

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	202
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
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	£96,200
Recovery premium funding allocation this academic year	£0
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	£96,200

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Cockerton CE Primary School is a voluntary aided primary school in the Cockerton council ward of Darlington. We are part of Melrose Learning Trust, and share the Trust's wider vision that we are 'growing together in life in all its fullness'.

We have 202 pupils on roll, with a capacity of 210. Reception, Years 1, 2 and 6 are full – we have spaces in Years 3,4 and 5. For the last 3 years, we have been over-subscribed for entry into Reception.

Our pupils come from a range of background contexts, however the school largely mirrors the council ward of Cockerton in terms of index of deprivation. Darlington's most common type of household (according to Acorn) is 'deprived young families', and the majority of households in Cockerton are categorised as 'financially stretched' (CACI Household profiles). 28% of children in Cockerton are categorised as living in relative poverty. Cockerton is in the bottom third of council wards in Darlington for a range of health indicators (obesity, diet and poor health, healthy behaviour, life expectancy etc).

Although there are some privately owned/mortgaged properties in Cockerton, a significant number of properties are rented from Housing Associations (Railway Housing own a large proportion of Cockerton's rented properties), the LA and private landlords.

In common with most areas of the North East, the population of Darlington is >95% White British (2021 census), and the Cockerton ward is higher than this (97.3%). However, since 2021 there have been marked changes in the population of Darlington, which is reflected in changes in the school population. We now have 19% of pupils who are non-White British, and 9% of our pupils have English as a second language.

Darlington has become home to an increasing number of people originally from Nigeria, Syria, Ukraine and other places outside the EU since 2020. There is also a stable population of people originally from Poland, Romania and other places in Europe. Our school population has become significantly more diverse over the last 4 years, likely because of the large proportion of rented properties in Cockerton. Families from Syria are Muslim, but are supportive of the school's Christian ethos and their children engage well in school life, including Collective Worship. Families from Nigeria are Christian, from a distinctively conservative tradition and are growing used to the liberal catholic tradition of the school. The majority of White-British families identify as Christian, although do not engage in active faith activity.

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 speaking and listening, reading, writing and maths, communication	A high-quality teaching, assessment and a broad and balanced curriculum responds to the needs of pupils Regular monitoring shows an effective and significant focus on early reading, writing and maths 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, Literacy and Mathematics.
Improved reading attainment among disadvantaged children	A systematic approach to early reading is 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 Pupil's writing is at least in line with national averages through the consistent teaching using the 3 key components of transcription, text generation (composition) and executive function following an intensive focus on grammar and punctuation in the first 4 weeks of the academic year.
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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,200

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
Establish nursery provision (3-year olds) to open in September 2025	https://www.gov.uk/government/publications/establishing-school-based-nursery-provision/establishing-school-based-nursery-provision A school-based nursery will help establish and build relationships between families and schools ahead of formal education and offer convenience for parents and carers with other children already attending the primary school.	1,2
CPD in EYFS curriculum and supporting training communication, literacy and language including Drawing Club, Adventure Island, Squiggle While You Wiggle and Dough Disco, developing into Curious Quests in Year 1.	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 including daily reading for the lowest 20%	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
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: £20,000

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

Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Beyond Gender Stereotypes' pilot programme	https://liftinglimits.org.uk/what-we-do/global-boyhood-initiative/ Lifting Limits is a new evidence-based curriculum called Beyond Gender Stereotypes, in partnership with Equipundo: Centre for Masculinities and Social Justice, a US-based non-profit organisation. This curriculum aims to promote gender equality and challenge gender stereotypes for all children aged 7–11 in England. It is designed for delivery as part of Personal, Social, Health and Economic Education (PSHE). The aims of this resource are for pupils to develop the essential knowledge, skills and attributes to recognise and challenge gender stereotypes, develop healthy relationships and ways of expressing emotions, and thrive in the world in which they live.	4
Deliver ELSA intervention sessions	EEF - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel <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	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils.	4

	<p>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified.</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>	
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Total budgeted cost: £96,200

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 2023 to 2024 academic year.

Improved levels of communication, language and literacy	
CPD in EYFS curriculum and supporting training communication, literacy and language including Drawing Club, Adventure Island, Squiggle While You Wiggle and Dough Disco	All programmes were fully implemented. GLD was 63%
Additional Read Write Inc. resources to support whole class teaching	Results in the Year 1 Phonic Screening Check (81%) were higher than national averages (81%)
Mastery Mathematics programme NPQ in maths teaching	Maths subject lead awarded NPQ and is a mastery specialist End of KS2 maths results improved on the previous year by 22% and were the highest since pre-COVID
Monitor absence and identify and remove barriers to attendance	Revised Attendance Policy in place, regular monitoring and partnerships with parents/carers strengthened to enable a support first approach. Whole school attendance (94.49) in line with national average (94.5%)
Improved reading attainment among disadvantaged children	
Implementation of Reading Plus in Years 5 and 6	First year of trial successful completed and contributed to improved reading scores at the end of KS2 (highest in last 3 years)
Children are able to use and understand a wide range of rich vocabulary in their communication, reading and independent writing	
Deliver ELSA intervention sessions	ELSA lead undertook regular update training and delivered sessions with identified children throughout the year, supporting them with their emotions and regulation so they could access learning
Children have high aspirations and an awareness of the opportunities open to them	
'Start Small, Think Big' Primary Careers Programme	Career-led learning embedded in the curriculum with children more knowledgeable about the opportunities available to them and the various pathways they can take
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	Children supported in their phonic acquisition as they move through the school
Disadvantaged children, working at and above age-related expectations, have ambitious targets	
Tuition/intervention programmes	Same-day interventions support children to 'keep up' rather than have to 'catch-up'
Children are working within their age-related expectations (ARE)	
Purchase of standardised diagnostic assessments Training for staff for delivery, administration and analysis	Assessment materials and diagnostic tools used to inform future teaching and track children's progress