

Pupil Premium in our school

Cockton Hill Infants' School received £33,184 in 2011-2012 and are expecting £37,000 approximately for 2012-2013.

At Cockton Hill Infants' School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well staffed at Cockton Hill Infants' School and children in all year groups learn in classes where the staff team includes teacher and support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult. Within this type of organisation, we do give children extra support when they need it.

The Pupil Premium funding has allowed us to continue and extend what we already do - to monitor children's progress and to give additional support when required. Children are not singled out for getting some extra attention and we would never label a child in front of other children for receiving free school meals or being in care.

As well as a variety of resources to support learning and training for staff development, during Academic Year 2011/2012 Cockton Hill Infants' School spent the Pupil Premium on the following:

- An extra part-time Teaching Assistant to support basic Literacy & Numeracy across the school to ensure that the children will benefit from working in smaller groups.
- To fund afterschool & lunchtime sports and gymnastic sessions.
- To offer a range of enrichment activities with our creative curriculum such as; the Animation Projects, Indian artists in school throughout the year, Samba drummers. To ensure the children's language skills can be further developed by giving them lots to talk and write about.
- Some funds were spent on the provision of wooden trim-trail and the area of all-weather grass for the children to access for the most of the year to develop gross motor skills and have while they exercise.

For Academic Year 2012/2013 Cockton Hill Infants' School will spend part of their allocation to develop:

- Early Years provision, particularly creating a fenced off dedicated outdoor area for our youngest children. This will require funding for redeveloping this area of the playground and resourcing it appropriately.
- We will also continue to spend our pupil premium on the additional part-time Teaching Assistant across Key Stage 1 to ensure the smooth running and staffing of a range of interventions to support children who are not making expected progress and to ensure pupil engagement in their learning.
- Pupil Progress meetings will continue to be held on a termly basis with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings will be used to plan and evaluate interventions for children at risk of not making at least expected or better progress and/or achieving age-related levels at the end of the year.

The impact of the pupil premium funding in 2011 has enabled our students to make improvements from the previous year in both attendance and behaviour:

Attendance

Overall attendance has improved from 92.93% in 2011 to 94.7% in 2012 and we have also closed the gap on the National Average from 1.93% to 0.9%. The difference in the absence of FSM children compared to the Non-FSM children has decreased from 3.41% in 2011 to 3% in 2012. The trends here are positive.

Behaviour

The overall behaviour of the children has also improved, the school has focused on developing positive experiences as well as targeted programmes to address self-esteem and social skills such as Getting Along and Dinosaur School.

The children now enjoy coming to school and the enriched, interesting curriculum ensures that they are motivated to learn.

Pupil Premium funds this academic year are to be focused on raising attainment through intervention groups targeting reading and writing skills.