involvement opportunities
 | Working Together to Improve Attendance<https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf>Toolkit for Schools<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance> | 1, 2 |
| *Reward positive attendance patterns** *Badges*
* *Team treat*
 | Working Together to Improve Attendance<https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf>Toolkit for Schools<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance> | 1 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Impact Report** |

**Pupil Premium Update *Spring 2023 Summer 2023***

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| Teaching |
| Activity | Impact July 22 | Update / ImpactAutumn Term *Spring Summer* |
| Implement Nuffield Early Language Intervention with identified EYFS children across the year. | Paused May 22 – staff absence 5 children - 5 times a week 2 whole group sessions and 3 1 to 1 sessions per week All children made progress against baseline average of +10 on scaled score 3 out of 4 assessed as having no concerns Sept 22 | 5 children currently in year 1 are completing the programme this half termNew reception assessed & ready to start in Autumn 2*2 children made exceptional progress & now have an above average standardised score**Ave standardised score across the group increased by 7.2* *Children no longer have clear concerns on assessment**2 with slight concerns referred to C&L**Reception children started Feb 23 after a slight delay due to staffing**5 reception children are taking part in the NELI intervention, they are enjoying the sessions and positive impact is shown***64% children achieved GLD 3 out of 5 of these children achieved GLD All children achieved Comprehension strand** |
| Staff to receive training from the Maths Hub to develop early numeracy approaches. | Impacted by staff absence – decision made not to continue involvement moving forward | We have made links with two academy trusts Maths Lead to join networks for Eden Academy Trust & Lingfield**KS1100% Dis children Maths** |
| All staff to complete training to develop understanding of metacognition. Staff will implement strategies which are appropriate to their cohorts following training. | Pupil voice on learning walks demonstrates that chn are thinking about the way they learn & are reflective learners | Refresher in the Spring Term*Refresher scheduled for CPD day Summer Term**Monitoring and pupil voice reflects that students are given opportunity to reflect on their thinking and learning strategies. They are reflective about their learning experiences, this is particularly evident in year 6.* |
| EYFS & KS1 staff to access Phonics training to ensure consistency in this approach to phonics across the school. | 89% of year 1 children passed phonics screening 92% of year 2 passed phonics screening 12/13 | Explore KS2 Phonics intervention scheme – Rapid Phonics*After a delay due to supply issues assessments have been completed and intervention is in place Feb 23**Staff report positive impact, children enjoy Rapid Phonics. Weekly spelling scores have improved for this group and monitoring demonstrates that this is taught well.***25% of Y1 Dis Children passed Phonics****KS1 100% of Dis expected Reading** |
| All staff to complete training on adaptive teaching - stretch & challenge Staff will implement strategies which are appropriate to their cohorts following training. | Ongoing staff training scheduled Spring term 23 | *Training scheduled for CPD day Summer Term**Ongoing – evidence of challenge is clear in Maths and Reading also targeted towards GDS writers***KS1 50% of dis achieved GDS R** |
| All staff to complete training on implementing the EEF’s key principles of Effective Feedback | Training completed, new Marking & Feedback Policy in place across school | Impact to be monitored Autumn 2*Particular impact in the teaching of Maths & Writing – further monitoring needed***71% of KS2 children expected for writing an increase of 14%****43% of KS2 Dis achieved expected for writing an increase of 10%** |
| Employment of highly trained and experienced staff who deliver quality first teaching across school. | TAs are tightly timetabled and closely targeted towards need across school and quality interventions are taking place. | NELI, Lexia, ZoR, Numbots, Maths Catchup, Rapid Reading*Impact is shown in Attainment Data***KS1 Data 100% Dis achieved expected in R and M** |
| Work with the Maths Hub to further develop the Mastery approach to Maths and to address gaps in learning | Impacted by staff absence – CPA resources purchased and distributed across school | Support from Eden Academy Trust & acting Deputy Headteacher*Entry & Exit tests in place and showing impact**Objectives refined – improved outcomes – learning walk PM**Support will resume in summer term when DHT returns***43% of KS2 Dis achieved expected for writing an increase of 10% (needs extension due to staff absence)** |
| Embed new phonics scheme with on-line e-readers to support reading from home. Phonics workshops for parents. Continue to resource accelerated reader, Reading Rainbow, Reading for Pleasure & other reading opportunities. | Embedded and used well in school.Reading is a strength Wide range of books purchased and in place in school Pupil voice demonstrates that children enjoy reading and like the books provided. Youngest children are enjoying the new phonics scheme.62% of KS1 EXS Reading 100% of KS1 Dis Pupils 75% of KS2 EXS Reading 67% of KS2 Dis Pupils | Reading champions appointed in each class.Core texts purchased for reception children each half termNext step - explore KS2 phonics intervention programme linked to SSP*Phonics scheme in place***Phonics Over the last three years 83% of children (30/36) have achieved the expected standard. National average 82%.****KS1 100% achieved expected standard** **50% achieved GDS** |

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| Targeted Academic Support |
| Activity | Impact July 22 | Update Autumn Term *Spring*/ Impact *Summer* |
| A teaching assistant familiar to our school will be tasked to provide tuition.(School Led Tutoring Grant to pay 75% of costs) | SLT delivered to Y6 as after school boosterPre-teach & catch up with Y5 and Y6 | KS2Focus – writing Edit/Improve 1 afternoon a weekMaths – fluency Catchup 1 afternoon per week **71% of KS2 children expected for writing an increase of 14%****43% of KS2 Dis achieved expected for writing an increase of 10%** |
| Small group maths interventions to plug gaps in learning |  | Beat DyslexiaNumbotsCatch-up*Impact shown in attainment data – awaiting SATs results***KS1 - The percentage of pupils achieving the expected standard or above is 75%. Overall this cohort is above the National average (NAT 72%). Over the last three years 76% of pupils (26/34) have achieved the expected standard or above.** |
| Wider Strategies |
| Activity | Impact July 22 | Update Autumn Term |
| A teaching assistant and Mental Health Lead to have specific time set aside to support children with challenging behaviour and social / emotional needs | Office Manager now trained in Mental Health First Aid and is supporting children and staff. Mental Health page in place on the website Parents report positive impact.Pupil voice reflects that children see this as valuable to them. | Parent questionnaire identified this support as a positiveLive Well pilot worked wellMental Health Lead started further training courseSome children have regular access, others as and whenSupport given to parentsZoR working well*Positive feedback from parents and children* |
| Subsidising wraparound care and enrichment for disadvantaged children to ensure they start the day ready to learn and to enhance lifeskills. | 1 child given free Breakfast ClubSubsidised cost of After School Clubs delivered by outside coaches Monitoring shows that all dis children from y2 to y6 have accessed at least one club this year | Subsidised cost of After School Clubs delivered by outside coachesList of disadvantaged families who haven’t accessed club – offered one free club a week*There has been an increase in uptake of after school clubs with the majority of disadvantaged children having accessed at least one club for free.**Records show that all PP children from R to Y6 have accessed a club this year apart from 1 who has lots of activities out of school.* |
| Attendance Audit conducted by LAFollow up recommendationsHT & Office Manager work closely with families of PA children and provide support where needed.Early identification & communication with PA families. | Impacted by COVID19 – procedures in placeWatch list monitored closelyOpen communication with families | Met with LA Attendance Officer Oct 22 Handful of families to be invited in to attendance meetingsExplored opportunities to support improved attendance*Still ongoing particular issues with PA for EHCP children and other disadvantaged – continue to work with families**Ongoing see absence report*  |

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |