



Cockton Hill Junior School

Pupil Premium Grant Expenditure 2019-2020

Amount of Pupil Premium Grant received	
Total Number of pupils on roll	207
% of pupils eligible	53.6
Total amount of PPG received	£144,480

Impact outcomes of PPG grant in 2018-2019
<ul style="list-style-type: none"> • Over the year the proportions of disadvantaged pupils on track to meet ARE expectations has increased overall in reading, writing and maths. There have been significant increases in the proportions of disadvantaged pupils meeting ARE over the year in reading in Y3 and Y5, Writing across all year groups and maths in years 3-5. • The proportions of disadvantaged pupils on track to meet age related expectations in core subjects has improved from on entry starting points moderated by the LA. • Lesson observations, learning walks and in school monitoring by SLT and subject leads demonstrates increased engagement in learning from disadvantaged pupils supported by improved attendance and positive behaviour and attitude across school. • Attendance has for disadvantaged pupils with their attendance now at 95.8% and increase on 2017-18 up almost 2% on 2 years ago • The number of disadvantaged pupils who are classed as persistently absent has dropped only 5 were PA in 2018-19 which is an improvement on 16-17 16 pupils were PA in 17-18 10 pupils were PA • Rigorous attendance procedures ensured that historic pupils who had attendance needs were met quickly and efficiently. This was reflected in higher attendance for pupil premium children some of those where attendance was lower had taken holidays during term time. • The school sanctioned no FTE over the year to pupil premium pupils • The range of additional support and intervention on offer to pupils facing barriers to learning, as well as the ethos of the school, has meant that pupils with additional learning barriers have accessed a range of on and off site interventions. This had led to increased attendance, reduced FTE and higher engagement of pupils in learning. • The range of onsite and offsite provision for pupils was maintained visits incorporating: eating in restaurants, using the train, authors, live music, enterprise activities all accessed. Additional residential opportunities were offered to younger pupils where 88% of the year group participated.

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.

- 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 closed but school knows children and families well enough to put this provision in place regardless.

Pupil Premium Strategy 2019-20				
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 and out of school. Lacking the vocabulary needed and stamina to read and write at length is also evident</p> <p>The difference between the proportions of</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 identified pupils led by a teacher both in and beyond classroom teaching allows pupils to make rapid progress.</p> <p>Use of proven high quality resources to meet emerging reading and</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 £35,999</p> <p>Access to 1:1 – 1:3 teacher led intervention depending on need across the school £7,402.20</p> <p>Contribution to the subscription of Lexia £1,500</p>	<p>Where development has been most effective is where teachers have targeted key disadvantaged pupils through targeted teacher led working in a whole class setting. This has enabled other pupils to be supported by the TA allocated to the class for this work.</p> <p>An increase in reading enjoyment and engagement is evident across school through school improvement work and the reallocation of reading 1;1 with key adults in school.</p> <p>Lexia reporting of skills has allowed staff to fine tune targeted support to disadvantaged pupils. Gaps in knowledge have decreased and supported 40% of those pupils who have accessed Lexia to be on track to meet age related expectations.</p>	<p>At spring 2020, the last assessment point before COVID provision was implemented for the school the proportions of disadvantaged pupils on track had increased 11.6% on Autumn in reading, and 11.5% in writing</p> <p>Year on year improvement demonstrates a 16.7 % increase from Y5 spring to Y6 spring in reading and 22.2% increase in writing, In current Y4 22.2% more on track in reading and 28.6% in writing.Y5 remained broadly similar proportions.</p> <p>End of year data is not available due to the implications of COVID 19 and changes in provision.</p>

<p>disadvantaged and other pupils in diminished from the difference in 2019</p>	<p>spelling needs in Y3 on entry by utilising Lexia for targeted pupils.</p>			
<p>Improve the proportions of disadvantaged pupils meeting the required 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. Problem solving skills limit achievement in assessments</p> <p>The proportion of disadvantaged pupils reaching ARE in maths increases than that seen in 2019.</p> <p>Disadvantaged pupils are challenged at all levels of maths teaching through the use of variation and problem solving more effectively.</p>	<p>The provision of one to one and small group tuition led by a teacher has demonstrated 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</p>	<p>Allocation of a TA to each class for maths daily to facilitate small group tuition and individual maths intervention. In addition to this the opportunity to use TAs and teachers for quick post learning intervention following feedback where applicable. £35,999</p> <p>Access to 1:1 – 1:3 teacher led intervention depending on need across the school £7402.20</p>	<p>Initial evidence from early number intervention demonstrated increased knowledge of number with Y3 pupils targeted (not completed due to COVID 19).</p> <p>Where in class teaching and development has been most effective is where teachers have targeted key disadvantaged pupils through targeted teacher led working in a whole class setting. This has enabled other pupils to be supported by the TA allocated to the class for this work.</p>	<p>At spring 2020, the last assessment point before COVID provision was implemented for the school the proportions of disadvantaged pupils on track had increased 15.3% on Autumn in maths.</p> <p>Year on year improvement demonstrates a 27 % increase from Y5 spring to Y6 spring in maths.</p> <p>At Spring targeted Y3 pupils for early number intervention on average made 8 months progress in number skills in 12 weeks.</p> <p>End of year data is not available due to the implications of COVID 19 and changes in provision.</p> <p>Monitoring of maths across schools demonstrates that all pupils regardless of ability are challenged to problem solve at all opportunities in maths teaching. This is a shift from only the most able or it being and end of teaching sequence</p>

	for practical problem solving in the classroom and tailor provision to pupil need.			opportunity. Good range of resources evidenced across school and number and counting resource packs distributed.
<p>To develop reading opportunities for disadvantaged families</p> <p>Some of our pupils eligible for pupil premium have limited opportunity to quality texts and to enjoy</p> <p>Families and pupils are enthused about reading and recognise the importance in its impact on the wider school curriculum. As a result reading attainment improves for disadvantaged pupils.</p>	The ability to read well, understand language and its complexities and comprehend what has been read impacts upon all aspects of learning across the curriculum. There are many reasons as to why homes may not have the extensive collections of children's books and therefore by providing a family based provision for the community the ability to foster a love a reading can be supported from CHJS as a base whilst also utilising local resources such as the local libraries	To provide release staff for key staff to develop and implement the programme and the purchase of additional resources for families to use £3,000	<p>Not fully completed due to COVID 19 restrictions.</p> <p>Redevelopment of libraries and reading areas completed meaning that all pupils across school access to a range of texts for all levels.</p> <p>Reading guidance for parents shared over Autumn term 2019 and shows improved engagement with reading at home for disadvantaged pupils. Parent comments within Reading records show positive improvement in questioning used to support reading development from parents. This has also showed improved engagement from disadvantaged pupils when reading at school with adults.</p>	<p>Initial work on reading and redevelopment of reading opportunities has seen reading attainment improve for disadvantaged readers over the year.</p> <p>This point has not been fully completed due to COVID 19</p>
To support teachers in broadening and embedding their understanding of quality first teaching in their classrooms across the curriculum so that disadvantaged pupils participate fully in an exciting and engaging curriculum.	Education Endowment fund identifies in their 2019 publication on the effective use of pupil premium that outcomes for disadvantaged pupils is 'most effective when deployed alongside efforts improve teaching.' By supporting staff to develop their understanding of	Release time and purchase of LA SLA to attend LA and local networks meetings to broaden subject knowledge. Increase access to in school CPD and release time to explore provisions across the curriculum. £6,000	<p>Subject leaders have been able to access all subject networks available all year including those held virtually during COVID 19 pandemic. As a result curriculum planning across school is in place for September 2020 with links between and across subjects and year groups identified.</p> <p>Subject leaders have all monitored their subject successfully adding to</p>	<p>Curriculum planning for all subjects (except RE due to syllabus change).</p> <p>Impact to be fully measured on return to full time teaching for all year groups due to COVID 19.</p>

<p>Expectations across the curriculum must match those evidenced in core subjects. Time to spend on research and development has been limited.</p> <p>Staff are upskilled in current thinking and application of teaching across the curriculum which in turn leads to disadvantaged pupils achieving well across all subjects.</p>	<p>improving their own teaching. ‘CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start.’</p>		<p>their overall knowledge of provision ensuring that disadvantaged pupils are supported in their learning with strong subject knowledge.</p>	
<p>To develop speech and language provision for disadvantaged pupils across school</p> <p>Language development and experience is limited for pupils and this impacts on all aspects of school life as communication is key.</p> <p>Pupils eligible for pupil premium will have emerging speech and language needs met through quality speech and language intervention. In class vocabulary work will broaden language sets for pupils.</p>	<p>The ability to unlock more aspects of learning through the development and enhancement of speech and language is a common theme for some pupils across school, as it is for others, the rigour of the curriculum now means that pupils without a broad vocabulary or the ability to sound well are disadvantaged. The pre-teaching of vocabulary and the teaching of this in small groups supports further learning.</p>	<p>Use of trained support staff to deliver speech and language work to identified pupils across school £4,782.25</p>	<p>Provision in place has meant the pupils on entry have been screened effectively and speech and language support implemented for those pupils with the greatest needs. Anecdotal evidence collated through school demonstrates and supports actions and work in session meaning pupils are using a wider variety of language and speaking using the in the correct tense.</p> <p>Support plans in place for those SEND disadvantaged pupils show progress towards individual outcomes. Evidence captured within these documents shows application of targeted skills to support communication.</p>	<p>End of year data incomplete due to COVID 19.</p>
<p>Continue to improve the attendance and wellbeing of pupil premium children</p>	<p>Children cannot progress or attain if they are not in school regularly. Pupils with persistent absence</p>	<p>Staffing with proportion of the salary funded via pupil premium to work with families through a range of</p>	<p>Process in place ensure that attendances that fall are addressed quickly and effectively. This means that attendance continues to be in</p>	<p>Until school partial closure the disadvantaged attendance on average for the year was 95.6% which</p>

<p>Absence rates historically are higher compared to other pupils in school and nationally.</p> <p>Families with inconsistent attendance or where home life is chaotic continue to require the support to maintain good attendance and engagement with services within the community.</p> <p>Attendance rates for disadvantaged pupils are maintained in line with the national average of 96%. Emerging needs for pupils are well met by both school and other identified services.</p>	<p>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 as well as signpost families to further support where applicable.</p>	<p>interventions and to communicate and enforce attendance protocols in school</p> <p>£16,669.50</p>	<p>line with national averages rising steadily and maintaining this since 2015.</p> <p>Further work is needed on the engagement of parents in some of these processes moving forward.</p>	<p>remains at national average demonstrating on going progress. Attendance was impacted in Autumn term due to excessive term time holidays taken which were unauthorised.</p>
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<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 £13,715.80</p> <p>Use of student support service to target pupil premium pupils eligible for wellbeing support £1,000</p>	<p>Pupils accessing Nurture demonstrate increasing abilities to work effectively in their classrooms outside of the nurture time. They have built positive relationships with staff and peers and this is evidenced throughout the school day.</p> <p>Emerging needs are met well by nurture staff and their involvement within other aspects of their school day supports learning.</p> <p>Bespoke support has been accessed for counselling needs, self-esteem needs and anxiety all support those pupils to function in class more effectively and remove barriers to learning and enable pupils to be ready to learn.</p> <p>Support plans in place for pupils accessing nurture show progress towards individual outcomes. Evidence captured within these documents from Nurture staff and classroom staff shows progress across the school environment. On average pupils increased by 45 points on the assessment scale from pre and post data. Progress was made across all strands of the targeted outcomes.</p>	<p>No pupil exclusions in 19-20.</p> <p>Bespoke support has been accessed for pupils to meet emerging mental health needs with positive impact for pupils in class.</p>
<p>To continue to broaden the experience and aspirations for pupils.</p>	<p>Some barriers to learning observed and evidenced are based around real life experience and aspirations. By ensuring all pupils can</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,</p>	<p>Work on careers has begun across school but temporarily on hold due to COVID 19. This will be resumed into 2020-2021 academic year.</p>	<p>Work across schools on the NELP Careers pilot has been evidenced in raised pupils aspirations. Monitoring in January</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 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>access and experience additional learning at CHJS pupils can draw upon personal experiences in their work and their aspirations are raised.</p>	<p>development of SMSC provision to include working within the community, CHJS bucket list activities £8,000</p> <p>Ensure that all disadvantaged pupils experience enhancements in school to the curriculum £2,000</p>	<p>Some planned school trips (4) lost due to COVID 19 including residential for Y4 pupils before additional summer excursions planned.</p> <p>Local area school trips took place throughout the year including various places of worship, the town hall, secondary schools etc.</p> <p>Music tuition in violin offered to pupils with those disadvantaged having lessons paid for by the school.</p> <p>All of Y3 accessed additional ukulele lessons.</p>	<p>2020 by LA SIP demonstrated pupils increased ability to reflect on the jobs they could do with the knowledge and skills gained in different lessons.</p> <p>Positive footprints programme for Y5 to understand and develop positive qualities they have and are needed for different roles is taught and explored.</p> <p>Data around writing not available due to COVID 19</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</p>	<p>Research suggests that having a healthy breakfast has a positive impact on learning at school (Smith, 2003) and in addition 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</p>	<p>Contribution to the funding required to run a breakfast club throughout the year. £2,000</p>	<p>Provision continues to meet needs well across the all of the school cohort. Attendance is stronger as pupils move through school often linked to stronger independence with walking to school.</p> <p>Pupils enjoy breakfast club and activities and games have been invested in to support with this.</p>	<p>75% of PP pupils have attended Breakfast Club over the year meaning when pupils attend they have a positive start socially and emotionally through meeting their peers in an informal setting and they are all provided with a healthy breakfast to start the day.</p>

around breakfast are relieved. Pupils are in school on time and barriers to learning are diminished.	every morning before school.			
Contingency £510.05				

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.