



Cockton Hill Junior School

Pupil Premium Grant Expenditure 2021-2022

Amount of Pupil Premium Grant received	
Total Number of pupils on roll	223
% of pupils eligible	53%
Total amount of PPG received	£154,675

Pupil Premium Strategy Aims for Disadvantaged pupils

The aim of pupil premium strategy in CHJS is to:

- Ensure that provision matches emerging trends in academic need for disadvantaged pupils. In 2012-22 this in a developing strategy as academic and pastoral needs continue to emerge following the COVID-19 pandemic and periods of self-isolation for year groups across school. Primarily these needs are met through the teaching of core skills and knowledge in English and maths with strong support also given to pastoral needs of our pupils.
- Support disadvantaged pupils to overcome barriers that are preventing them from fulfilling their potential. These include support for social and emotional needs, developing aspirations, improving attendance and widening experience of the wider world.
- Ensure that pupils are ready for the start of the school day by continuing to provide a free breakfast club.

Pupil Premium Strategy 2021-2022

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
To further improve proportions of PP children meeting the required standard in reading across	Research by the Education Endowment Fund demonstrates that smaller group tuition has a positive	Teaching Priorities Allocation of a TA to each class for 30 minute daily reading sessions		

<p>school following COVID 19 and in school monitoring</p> <p>Over 2020-21 the ongoing COVID-19 global pandemic continued to impact upon pupils consistent attendance at school. Pupils eligible for PP had less access to quality physical texts and evaluation on remote teaching recognised the challenge around the teaching of reading remotely. As a result opportunities to maintain fluency and enjoyment for reading were inconsistent</p> <p>The difference between disadvantaged and other pupils diminishes over the academic year Monitoring evidences increased reading opportunities for disadvantaged pupils across school</p>	<p>impact on progress rates in schools. By staffing year groups to enable daily readers for disadvantaged pupils they can be supported effectively to make rapid gains following school absence.</p> <p>Use of proven high quality intervention to meet emerging reading and across school using impact led reading intervention (Readingwise)</p> <p>Using guidance from the Jul 2021 DfE reading document. Ensure pupils have access to a wide range of quality resources for reading in each class. This will support reading and English lessons and in foundation subjects to support their development of wider vocabulary.</p>	<p>£12,865.35</p> <p>Targeted academic support Staffing and delivery of Readingwise including Zip, Decoding and Comprehension modules across school £15,438.42</p> <p>Teaching priorities Allocation of a TA to each English lesson over the course of the week to increase pupil:teacher ratio. £25,730.69</p> <p>Teaching priorities Subscription to DLR to allow classes to have their own range of readers that are updated regularly. £1,796</p> <p>Wider opportunities Allocation of reading incentives across school £750</p>		
<p>Improve the proportions of disadvantaged pupils meeting the required standard in maths with a focus on problem solving for all achievement groups</p> <p>COVID-19 global pandemic impacted upon pupils in</p>	<p>Research by the Education Endowment Fund supports teaching assistants being enabled to deliver quality planned intervention raises attainment as well as being sported by teacher led guided groups to develop and embed understanding.</p>	<p>Teaching priorities Allocation of a TA to each class for maths daily to facilitate small group tuition and individual maths intervention. £25,730.69</p>		

<p>many ways. Disadvantaged may have had inconsistent support to accessing basic number due to limits of online access and use of school resources. A lack of understanding of basic number impacts moving maths learning forward to more challenging concepts</p> <p>The proportion of disadvantaged pupils reaching ARE in maths increases than that seen at from summer 2021.</p> <p>Evidence in books and through other monitoring (timetable work, intervention) demonstrates problem solving being delivered consistently to all disadvantaged pupils.</p>	<p>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>Wider opportunities Allocation of maths incentives across school £750</p>		
<p>To support pupils and families that have been affected by COVID-19 with quality mental health intervention and support pupils and families to receive barriers to learning</p> <p>The impact of COVID-19 has presented itself in an increase in SEMH needs. School is increasingly supporting pupils and families around counselling needs, understanding and</p>	<p>The ability to look after the emotional wellbeing and mental health of pupils and staff is a vital aspect of a happy and healthy school. The impact of COVID-19 pupils will need to support to meet emerging social and mental health needs, both those that are already evident or those that are new.</p> <p>Some of this work is a sustainable aspect by</p>	<p>Targeted academic support Provide staffing and resources to deliver a Nurture group for 14 hours between 2 staff each week £9,094.75</p> <p>Teaching priorities Contribution to Team UP kids training 2nd year to deliver emotional wellbeing intervention in school £650</p>		

<p>managing emotions. A range of work will give pupils and staff the support meet emerging needs.</p> <p>The school can support pupils and families with further emerging social and emotional needs effectively and efficiently. Pupils will maintain engagement in school whilst support is in place and be able to develop strategies to manage back in school</p>	<p>delivering CPD to staff to lead on the development of this programme in school across the year.</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>Wider opportunities</p> <p>Allocation of dedicated time for work of Positive Futures Worker to meet family need and to liaise with external agencies at the earliest help opportunities. £14,392.70</p> <p>Access to weekly counselling provision on site in school SLA £5483</p>		
<p>To build opportunities to develop communication for disadvantaged pupil following time away from school due to COVID-19</p> <p>COVID-19 has diminished face to face contact for pupils and with this the opportunity to talk clearly as well explain wishes and needs. Language development is an aspect of whole school work that is ongoing however the COVID-19 pandemic has brought this area of need to the forefront.</p>	<p>Ongoing from 2020-2021 Education Endowment Fund recognises the positive impact of well-planned and resourced intervention. Using a recognised structure of Lego therapy ensures that communication skills intervention is delivered in an effective and engaging way to meet speaking and listening needs of pupils.</p>	<p>Targeted academic support</p> <p>Use of TAs to deliver Lego Therapy across all year groups</p> <p>£10,292.28</p>		

<p>Pupil have a safe and structured opportunity to develop speaking and listening skills in a small group setting.</p> <p>Communication of pupils both in class and socially improves post intervention.</p>				
<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.</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><u>Ongoing from 2020-21</u> 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 improving their own teaching.</p> <p>'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>This will work alongside work to shape the curriculum to meet needs and gaps crated by partial school closures during COVID 19 pandemic.</p>	<p>Teaching priorities Access to TDT CPD leadership and coaching pedagogy Durham LA programme and necessary release time.</p> <p>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.</p> <p>£5,000</p>		

<p>To maintain the attendance of pupil premium children</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%..</p>	<p>Children cannot progress or attain if they are not in school regularly. Pupils with persistent absence rates demonstrate poor achievement over time. COVID has impacted upon this for some pupils.</p> <p>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>The school to work in conjunction with the LA focusing on Early help for pupils who are anxious about coming to school.</p>	<p>Wider strategies</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 £9,595</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</p>	<p><u>Ongoing provision</u></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</p>	<p>Wider strategies</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</p>		

<p>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>personal experiences in their work and their aspirations are raised.</p>	<p>community, CHJS bucket list activities £7,000</p> <p>Ensure that all disadvantaged pupils experience enhancements in school to the curriculum £3,000</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><u>Ongoing provision and contribution</u></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 every morning before school.</p> <p>This is an ongoing allocation of funds.</p>	<p>Wider strategies</p> <p>Contribution to the funding required to run a breakfast club throughout the year. £2,000</p>		
<p>Contingency £4,295.99</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.

Impact outcomes of PPG grant in 2020-2021

Full evaluation impacted upon by ongoing COVID-19 Global Pandemic

- Over the year the proportions of disadvantaged pupils on track to meet ARE expectations has increased overall in reading, writing and maths at from that assessed in Autumn 2020
- Over 2020-2021 the proportions of pupils on track to meet ARE **have increased** as follows:

	R	W	M
Y3	8.2%	19.8%	5.2%
Y4	5.7%	10.9%	0.3%
Y5	8.2%	5.1%	12%
Y6	16%	20.7%	17.8%

- Reading was developed well so that PP eligible pupils were heard more frequently than historically and stronger evidence of their progress was evident through monitoring. (see English monitoring).
- Maths teaching ensured basic skills were embedded through stronger fluency approaches (see maths monitoring).
- Attendance data has been significantly impacted upon by COVID-19 and challenging to compare to previous data however the gap is only 1% between disadvantaged pupils.
- The school sanctioned only 1 FTE over the year to pupil premium pupils in the year 2020-21 following extensive additional support for the pupil both before and after the FTE.
- Behaviour records demonstrated a significant decrease in the use of the reflection space with most incidents being dealt with via restorative questioning approaches with in class and year group settings led by the teaching team.
- Whilst restrictions limited offsite visits pupils have been able to access wider technology, remote visits, in school visits and experiences over the year to engage them in learning in a variety of ways.
- Breakfast Club continues to be well attended over the year and we have been able to fully open even in light of restrictions 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.

See 2020-2021 document for full evaluation and impact information