

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cockton Hill Infants' School
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	43% (October 2020) 51% (Sept 2021)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22
Date this statement was published	8.10.21
Date on which it will be reviewed	20/7/21
Statement authorised by	Tom Cuthbertson
Pupil premium lead	Tom Cuthbertson
Governor / Trustee lead	Robert Woods

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,400
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,100

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body at Cockton Hill Infants' School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities from our engaging and stimulating curriculum offer.

## Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of our children live in vocabulary poor households. For those children, their chances to develop the vocabulary they need to be effective readers has been severely hampered by 6 months absence from school.
2	Lockdown experiences for our children have differed significantly. Some children have accessed very little home learning whilst others have engaged well with our home learning offer.
3	Lockdown experiences may have impacted significantly on pupil's social and emotional development. Pupils may have had a lack of social interaction during lockdown. Pupils may have experienced illness in their family or isolation from significant family members.
4	Many of our families struggle to afford or access activities such as those on offer at school. COVID-19 has made access to such activities even more difficult.
5	Many of our families cannot afford or do not have access to quality opportunities and experiences. COVID-19 has limited opportunities in this area.

## 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
To ensure that disadvantaged pupils make rapid progress in their literacy and language learning	<ul style="list-style-type: none"> <li>- In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in reading and writing.</li> </ul>
Targeted Interventions for disadvantaged children to allow them to make rapid progress	<ul style="list-style-type: none"> <li>- In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in all areas.</li> <li>- Intervention monitoring sheets will demonstrate progress for disadvantaged pupils from baseline points.</li> </ul>
Ensure that our wellbeing/pastoral care offer addresses the significant issues that can impact on pupil well-being.	<ul style="list-style-type: none"> <li>- CPOMS will document multi-agency working and attendance at TAF meetings</li> <li>- Referrals to other agencies and/or our behaviour support worker will be made swiftly.</li> <li>- CPOMS will document the improvement of behaviour/well being</li> </ul>
Our disadvantaged pupils will have the opportunity to attend high-quality curricular/extracurricular experiences that develop vocabulary, self-confidence and a range of other skills.	<ul style="list-style-type: none"> <li>- Registers for after school clubs will indicate high uptake by disadvantaged pupils</li> <li>- Our curriculum will be enriched by a variety of trips attended by disadvantaged pupils.</li> <li>- Our curriculum will be enriched with a variety of experiences.</li> </ul>

## 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: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Literacy Interventions/support - 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.</p> <ul style="list-style-type: none"> <li>• 1 extra member of Teaching staff 2021-22 deployed in Year 2</li> <li>• Extra TA 2021-22 in Year 1</li> <li>• Extra TA 2021-22 in Year R</li> </ul>	<p>Recent research (Skipp and Hopwood, 2019) indicated that TAs can have a significant impact on attainment when utilised to deliver targeted support such as a speech and language program. This is particularly true when the program being delivered is evidence-based.</p>	<p>1,2</p>
<p>Sounds-write phonics Training booked for support staff. This will enable them to deliver targeted phonics support interventions led by the teachers.</p>	<p>The DfE (2012) completed an evaluation on Soundwrite training stating that the program puts attendees in a strong position to “deliver teaching that will achieve the outcomes of the DfE core criteria. The training is also particularly strong in preparing teachers to support children who fall behind the expected schedule”</p>	

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support for PP children <ul style="list-style-type: none"> <li>• Academic interventions – 2 x TA’s x 3 sessions</li> </ul>	Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. This is particularly true when they are utilised to deliver targeted support such as intervention groups. In school our interventions are planned by teachers and delivered by TAs.	1,2
<ul style="list-style-type: none"> <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>	Our TA in school that is dedicated to speech and language utilises evidence based programs devised by qualified speech and language therapists. This is supplemented by resources from some of our subscriptions.	1,2
<ul style="list-style-type: none"> <li>• Lexia literacy program purchased</li> </ul>	Macaruso et al (2019) noted that more than 90% of low performing children achieved age related or above in reading scores after engaging in Lexia.	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Promotion of Health, Wellbeing and Pastoral support</b>	Previous work in school from our behaviour support worker has been very effective in terms of positively impacting pupil	3

<ul style="list-style-type: none"> <li>• Early Intervention/Behaviour Support Team</li> <li>• Milk for children</li> </ul>	<p>behaviour at home and/or in school.</p> <p>Moreover Clarke (2020) identified a positive correlation between pupil wellbeing and academic achievement.</p>	
<p><b>Extra-curricular activities</b></p> <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>	<p>Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.</p>	1,3,4,5
<p>Offer an <b>enriched curriculum</b> to provide a range of opportunities and experiences to develop vocabulary, self-confidence etc.</p> <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>	<p>Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.</p>	1,3,4,5

**Total budgeted cost: £92,000 (additional £900 covered by school budget)**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. However, 20/21 in school data indicated the following:

- The data collected on intervention groups suggests that they have been very successful in addressing the specific focus identified.
- Throughout the pandemic, children's access to other services such as speech and language services has been limited. Teaching assistants have been able to deliver specific speech programs from speech and language therapists to address this. Assessment data suggests that significant progress has been made in this area.
- The behaviour support worker has been involved with a number of pupils in school this year. For some this has been around their behaviour at home and socialising in school. The majority of the work this year has been around coping with bereavement. This work has been successful in helping pupils emotional needs, improving their readiness for learning.
- Following lockdown we were able to reintroduce after school clubs including hula hooping, cycling skills, crafts and football. These have been predominantly attended by disadvantaged pupils and have been extremely well attended. Staff have noted an increase in confidence for many children.
- Our curriculum enrichments have incurred some significant disruption due to the pandemic, and so the impact is difficult to judge. However, the children in school have had access to French lessons both in school and during periods of remote learning. We have also been able to reintroduce some of our enhancements such as the birds of prey and more recently a music festival which included music workshops from Back Chat Brass. Following all of these enhancements, the children have had a chance to explore the vocabulary related to these experiences through literacy/ numeracy / music sessions. This has been successful.

### Externally provided programmes

Programme	Provider
Sounds-write Phonics	Sounds-write
Lexia Core 5	Lexia

## Further Information

### References

Macaruso, P., Wilkes, S., Franzén, S. and Schechter, R., 2019. Three-year longitudinal study: Impact of a blended learning program—Lexia® Core5® Reading—on reading gains in low-SES kindergarteners. *Computers in the Schools*, 36(1), pp.2-18.

Clarke, T., 2020. Children's wellbeing and their academic achievement: The dangerous discourse of 'trade-offs' in education. *Theory and Research in Education*, 18(3), pp.263-294.

Department for Education (2012) An Evaluation of Sounds-Write by the Department for Education, [www.sounds-write.co.uk](http://www.sounds-write.co.uk) (retrieved 6/10/21).

Dixon-Krauss, L. (2001). Using literature as a context for teaching vocabulary. *Journal of Adolescent & Adult Literacy*, 45(4), 310–318.

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Skipp, A. and Hopwood, V., 2019. *Deployment of teaching assistants in schools*. Department for Education.