



# Cockton Hill Infants' School

“Creating Learners for Life.”

## Pupil Premium Allocation 2019-20

Cockton Hill Infants' School acknowledges the contribution of funds allocated by the Government specifically for children who access free school meals, have parents who are in the armed forces or who are looked after. These pupils generate Pupil Premium (a monetary amount paid into the school budget) and these pupils in our school are closely tracked and monitored throughout their school life to ensure they make as much progress as possible.

### 2019/20 Pupil Premium Allocation: £85,000

Our school budget allocation is used resourcefully to ensure a significant impact in learning for these eligible groups of pupils. This year we have been allocated £85,000 to narrow the attainment gap between disadvantaged and other pupils.

#### Main Barriers to Educational Achievement

Our school has a higher than average eligibility for Pupil Premium, approximately 54% of our children are eligible for this funding whereas the national average is 23%. Across our school, the typical barriers to educational achievement for these children could be seen as:

Children's starting points are often below those of their peers, so need to catch up rapidly. This is particularly true in terms of early language and communication skills.

- Many children entitled to pupil premium do not attend our pre-school nursery, joining the cohort in the Reception class.
- Some families cope well with the day-to-day care of their children, many struggle to pay for the “additions” to the curriculum, such as school trips.
- Sometimes parents require support with changing habits and routines at home which could be detrimental to the educational development of their children. For example, bedtime routines, attendance issues or lack of homework routines.

Cockton Hill Infants' School has allocated this funding to:	Amount Allocated
<b>Literacy and language interventions/support</b> – high staffing levels to ensure low adult:child ratios in Reception, Year 1 and Year 2. Over the past 3 years this has been a highly successful strategy in raising attainment across the school and maintaining rapid progress of disadvantaged youngsters. <ul style="list-style-type: none"> <li>• 2 extra members of Teaching staff 2019-20- deployed across school</li> <li>• Language development               <ul style="list-style-type: none"> <li>○ ICT Subscriptions - Phonics Play &amp; Twinkl</li> <li>○ Speech &amp; Language support from dedicated TA</li> </ul> </li> </ul>	£48000
<b>Targeted TA support</b> for PP children <ul style="list-style-type: none"> <li>• Academic interventions – 2 x TA's x 3 sessions</li> </ul>	£15000
<b>Best attendance</b> possible for PP children <ul style="list-style-type: none"> <li>• HLTA/Admin focusing on attendance and parental support for vulnerable groups.</li> </ul>	£8500
<b>Nurture Group</b> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Staffing</li> </ul>	£1000 £2000

<b>Promotion of Health, Wellbeing and Pastoral support</b> <ul style="list-style-type: none"> <li>• Early Intervention/Behaviour Support Team</li> <li>• Milk for children</li> </ul>	£3300
<b>Extra curricular activities</b> <ul style="list-style-type: none"> <li>• Hula Hooping</li> <li>• Forest Skills</li> <li>• Dance/Cheerleading</li> <li>• Craft activities involving parents</li> <li>• Homework Club</li> </ul>	£2700
<b>Communication with parents – Life Channel and Tapestry – Annual Subscriptions</b>	£3000
Offer an <b>enriched curriculum</b> to provide a range of opportunities and experiences to develop vocabulary, self confidence etc. <ul style="list-style-type: none"> <li>• Lingotots – French lessons across the school</li> <li>• Birds of Prey</li> <li>• BA College - Drama and Transport</li> <li>• Trips (subsidised) <ul style="list-style-type: none"> <li>○ Adventure Valley</li> <li>○ Durham Cathedral</li> <li>○ Bowes Museum</li> <li>○ Low Barns</li> </ul> </li> </ul>	£5000
<b>Total</b>	<b>£88500</b>

## Impact Statement for PP funding for 2019/20

### **Impact of PP funding for 2019/20**

Given that from the 20<sup>th</sup> March 2020, the school was shut due to the Coronavirus pandemic, it is very difficult to state the impact of funding. Below we have attempted to present some assessment data which may (to an extent) show the impact of the funding. However, it is largely impossible to analyse this data more thoroughly given the circumstances.

#### **Early Years Assessment Data**

##### February 2020 Assessment Data

Based on Feb 2020 data approximately 67% of disadvantaged pupils were predicted to achieve a GLD or above. In terms of non-disadvantaged pupils, 83% were predicted to achieve GLD or above. The gap between disadvantaged and non-disadvantaged therefore stands at 16%.

#### **Year 1 Assessment Data**

##### March 2020 Assessment Data

ARE+	Reading	Writing	Maths
All	88%	86%	82%
Disadvantaged	83%	72%	72%
Non-Disadvantaged	91%	93%	87%

#### **Year 2 Assessment Data**

##### March 2020 Assessment Data

ARE+	Reading	Writing	Maths
All	75%	69%	70%
Disadvantaged	69%	60%	63%
Non-Disadvantaged	84%	84%	84%

#### **Strengths in 2019/2020**

- The gap between disadvantaged and non-disadvantaged has narrowed to 16% in Early Years.
- 67% of disadvantaged pupils were predicted to achieve GLD. This is an increase of 8% on last year.
- The gap between disadvantaged and non-disadvantaged pupils in Year 1 is particularly pleasing for maths and reading.
- Given the starting points in Year 2, the narrowing of the gap in all areas is pleasing.
- It was noted by our EDP that the development of reading skills and a love of books are a key part of the philosophy of the Reception and Nursery Team. This appears to have had an impact on the literacy element of GLD in Reception.