

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:

School overview

Detail	Data
School name	St Mary's Cockerton
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Wendy Aitken Headteacher
Pupil premium lead	Sarah McTimoney Deputy Headteacher
Link governor	Pat Abbott Trust appointed governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£105,600

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

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: £50,600

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 including Drawing Club, Adventure Island, Squiggle While You Wiggle and Dough Disco	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
Additional 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 Add value to the work of the teacher by delivering brief, but intensive, structured interventions following high quality classroom teaching 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	5
Purchase of standardised diagnostic assessments	https://www.headteacher-update.com/best-practice-article/interpreting-the-outcomes-of-standardised-tests/182940/	3

Training for staff for delivery, administration and analysis	This report from September 2018 concluded that high-quality standardised tests can ensure the data gained is reliable and meaningful	
Implementation of Reading Plus in Years 5 and 6	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,2,3
Mastery Mathematics programme NPQ in maths teaching	EEF – improving mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5

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

Budgeted cost: £35,000

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

Wider strategies

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Start Small, Think Big' Primary Careers Programme	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.	4

	Page 10 – Where a child comes from now matters more for their success in later life than it did a generation ago	
Deliver ELSA intervention sessions	<p>EEF - Improving Social and Emotional Learning in Primary Schools 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 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

Total budgeted cost: £105,600

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 2022 to 2023 academic year.

Improved levels of communication, language and literacy	
Nuffield Early Language Intervention	Delivered with small group of screened children
National Tutoring Programme provides a mix of tuition, mentoring and tutoring	The employment of an academic mentor from September 2022 to Easter 2023 targeted small groups of children for same day intervention to support them to keep up to avoid having to catch up in the future
Improved reading attainment among disadvantaged children	
Read Write Inc. training disseminated to all staff	All staff who deliver RWI have received training and have regular access to coaching sessions, team teaching opportunities and planning support
Children are able to use and understand a wide range of rich vocabulary in their communication, reading and independent writing	
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	Knowledge Organisers across the curriculum have been developed to include precise, targeted, subject specific vocabulary.
The lowest 20% receive the support to close the gaps in their knowledge and skills in core areas of learning	
Additional Read Write Inc sessions targeted on disadvantaged children who require additional phonics support	Through pupil progress meetings, targeted interventions gaps in learning are addressed and interventions focused
Disadvantaged children, working at and above age related expectations, have ambitious targets	
Purchase of standardised diagnostic assessments	NFER Reading assessments and beginning and end of block White Rose assessments are completed and subject leads analyse question level results to inform future teaching as well as group/individual targeted teaching
Children are working within their age related expectations (ARE)	
Training for staff for delivery, administration and analysis of assessments	Twice yearly data drops and termly summative assessments alongside work scrutinies and pupil voice activities identify children working below ARE