



Cockton Hill Junior School

Pupil Premium Grant Expenditure 2018-2019

Amount of Pupil Premium Grant received	
Total Number of pupils on roll	209
% of pupils eligible	46.1
Total amount of PPG received	£126,720

Impact outcomes of PPG grant in 2017-2018
<ul style="list-style-type: none"> <li>• Attainment Outcomes at the end of KS2 demonstrate that the majority of pupil premium children met the Y6 standard and this was a significant improvement on 16-17: Writing 84%, Maths 80%, and Reading 76%</li> <li>• Over the year the proportions of disadvantaged pupils on track to meet ARE expectations has increased: R +4.6% W 29.2% M 14.1%</li> <li>• Attendance has for disadvantaged pupils with their attendance now at 95.5% and increase of 1% on 16-17</li> <li>• The number of disadvantaged pupils who are classed as persistently absent has dropped in 16-17 16 pupils were PA in 17-18 10 pupils were PA</li> <li>• The school sanctioned no FTE over the year but 2 days were lost to FTE by an offsite provision. This is a significant drop on 16-17.</li> <li>• The proportion of pupils accessing offsite provision at The Centre continues to be high pupils accessing the offsite support provision. Pupils responded positively to their support with the impact seen back in school. Positively the schools has seen a significant drop in the need to use the The Centre for inclusion and commissioned more bespoke work to be carried out in school.</li> <li>• All pupils who have accessed nurture during 17-18 demonstrated a significant increase in Boxall scoring and have reintegrated well back to full time class work.</li> <li>• The range of onsite and offsite provision for pupils was maintained from 16-17 to 17-18 with visits incorporating: eating in restaurants, using the train, authors, live music, enterprise activities all accessed. Pupils responded positively taking and utilising skills across the curriculum post event and using their experience to impact positively on the writing as they were able to write from first-hand experience.</li> <li>• Breakfast club continues to impact positively on pupils being ready for learning and this is particularly evident in upper school where the majority of pupils attend breakfast club over the year. This is extended into the school day for some pupils who may need support arriving in school after breakfast club clothes but school knows children and families well enough to put this provision in place regardless.</li> <li>•</li> </ul>

Pupil Premium Strategy 2018-19

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>To further improve proportions of PP children meeting the required standard in reading and writing</p> <p>Gaps in attainment in reading and writing need to diminish further by the end of Y6 and in pockets across school. This can be seen in weaker reading ability and comprehension skills of some disadvantaged pupils. Children are not reading often enough or widely enough both in and out of school. Lacking the vocabulary needed and stamina to write at length is also evident</p> <p>The difference between the proportions of disadvantaged and other pupils in diminished from the difference in 2018</p> <p>Pupils who access teacher post teaching intervention demonstrate an ability to 'catch up' quickly.</p>	<p>Research by the Education Endowment Fund demonstrates that smaller group tuition has a positive impact on progress rates in schools. Increasing the ratio of teaching staff to pupils within the classroom setting allows both the teacher and the teaching assistant to support and teach smaller groups of children.</p> <p>Ensuring that quality intervention is place for pupils led by a teacher beyond classroom teaching allows pupils to make rapid progress if due to external barriers slow progress is evidenced.</p>	<p>Allocation of a TA to each class for English daily to facilitate small group tuition, individual readers and enable teachers to deliver reading support to small groups. This ensures that those disadvantaged pupils with the greatest English needs can have their needs met by the class teacher in a smaller group setting £33,724.80</p> <p>Access to 1:1 – 1:3 teacher led intervention depending on need across the school £6,780.75</p>	<p>Across school pupils eligible for pupil premium benefit from smaller teaching groups which allows teaching staff to efficiently meet ongoing needs through quality assessment for learning. As a result intervention, where needed to clarify misconceptions, is acted upon quickly.</p> <p>Pupils who received dedicated teacher intervention in small groups of 1:1 – 1:3 demonstrated increased progress which is evident in their books.</p>	<p>Increasing proportions of pupils who receive pupil premium are meeting age related expectations in Y3-5 in reading and across school when compared to Autumn 2018.</p> <p>Increasing proportions of pupils who receive pupil premium are meeting age related expectations in all year groups in writing.</p> <p>Books also demonstrate increased quality of writing for pupils.</p>
<p>Improve the proportions of disadvantaged pupils meeting the required</p>	<p>The provision of one to one and small group tuition led by a teacher has demonstrated</p>	<p>Allocation of a TA to each class for maths daily to facilitate small group tuition</p>	<p>As with English increased staffing ratios have supported timely intervention</p>	<p>Increasing proportions of pupils who receive pupil premium are meeting age</p>

<p>standard in maths by the end of year 6 with a specific focus on the more able pupils</p> <p>Proportions of disadvantaged pupils meeting EOKS and ARE in maths in comparison to other pupils are lower. In particular the proportion work achieving a high score in maths is lower than in reading and writing. Problem solving skills limit achievement in assessments</p> <p>The proportion of disadvantaged pupils reaching ARE in maths increases than that seen in 2018.</p> <p>Pupils who access teacher post teaching intervention demonstrate an ability to 'catch up' quickly.</p> <p>Disadvantaged pupils are challenged at all levels of maths teaching</p>	<p>that pupils make significant progress in developing the basic maths skills. CHJS can allocate quality teacher led time on developing maths skills to pupils who lack a secure understanding of basic number skills. In addition research by the Education Endowment Fund supports teaching assistants being enabled to deliver quality planned intervention. Over and above this work reducing the ratio of pupil to teaching staff within a classroom setting for maths means that teachers and teaching assistants can deliver quality first teaching and intervention on a daily level within the class room.</p> <p>The increased ratio will also allow teachers to deliver short, sharp follow up intervention after assessment for learning during the lesson. Teachers will be able to increase the opportunities for practical problem solving in the classroom and tailor provision to pupil need.</p>	<p>and individual maths intervention. In addition to this the opportunity to use TAs and teachers for quick post learning intervention following feedback where applicable. £33,724.80</p> <p>Access to 1:1 – 1:3 teacher led intervention depending on need across the school £6,780.75</p>	<p>for pupils across school.</p> <p>Dedicated maths intervention has supported pupils in lower school mastering early number basic skills.</p> <p>Maths books across abilities demonstrate challenge and problem solving ensuring quality first teaching meets the needs of all learners more effectively,.</p>	<p>related expectations in Y3-5 in maths.</p> <p>Intervention in lower demonstrated that pupils made 12 months progress in maths ages after 30 x 30 min maths intervention lessons.</p>
<p>Maintain the persistent absence rates seen in 17-18 of pupil premium children</p>	<p>Children cannot progress or attain if they are not in school regularly. Pupils with persistent absence rates</p>	<p>Staffing with proportion of the salary funded via pupils premium to work with families through a range of</p>	<p>Use of staffing to effectively meet attendance targets of pupil premium children has been effective in ensuring</p>	<p>5 pupil premium pupils (down from 10 in 2017-2018) were classed as persistently absent at the end of the year</p>

<p>Persistent absence rates for disadvantaged pupils are higher. Families need to be supported in understanding the value of regular school attendance in improving outcomes for pupils.</p> <p>Persistent absence rates for disadvantaged pupils decrease over time.</p>	<p>demonstrate poor achievement over time. Investing in relationships with parents and supporting families to understand the importance of regular school attendance will impact positively on their achievement. The work of a Positive Futures worker will continue to support families in achieving better rates of attendance and raise the profile and importance of being school.</p>	<p>interventions and to communicate and enforce attendance protocols in school and overcome any barriers evidenced at home £7,914</p>	<p>families are notified early on when attendance is falling. Home visits demonstrate to families the importance of attendance and as a result attendance has improved for pupil premium children.</p>	<p>however 3 of the 5 had unauthorised holiday related absences impacting on their total attendance rate.</p>
<p>Continue to improve the attendance of pupil premium children</p> <p>Absence rates are higher compared to other pupils in school and nationally. Families with inconsistent attendance in school continue to require the support to maintain good attendance.</p> <p>Attendance rates for disadvantaged pupils decrease over time.</p>	<p>Children cannot progress or attain if they are not in school regularly. Pupils with persistent absence rates demonstrate poor achievement over time. Investing in relationships with parents and supporting families to understand the importance of regular school attendance will impact positively on their achievement. The work of a Positive Futures worker will continue to support families in achieving better rates of attendance and raise the profile and importance of being school</p>	<p>Staffing with proportion of the salary funded via pupil premium to work with families through a range of interventions and to communicate and enforce attendance protocols in school £7,914</p>	<p>See evaluation above. Protocol in place and attendance team work effectively to ensure that attendance rates are maintained and tackled robustly where applicable through communication with families.</p>	<p>Average attendance rate for pupils eligible for pupil premium is 95.8% meeting national target for all pupils.</p>

<p>To continue to support pupils with their social and emotional needs so that they are ready to learn</p> <p>A wide range of social and emotional needs are barriers to learning for pupils. These barriers are rooted in many factors extrinsic to school but are prevalent in behaviour, actions and emotions displayed in school.</p> <p>The school to continue to reduce the number of fixed term exclusions for disadvantaged pupils. Pupils are signposted and supported to access wellbeing intervention effectively and concerns around SEMH needs are addressed effectively.</p>	<p>Research commissioned by gov.uk around social and emotional needs recognises the importance of supporting pupils with this area in order for effective academic learning to take place.</p> <p>Within CHJS staff work relentlessly to understand the broad SEMH needs of pupils so that our pupils are ready to learn. Investment in these aspects of learning is needed to support outcomes.</p>	<p>Provide staffing and resources to deliver a Nurture group for 0.3 of the school week £13,805.20</p> <p>Contribute to the provision of offsite social and emotional support for pupils. This provision provides workshops, inclusion and bespoke in school work around a range of social and emotional need £6000</p>	<p>Nurture provision provides eligible pupils with a quality environment to overcome barriers to learning socially. Pupils who attend talk exceptionally positively about the provision and what they gain from it in the family learning environment.</p> <p>Additional wellbeing support has allowed additional staff to work with pupils on a variety of social and emotional needs presenting at home and in school thus supporting with relationships within the whole school community.</p>	<p>Pupils attending demonstrate increased readiness to learn within a whole class setting following inclusion in both nurture and additional outreach support from the offsite provision.</p> <p>There have been 0 FTE this academic year due to high quality intervention within school.</p> <p>No pupils who accessed nurture received a FTE and all reintegrated back into calls life following a 2 term inclusion in nurture.</p>
<p>To continue to broaden the experience and aspirations for pupils.</p> <p>Wider experiences beyond school and the local area are inconsistent for some of our pupils. This impacts upon learning as they do not have first-hand experience of</p>	<p>Some barriers to learning observed and evidenced are based around real life experience and aspirations. By ensuring all pupils can access and experience additional learning at CHJS pupils can draw upon personal experiences in their work and their aspirations</p>	<p>Ensure that all pupils are able to participate in off site and on site visits across the school year including a residential visit, development of SMSC provision to include working within the community, CHJS bucket list activities £6,000</p>	<p>A continued wide range of additional visits both in and out of school are available to pupils using a variety of venues, events and visitors to facilitate this. Pupils have benefitted for aspirational trips to a local university, used the train, visited cities and museums, local heritage</p>	<p>Pupils and families talk positively about their broadened experiences beyond the classroom. All pupils are able to attend off and on site events and in school.</p> <p>Work carried out in conjunction with the The</p>

<p>situations or places that may support their learning further.</p> <p>Pupils' learning is enhanced through additional off site visits and visitors into school. This impacts upon their learning by removing barriers around experience and understanding of the wider world. Pupils are able to work from first hand experience and this can be seen in improved outcomes in writing.</p>	<p>are raised.</p>	<p>Ensure that all pupils are able to participate in visits in school across the year £2,000</p>	<p>work, joint enterprise in art between local organisations, experienced camping in Y4 and outdoor pursuits in Y6 as part of our increased residential programme. Visitors in have inspired travel around the world, learning an instrument, business skills and writing through engaging workshops and assemblies.</p>	<p>Auckland Project and Beamish Museum enabled pupils to gain a nationally recognised Arts Award.</p>
<p>To continue to give pupils a positive start to their learning day</p> <p>A significant proportion of pupils are eligible for FSM or have been eligible in the past 6 years. This can mean that there are pressures around a proportionate and reasonable breakfast being provided every day.</p> <p>Pupils are in school earlier and barriers at home around breakfast are relieved. Pupils are in school on time and barriers to learning are diminished.</p>	<p>Research suggests that having a healthy breakfast has a positive impact on learning at school (Smith, 2003) and in additional to this up to 20% of pupils can attend school not eating any breakfast. Provision of a free breakfast to pupils will support those pupils and their families who may find providing regular breakfast challenging and allow those pupils to socialise with their peers in a positive environment every morning before school.</p>	<p>Contribution to the funding required to run a breakfast club throughout the year. £2,000</p>	<p>As in 2017-2018 breakfast club continues to provide a space and opportunity for pupils to access a free breakfast and social environment before coming to school. Pupils attend regularly and talk positively about their experience there.</p>	<p>Attendance of pupils at breakfast club continues to increase. This impacts on pupils' readiness to learn once the academic schools day starts.</p> <p>Socially pupils have a structured environment to meet with friends before school, enhancing their communication needs and offering them opportunities to meet with staff before school. Staff are able to identify additional needs that might arise during the day from conversations or behaviours presented during breakfast club.</p>
<p>Contingency £800</p>				

#### Monitoring of PPG expenditure

The monitoring of PPG expenditure will be by the governing body. The Senior Leadership team will update governors termly on the impact of the spending. Termly the report will provide governors with information on the impact of each aspect of pupil premium spending on pupil progress and well-being.