



Cockton Hill Junior School

Pupil Premium Grant Expenditure 2020-2021

Amount of Pupil Premium Grant received	
Total Number of pupils on roll	206
% of pupils eligible	51.5%
Total amount of PPG received	£140,693

Impact outcomes of PPG grant in 2019-2020
<p>Full evaluation impacted upon by COVID-19 Global Pandemic</p> <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 at Easter 2020 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 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. 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 Until school partial closure the disadvantaged attendance on average for the year was 95.6% which remains at national average demonstrating on going progress improving almost 2% since 2017-2018 Rigorous attendance procedures continue to be in place to ensure 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 in the year 2019-2020 Opportunities for pupils were maintained with pupils accessing residential visits and extension of work around aspirations. Work across schools on the NELP Careers pilot has been evidenced in raised pupils' aspirations. Monitoring in January 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. Positive footprints programme for Y5 to understand and develop positive qualities they have and are needed for different roles is taught and explored.

- 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.

See 2019-2020 document for full evaluation and impact information

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 2020-21 this is a developing strategy as academic and pastoral needs emerge following the COVID-19 pandemic. However these aims work towards improving academic achievement for disadvantaged pupils. Primarily these needs are met through the teaching of core skills and knowledge in English and maths.
- 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 2020-2021

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 COVID-19 global pandemic impacted upon pupils in many ways but for some pupils the quality and consistency in engagement with reading diminished over the period of partial school closures. As a result opportunities to maintain fluency and enjoyment for reading were lost	Research by the Education Endowment Fund demonstrates that smaller group tuition has a positive 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. Use of teacher leadership time to establish phonics provision in Y3 to rapidly	Teaching Priorities Allocation of a TA to each class for daily reading for at least 90 minutes a day £34,809 Teacher leadership time for work to be collaboratively carried out between SLT Eng lead and Y3 teaching team in Autumn and Spring term £1,400 Targeted academic support	Use of TA deployment has meant that pupil need has been addressed well by both the teacher and the TA in each class for reading. Proportions of pupils being heard read regularly has increased well and targeted interventions has resulted in rapid progress for pupils in Y4-6. Phonics progression on Y3 has also been evident in the flexible use of TAs across Y3 for phonics teaching. Lexia has been directed to Y3 predominately to support	On average at least 14 months progress made over 10 months of the academic year in reading ages across school (including Spring term partial school opening) The proportion of pupils attaining a standardised score of 90+ in NFER reading has increased in every year group demonstrating the impact of reading work and targeted spend on attainment in reading.

<p>The difference between disadvantaged and other pupils is diminished from the difference at Easter 2020 (last assessment data). Monitoring demonstrates increased frequency of reading for disadvantaged pupils and engagement and enjoyment of reading</p>	<p>meet the needs of pupils on entry to school.</p> <p>Use of proven high quality resources to meet emerging reading and spelling needs in Y3 on entry by utilising Lexia for targeted pupils.</p>	<p>Contribution to the subscription of Lexia £1,700</p> <p>Targeted academic support</p> <p>Allocation of part time teacher to support comprehension skills of identified pupils 120 minutes per week £5,417.60</p>	<p>the teaching of reading and has impacted upon phonic success.</p> <p>Utilising known teachers in school has supported class teachers to met emerging need in reading well. Strong evidence in Y5 of this work impacting back into whole class work around comprehension.</p>	<p>Reading opportunities for PP eligible pupils has greatly increased over the year and evidenced in reading records held in school</p> <p>No SATs completed this year so no national data available.</p>
<p>Improve the proportions of disadvantaged pupils meeting the required standard in maths with a focus on embedding basic skills</p> <p>COVID-19 global pandemic impacted upon pupils in 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 Summer 2019.</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>Targeted academic support</p> <p>Access to 1:1 – 1:3 teacher led early number intervention delivered by a teacher £7,532.40</p> <p>Teaching priorities</p> <p>Allocation of a TA to each class for maths daily to facilitate small group tuition and individual maths intervention. £26,106.75</p>	<p>Teaching of maths has focused tightly on the acquisition of basic skills for disadvantaged pupils across the year. Books demonstrate a high level of fluency to re-establish and embed pre COVID teaching. PP eligible students have been supported in smaller groups and as a result have strengthened their attainment from 37% at ARE in Autumn to 50.8% by the end of the year with remote learning a factor in Spring term.</p> <p>Some intervention disrupted due to self isolation of staff over the year.</p>	<p>At the end of the year 50.8% pupils were working at ARE with particular strength in number and calculation evident. This is up 13.3% from baseline work following partial school opening. Books demonstrate the embedding of number and calculation through timetabled teaching and revisiting work through starters of the day etc.</p> <p>Maths data stronger across school due to work use and allocation TAs in class teaching.</p>

<p>Evidence in books and through other monitoring (timetable work, intervention) demonstrates a more secure understanding of number.</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. This is an ongoing aim carried over from 2019-2020 due to COVID 19</p>			
<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>	<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. These resources will reflect curriculum development in school to support families to</p>	<p>Wider Strategies Resources for reading across the curriculum and development of engagement of families with reading in school and at home £6,000</p>	<p>Limited work due COVID restrictions however pupils engaged through a range of in school work around reading.</p> <p>Whole school reading events such as Greta and the Giants whole school reading event, World Book Day work and Adam Bushnell story telling and writing workshops.</p>	<p>Proportions of PP eligible pupils meeting ARE expectations over the year has increased. Engagement in reading and regularity of reading has increased from in school perspective but further work in Sept 2021 when restrictions are eased will be a foci for SIP in 21-22.</p>

	read fiction and non-fiction texts This is ongoing from 2019-2020			
<p>To support pupils and families that have be affected by COVID-19 with quality mental health intervention</p> <p>The impact of COVID-19 is unknown and to sustain support for this ongoing global crisis the ability to meet need in school with is vital. This will give pupils and staff the support meet emerging needs.</p> <p>The school can create a sustainable mental health intervention for disadvantaged pupils. Pupils will maintain engagement in school whilst support is in place and be able to develop strategies to manage back in school</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 is currently an unknown but pupils will need to support to meet emerging mental health needs both those that are already evident or those that are new.</p> <p>This work is a sustainable aspect by delivering CPD to staff to lead on the development of this programme in school across the year.</p>	<p>Teaching priorities Contribution to Team UP kids training to deliver emotional wellbeing intervention in school £1,381</p>	<p>Positive impact and engagement from pupils in Y3 who completed the programme. Use of language and ability to reflect on emotions increased during the course of the programme. Pupils able to engage in restorative questioning more effectively to resolve incidents.</p>	<p>Team Up Kids work has supported PP eligible pupils in Y3 who are new to restorative approaches, new to school and have missed significant learning time due to COVID to reflect and understand emotional changes in themselves, demonstrate empathy and verbalise feelings more effectively. This has led to reduced conflict and removed barriers to learning with a reduction in behaviour incidents for the majority of pupils (excluding those with SEMH SEND needs).</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</p>	<p>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 Use of TAs to deliver Lego Therapy across all year groups £8694.75</p>	<p>Impacted limited due to bubble structure to year groups and absences due to self isolations over the years. However language and training from this area of work has supported the develop of pupils in small class teaching groups. This provision is to be re-established for the whole</p>	<p>Data currently not concluded to due self isolations and disrupted delivery of the programme. However overarching pedagogy of the programme has been delivered within classroom conversations leading to a reduction in behaviour incidents being recorded across school.</p>

<p>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>Pupil have a safe and structured opportunity to develop speaking and listening skills in a small group setting. Communication of pupils both in class and socially improves post intervention.</p>			<p>school year from Sept 2021 for all year groups.</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</p>	<p><u>Ongoing from 2019-2020 (due to COVID 19)</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. '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</p>	<p>Teaching priorities 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. £5,000</p>	<p>CPD opportunities well used by staff and have fed directly in their direct subject leadership roles. This has been further enhanced by the start of work with the teacher's Development trust which will continue into 2021-2022. The curriculum is well planned and sequenced so that PP eligible pupils achieve well.</p>	<p>Significant developments in the subject knowledge and progression of the whole curriculum in light of the impact of COVID.</p> <p>Staff have reflected, used CPD time and networking alongside working with the COVID curriculum lead to ensure that PP eligible students are well taught consistently across the curriculum. Evidence collated by subject leads demonstrates the quality of teaching and their ongoing work to evolve the curriculum further.</p>

<p>pupils achieving well across all subjects.</p>	<p>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>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. 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>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</p> <p>£17,257.50</p>	<p>Absence protocols and procedures have remained robust and home visits have been maintained for targeted pupils where applicable. Escalation has been sought where necessary.</p>	<p>Du to COVID-19 it is challenging to compare attendance data however attendance for disadvantaged pupils demonstrates only 1% between this group and others</p> <p>Attendance of PP eligible pupils have been impacted around partial school opening as some eligible pupils who could attend chose to remain at home isolating in Jan-March 2021.</p> <p>Some barriers have remained due to COVID restrictions and pursuing further prosecution where necessary.</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. For some pupils these will be more prevalent post COVID-19 absence.</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>Targeted academic support</p> <p>Provide staffing and resources to deliver a Nurture group for 0.3 of the school week £14,215.20</p>	<p>FTE has continued to remains low.</p> <p>Wide range of partners used to support SEMH at a multi-level approach from in school provision through to use of CAMHS where applicable to meet ned. Very strong evidence of social care support and earliest help for families.</p>	<p>Only 1 FTE over the year.</p> <p>Wide range of SEMH provision woven discretely though the school provision has met needs as they have emerged.</p> <p>Nurture group supported Y3 pupils over a term before being disrupted by partial school opening in Spring term but impact was evident in stronger relationships and communication between staff and pupil and the ability to reflect using restorative questioning.</p>
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<p>To support families to access quality learning offsite as the result of self-isolation or local lockdown measures</p> <p>Barriers remain for families to access online content and new learning opportunities when learning is at home. Families have restricted access to devices</p> <p>Pupils have consistent access to new learning should they be at home due to self-isolation or local lockdown. Pupils have the means to socially interact with peers via school platforms as a result learning time is not lost.</p>	<p>During lockdown pupils accessed either online learning or paper based learning with paper based learning making up the majority of learning offsite. As a result learning had a consolidation foci and embedded core skills. As pupils move between school and home due to self-isolation, track and trace and possible local lockdowns consistent engagement in new learning needs to be developed.</p>	<p>Targeted academic support and wider strategies</p> <p>Community audit of technology access to be carried out. Investigation of alternative support to meet need around online technologies and devices purchased where applicable. £3,000</p>	<p>Devices available for pupils to both learning remotely and as school reopened begin to use for learning beyond school where applicable.</p> <p>Pupils had technology available to engage in remote learning where needed.</p>	<p>Increased engagement with remote learning on that evidenced in 2020 partial school opening.</p> <p>All PP eligible pupils could have accessed technology to engage with learning using both procured devices from school and those provided by the DfE.</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 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</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 are raised.</p> <p>Ongoing from 19-20</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 community, CHJS bucket list activities (currently on pause until Jan 2020 and changes in guidance) £3,000</p> <p>Ensure that all disadvantaged pupils</p>	<p>Not fully completed due to restrictions but opportunities to work with Adam Bushnell, careers development work, Now>Press>Play all completed.</p> <p>Some activities were cancelled (although planned) due to self isolations which has been a theme across the school year (e.g Brass festival).</p>	<p>Pupils were still able to access wider opportunities and experiences where available and where they could be utilised within the covid group/bubble restrictions.</p>

<p>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>experience enhancements in school to the curriculum £2,000</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>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 Contribution to the funding required to run a breakfast club throughout the year. £2,000</p>	<p>This provision continues to provide a sustainable breakfast club for all PP eligible children with no limits to those that can attend.</p> <p>It provides a healthy breakfast and also the opportunity to socialise with peers prior to starting school.</p>	<p>Breakfast club consistently well attended by PP eligible pupils and breakfast provided through this mechanism and also through bespoke offers of breakfast for those who arrive at morning registration where there is a family need.</p> <p>Pupils are ready for learning having had access to a free breakfast.</p>
Contingency £1,178.80				

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.