

## Cockton Hill Junior School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium 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	218
Proportion (%) of pupil premium eligible pupils	58% (127)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Malcolm Cresswell
Pupil premium lead	Jill Cooper
Governor lead	Malcolm Cresswell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,455
Recovery premium funding allocation this academic year	£8918
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£183,373</b>

### 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 the earliest opportunity.
- Focusing on quality first 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 fluency is exceptionally poor. This means they need to make more progress than their peers to catch up. 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.
2	Pupils who are eligible for Pupil Premium do not enter Year 3 at age related-expectations: Retention and application of basic skills is exceptionally poor. This means they need to make more progress than their peers to catch up. Due to low starting points in maths, some disadvantaged pupils across KS2 struggle to make the expected progress in maths as they progress through school. This slows their progression to areas of maths beyond basic skills.
3	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.
4	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
6	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 make increased progress in phonics and reading. Higher proportions of pupils eligible for Pupil Premium meet end of year expectations in reading.	A higher proportion of Pupil Premium children develop into confident and fluent readers.
Pupils eligible for Pupil Premium make increased progress in maths. Higher proportions of pupils eligible for Pupil Premium meet end of year expectations in maths.	A higher proportion of Pupil Premium children can recall and apply basic skills independently.
Improve emotional resilience for all pupils.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. Staff feedback shows children are making progress in relation to SEMH.
Close the attendance gap between PP and non-PP children.	There are increased attendance rates for Pupil Premium children.
Provide increased opportunities in school to support and enthuse a love of reading. Increase engagement with parents to support home reading. Prioritise reading with all pupils across school.	By the end of the academic year, attainment in reading for all pupils improves across the whole school.
Increase opportunities for pupils to experience high quality enrichment opportunities in the local community and beyond. Ensure attendance is maintained in order for children to access QFT experiences	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: £107,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

		1
<p>Introduction of Sounds write and related training for all staff. Purchase and introduce phonetically decodable (graphemes) to Sounds Write impacts, on</p>	<p><b>Phonics</b> Phonics High impact for very low cost based on very extensive evidence</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). EEF - Synthetic phonics approaches have higher code impacts, on average, than analytic approaches.</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 ensure training and support in phonics for interventions led by teaching assistants.</p>	
<p>across teaching. 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>£2500 Sounds write is a DfE accredited systematic synthetic phonics programme</p>	
	<p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p> <p><b><u>Sounds-Write evidence</u></b></p>	

	<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>	
<p>Increase adult to child ratio in all classes during English lessons. £40,000</p> <p>Access to 1:11:3 teacher led intervention depending on the need across school. £5000</p> <p>Deliver consistent approaches to teaching reading setting high expectations for all children. Provide release time for staff training and resources. £2000</p>	<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> <p>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.</p>	1
<p>Increase adult to child ratio in all classes during mathematics lessons. £40,000</p> <p>Access to 1:11:3 teacher led</p>	<p><b>EEF</b> - 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</p>	2

<p>intervention depending on the need across school. £5000</p> <p>Deliver consistent approaches to teaching maths setting high expectations for all children. Provide release time for staff training and resources. £2000</p>	<p>mathematics curriculum resources and interventions to raise attainment. Professional development (PD) is key to raising the quality of teaching and teacher knowledge.</p> <p>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.</p>	
--	--	--

### Targeted academic support

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase adult to child ratio in class during afternoon sessions to increase reading opportunities for children who do not read regularly. £40,000</p>	<p>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</p>	5

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Re-introduce Connecting with Children and Lego Therapy to meet the mental health needs of individual children. £1000	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	3
	This will be supported by a range of in school interventions and whole class strategies.	
Employment of Positive Futures Worker to support and engage pupils and families with a focus on safeguarding, attendance and engagement in Reading. Monitor pupil's emotional wellbeing, attainment and progress. £18,000	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. Social and emotional learning approaches have a positive impact, on average, of <b>4 months'</b> 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 monitor the efficacy of SEL approaches in their settings.	3,4
Enrich curriculum experiences through trips and visitors in with a focus on Reading. £8,000	Arts Participation +3 SEM 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.	6
Maintain OPAL to enrich playtime experiences for all pupils. Develop the role of play leaders to further support children to engage in these experiences. £5000		
Contribution to the funding required to run a breakfast club throughout the year. £2000		

**Total budgeted cost: £181,500** (*£1873 Contingency*)

£181,500

**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 2021-2022 academic year.



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. 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.

### **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 were 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 pupil’s ability to deal with challenges of the academic year although the more formal interventions could not happen 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**

<b>Programme</b>	<b>Provider</b>
Sounds Write	Sounds Write
Connecting With Children	Durham Local Authority
OPAL Training	OPAL

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

Governors are involved in evaluating our Pupil Premium Strategy termly.

**Please note:** Governors review this document at each termly Full Governing Body meeting.

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		