

Cockton Hill Junior School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cockton Hill Junior School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	55.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	Anna Caine
Governor lead	Malcolm Cresswell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,220
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£196,200

Part A: Pupil premium strategy plan

Statement of intent

At Cockton Hill Junior School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of 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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter Year 3 at age related- expectations: Phonetical awareness and reading fleuncy is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Pupils often lack confidence and have low self-esteem due to attachment and require focussed intervention and support from internal and external professionals.
3	Due to low starting points in phonics and reading, some disadvantaged pupils across KS2 struggle to make the expected progress in reading as they progress through school. This slows their progress in all curriculum areas that demand effective reading strategies.
4	Disadvantaged pupils in maths make slower progress in mathematics and require intervention and support in order to accelerate progress.
5	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
6	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
7	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
8	All children learn best from high quality experiences both in the curriculum and within the local community.

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.

Intended outcome	Success criteria
Pupils eligible for Pupil Premium on entry to Y3 make rapid progress in phonics and reading in order to access a broad and balanced KS2 curriculum.	A higher proportion of PP children enter Y4 as confident, fluent readers (Age Related Expectations).
Improve emotional resilience for all pupils through use of TA support and intervention from in school and external professionals trained in identified programs of support.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. Staff feedback show children are making progress in relation to SEMH.
Progress of pupils across KS2 in reading is accelerated.	% of PP pupils meeting the expected standard in reading improves from end of 20/21 academic year. When hearing pupils read, they can confidently access the texts provided (ARE).
Progress of PP Pupils in maths is accelerated across KS2.	% of PP pupils meeting the expected standard in mathematics improves from end of 20/21 academic year. In lessons, pupils are confidently engaging with ARE contents.
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure staff have the required subject knowledge in order to provide high quality lessons to all pupils.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Close the attendance gap between PP and non-PP children.	There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. Prioritise reading interventions for pupils including daily readers.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Increase opportunities for pupils to experience high quality enrichment opportunities in the local community and beyond.	By the end of the academic year, all children will have experienced at least one trip out of school and a termly visitor into school to enrich their curriculum learning experiences.

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: £ 88,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Planning time to develop systematic approach to teaching and assessing phonics.</p>	<p>Y3 Phonics</p>  <p>EEF - The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way these are written. The teaching of phonics should be matched to their current level of skill in terms of phonemic awareness and their knowledge of sounds and patterns (graphemes).</p> <p>EEF - Synthetic phonics approaches have higher impacts, on average, than analytic approaches.</p>	1
<p>Additional trained adults in Y3 to ensure provision matches need</p>	<p>EEF - Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</p>	1
<p>Introduction of Soundwrite and related training for Y3 staff to ensure high quality QFT</p>	<p>EEF - Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants.</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p> <p><u>Sounds-Write evidence</u></p>	1

Phonetically decodable books linked to assessment and tracking information.	<p>EEF 'Phonics emphasises the skills of decoding new words by sounding them out and combining or blending the sound-spelling patterns'</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	1
Staff to receive training from the Maths Hub specialists to develop mathematics planning	<p>EEF - The evidence shows that the quality of teaching makes a difference to student outcomes. The quality of teaching, or instructional guidance, is important to the efficacy of almost every strategy that we have examined. The evidence also indicates that, in mathematics, teacher knowledge is a key factor in the quality of teaching. Teacher knowledge, more particularly pedagogic content knowledge (PCK), is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment. Professional development (PD) is key to raising the quality of teaching and teacher knowledge.</p>	4
Develop use of practical equipment to support all pupils in making accelerated progress	<p>EEF - Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure that learners understand the links between the manipulatives and the mathematical ideas they represent.</p>	4
Deliver constant approaches to teaching reading comprehension setting high expectations for all children	<p>EEF - Reading comprehension strategies (+ 6 months) focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation - + 7 months)</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches + 5 months)</p>	3
Develop curriculum INTENT so marking and feedback is effective in moving learning forwards.	<p>EEF - Before providing feedback, teachers should provide high quality instruction including the use of formative assessment strategies.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. + 6 months</p> <p>Develop curriculum INTENT so formative assessment and therefore QFT can be accurate and progressive.</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support - Daily Readers in place for pupils who need to make accelerated progress and/or do not read regularly at home.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. + 5 months	1
Reading Wise intervention for comprehension, decoding and phonics	See above section for evidence around use of phonics and teaching of reading comprehension strategies.	1 / 3
Increased adult to child ratio through additional adults in class during phonics and reading lessons.	Reducing class size - +2 months Small group Tuition - +4 months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1 / 3
Increased adult to child ratio through additional adults in class during mathematics lessons.	See above	4
Additional funding to target pupils in maths through the school led tutoring program.	One to One tuition - +5 On average, one to one tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise Durham Resource Library to provide enrichment for reading curriculum		3
Carefully monitor the impact of SEMH interventions on pupil's emotional wellbeing, attainment and progress.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to	2

	monitor the efficacy of SEL approaches in their settings.	
Through the anxiety pilot, support pupils in understanding their own social and emotional learning (Peer mentoring, Zones of regulation)	Improving Social and Emotional Learning in Primary school reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. + 4 months This will be supported by a range of in school interventions and whole class strategies.	2
Employ School Counsellor 1 day a week to target specific mental health and well-being needs of individual children.		2, 5
Introduce Nurture group provision in Y3 and 4. 2 afternoons for each year group		2
Introduce Connecting with Children and Lego Therapy in Years 4 and 5 to meet the mental health needs of individual children		2
Introduce Team Up Kids to empower pupil voice and engagement through sport and PE	Physical Activity +1 While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	2
Employment positive futures worker to support pupils and families with a focus on safeguarding, behaviour and attendance	Parental Engagement +4 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2, 5
Enrich curriculum experiences through trips and visitors.	Arts Participation +3 SEMH Learning +4 At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	8

Total budgeted cost: £ 196,200

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Internal tracking data for the end of academic year 2020/21 showed the pandemic had impacted on the attainment and progress of children identified as PP despite high levels of support for pupils and families. Pupils have been identified through pupil progress for Keep Up and Catch Up intervention support and this is carefully monitored each term by the HT.

Reading Strategies used in 2021-22 were successful in supporting pupils in making accelerated progress and so the school will continue to use these approaches outlined in the strategy document.

Teaching Strategies AND Targeted Intervention

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. Lessons were adapted to ensure they could be accessed from home and some curriculum units were moved where in school teaching was required. On the return to school, missed units were completed alongside a focus on basic skills.

Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy.

Quality of teaching for all – to develop a robust ‘catch-up’ curriculum that addresses and meets the needs of all disadvantaged pupils. Ensure all adults have high expectations of pupils and that teaching is consistently good across the key stage and embeds Keep Up approaches.

On return to school, accelerated progress for pupils eligible for PP was a priority. Through targeted catch up (Reading) intervention and an academic mentor (Maths) children’s progress was accelerated and gaps closed.

Improved oral language skills for PP pupils and therefore improved writing.

Following lockdown, supporting children to continue to work with greater independence and resilience was a priority. Improved well-being supported this. Children are able to

access learning effectively in class because their physiological, safety, belongingness and esteem needs are met.

Internal tracking data shows:

- identified pupils receiving one to one tuition across the summer term made good progress in mathematics.
- Children accessing the Reading Wise intervention progressed at a greater rate than other interventions which are no longer utilised.

Wider Strategies

Office 365 developed parental engagement through the ability to hold virtual meetings with parents.

The school's approaches to Safeguarding and supporting SEMH had a significant positive impact on pupils ability to deal with challegnes of the academic year although the more formal interventions could not happened due to risk assessments. The school's Positive Futures Worker was a significant influence of positive health and wellbeing and continues to be a high priority for school support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
READING WISE	Ideas Wise

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		