

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

This is a three year plan which includes how we intend to spend the funding each academic year and a review of the effect the previous year's spending. These updates are given in coloured italics:

2021-2022 review

2022-2023 update

School overview

Detail	Data
School name	St Mary's Cockerton
Number of pupils in school	186 <i>196</i>
Proportion (%) of pupil premium eligible pupils	33% <i>35.7%</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	<i>July 2023</i>
Statement authorised by	Wendy Aitken Executive Principal
Pupil premium lead	Kaye Boyce Vice Principal
Link governor	Pat Abbott

Funding overview

Detail	Amount		
	2021 - 2022	<i>2022 - 2023</i>	
Pupil premium funding allocation this academic year	£89,355	<i>£91,410</i>	
Recovery premium funding allocation this academic year	£9,280	<i>£9,396</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	<i>£0</i>	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,635	<i>£100,806</i>	

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Cockerton Church of England Primary is slightly smaller than the average-sized primary school. The proportion of disadvantaged pupils is above the national average. The vast majority of pupils are of White British heritage and speak English as their first language. The majority of the children come from families who live in the immediate locality which is a mix of Local Authority, privately rented and privately owned housing.

St. Mary's Cockerton School is distinguished by its Christian foundation and the principles that flow from this. The school is committed to developing the full potential of its pupils as individuals – spiritually, emotionally and academically.

Our curriculum brings a broad base of knowledge and skills, with a community and global perspective. As children grow through the school, they travel the world – and study the national curriculum objectives through their travels. We go on expeditions, and are expected to travel 'wearing' our core values (inspired by the words of Paul to the Ephesians in Chapter 6). We want our children to lift up their eyes to see the world, and recognise that they can play an integral part in the world. The growth of wisdom comes for all of us, adults and children, as we come to understand our own place in God's world, and how we can learn from what has gone before, appreciate what is now, and hope for transformation to a better future.

Challenges

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

Challenge number	Detail of challenge
1	Transition information, baseline assessments, observations and discussions with children and families show that disadvantaged children begin early years with lower levels of literacy, language and communication than their peers.
2	Phonic tracking identifies that disadvantaged children make good progress but have lower starting points than their peers which slows their reading development
3	Our assessments show that many of our disadvantaged children have limited vocabulary which restricts their ability to comprehend a wide variety of texts and hinders their independent writing
4	Many disadvantaged children and their families have low aspirations around engagement with school (including attendance) and future career prospects
5	Pupils within the bottom 20% of attainment require significant additional support in core areas of reading, writing and maths
6	Gaps in skills and knowledge are evident, particularly in core subject areas, due to disruptions in learning.

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
Improved levels of communication, language and literacy	A New Early Years Curriculum devised and implemented, fully resourced and part of whole school curriculum approach Regular monitoring shows an effective and significant focus on communication, literacy and language Observations and assessment show increasing proportion of children enter the next stage of learning with skills and knowledge appropriate for their age. Children meet the Early Learning Goals for communication, language and literacy
Improved reading attainment among disadvantaged children	A systematic approach to early reading has been developed, implemented and monitored The early reading approach feeds into the Key Stage 1 and 2 approach with quality resources and links with home Families have a good understanding of how to support their child with reading at home In end of year reading assessments, the attainment gap between disadvantaged and non-disadvantaged children has reduced
Children are able to use and understand a wide range of rich vocabulary in their communication, reading and independent writing	Children understand and use ambitious vocabulary within their communication, reading and writing Explicit and regular teaching of vocabulary is evident in all year groups and in all subjects is evidenced in lessons, discussion with children book scrutiny and ongoing formative assessment
Children have high aspirations and an awareness of the opportunities open to them	Curriculum teams identify careers linked to the subject and opportunities to raise awareness / experience these are mapped across the school Children have high aspirations for their future education / career prospects At age appropriate levels, the children can articulate how their learning in school can contribute to future life prospects
The lowest 20% receive the support to close the gaps in their knowledge and skills in core areas of learning	Regular assessment and monitoring of progress identifies children in the lowest 20%. School-led tutoring grant, pupil premium and recovery premium provided tailored, specific interventions, tutoring and support that builds on quality first teaching in the classroom Progress from baseline assessments show improvements over time in reading, writing and maths as well as attitude to learning
Disadvantaged children, working at and above age related expectations, have ambitious targets	A wide range of cross-curricular opportunities for middle and higher attaining disadvantaged children are delivered to add to their cultural capital
Children are working within their age related expectations	Gaps identified through a range of assessments used to plan future learning and target specific objectives and children In year assessments show improving performance over time and accelerated progress towards age related expectations End of year summative assessments show progress for all

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: £45,000

Budgeted cost: £45,000

All activity to continue to embed throughout all year groups as relevant

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

Where schools targeted the funding well, they used research evidence to inform their thinking.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in EYFS curriculum and supporting training communication, literacy and language	EEF – oral intervention study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>Significant training is required to implement a new framework and approach</i>	1
Read Write Inc. training disseminated to all staff	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – teaching interventions study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,5,6
Read Write Inc. resources to support whole class teaching	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Additional teaching capacity for tuition / intervention programmes	EEF – small tuition study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. EEF – use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	5,6

	<p>Add value to the work of the teacher by delivering brief, but intensive, structured interventions following high quality classroom teaching</p> <p>Delivery of structured, targeted interventions in one-to-one or small group settings shows a consistent impact on attainment and extends work inside the classroom with children understanding the links between them</p>	
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff for delivery, administration and analysis</p>	<p>https://www.headteacher-update.com/best-practice-article/interpreting-the-outcomes-of-standardised-tests/182940/</p> <p>This report from September 2018 concluded that high-quality standardised tests can ensure the data gained is reliable and meaningful</p>	3
<p>Enhancements to reading materials</p>	<p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1,2,3
<p>Implement White Rose as the core approach to teaching maths</p> <p>CPD for staff</p>	<p>EEF – improving mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	5,6
<p>Apply the SEEC model to improve disciplinary literacy through specific vocabulary - based on the Tees Valley Combined Authority Collaboration and Innovation Funded science project started in 2020/21</p>	<p>‘Closing the Vocabulary Gap’, Alex Quigley Routledge; April 2018</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	3

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

Budgeted cost: £35,000

Budgeted cost: £50,000 Rise due to reduction of subsidy for Academic Mentor from 95% to 60%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition/intervention programmes	<p>EEF – small tuition study</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	5,6

Nuffield Early Language Intervention	EEF – teaching interventions study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Additional Read Write Inc sessions targeted on disadvantaged children who require additional phonics support	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
National Tutoring Programme provides a mix of tuition, mentoring and tutoring <i>Academic Mentor only</i>	EEF – one to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF - small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5,6

Wider strategies

Budgeted cost: £15,000

Budgeted cost: £5806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD – curriculum approach linked to future careers	http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf Overall, the evidence from analysing free school meals (FSM) data is that: white British children eligible for FSM are consistently the lowest performing ethnic group of children from low income households, at all ages...; the attainment ‘gap’ between those children eligible for free school meals and the remainder is wider for white British and Irish children than for other ethnic groups; and this gap widens as children get older. Page 10 – Where a child comes from now matters more for their success in later life than it did a generation ago	4
Devise, implement and monitor new Behaviour Policy	EEF – improving behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour <i>‘When the Adults Change, Everything Changes: Seismic shifts in school behaviour’</i> , Paul Dix, Independent Thinking Press, June 2017 <i>‘The Chimp Paradox’</i> and <i>‘My Hidden Chimp’</i> Prof Steve Peters, Studio Press, November 2018 <i>‘Young children’s development and deprivation in England’</i> , Rachel Classick, Chris Hope, and Caroline Sharp, NFER, July 2021 This study investigated how deprivation relates to the learning outcomes of five-year-old children in England. The multiple factors	2,5 COMPLETE

	<p>affecting the development of children from deprived backgrounds suggest the need for a wide-ranging response from teachers including encouraging persistence and on-task behaviour</p> <p>https://www.nfer.ac.uk/iels-thematic-report-young-children-s-development-and-deprivation-in-england/</p>	
Devise, implement and monitor new Homework Policy	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>High impact for very low cost based on very limited evidence</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil.</p> <p>Careful linking with classwork and consideration of optimal amount of homework</p>	2 <i>COMPLETE</i>
Deliver ELSA intervention sessions	<p>EEF - Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <ul style="list-style-type: none"> • Teach SEL skills explicitly • Integrate and model SEL skills through everyday teaching • Plan carefully for adopting a SEL programme • Use a SAFE curriculum: Sequential, Active, Focused and Explicit • Reinforce SEL skills through whole-school ethos and activities • Plan, support, and monitor SEL implementation 	4
Monitor absence and identify and remove barriers to attendance	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up</p> <p>Addressing the root causes of their disengagement - with a particular emphasis on the problems pupils and their families face at home</p>	4
Contingency fund	Small amount of funding to meet costs incurred due to unexpected circumstances given the ever changing situation related to COVID-19	All <i>No longer relevant</i>

Total budgeted cost: £95,000

Total budgeted cost: £100,806

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 to 2022 academic year.

Children meet the Early Learning Goals for communication, language and literacy

The 2021-2022 Reception cohort profile was: 27 children, 37% disadvantaged

In the Prime Areas for communication and language 50% of disadvantaged children met the ELGS, 64% of non-disadvantaged children met them. Of the disadvantaged children, one was EAL and one has an EHCP

In end of year reading assessments, the attainment gap between disadvantaged and non-disadvantaged children has reduced

At age appropriate levels, the children can articulate how their learning in school can contribute to future life prospects

Progress from baseline assessments show improvements over time in reading, writing and maths as well as attitude to learning

End of year summative assessments show progress for all

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

Core aims of supporting pupils both academically and personally through the challenges of a pandemic formed the majority of the strategy statement for 2020-21, which had to be significantly revised and adapted to include a COVID Catch-up Strategy. The original Pupil Premium funding allocation was primarily targeted to cover staffing costs to enable interventions and CPD. Whilst the interventions could not take place exactly as planned, the staff were deployed to support home learning and the children able to attend school. Ensuring pupils felt safe, happy and settled across the year- through various forms of learning- was the top priority.

Building on the needs of the previous academic year, the school developed significant training in a remote learning package to enable pupils to engage with learning remotely where needed.

Our internal assessments when school fully reopened in March 2021 and then again in July 2021 suggested that the attainment of disadvantaged children continued to be lower than their non-disadvantaged peers. This mirrors research carried out following the start of the pandemic in March 2020.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<https://www.childrensociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf>

<https://www.evalliance.org.uk/concern-disadvantaged-children-covid-19-disruption-risks-widening-attainment-gap-survey-finds>

There were no statutory assessment for the 2nd year running although it was intended that the Year 4 children would take the multiplication tables check in June 2021. However, the class had to isolate due to a case of COVID so this was not possible.