

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	165
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23
Date this statement was published	8.10.22
Date on which it will be reviewed	20/7/23
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	£99,720
Recovery premium funding allocation this academic year	£10,585
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	£110,305

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 with little or no access to texts. For those children, their chances to develop the vocabulary they need to be effective readers has been severely hampered.
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. The cost of living crisis 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. The cost of living crisis has further 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"> - In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in reading and writing.
Targeted Interventions for disadvantaged children to allow them to make rapid progress	<ul style="list-style-type: none"> - In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in all areas. - Intervention monitoring sheets will demonstrate progress for disadvantaged pupils from baseline points.
Ensure that our wellbeing/pastoral care offer addresses the significant issues that can impact on pupil well-being.	<ul style="list-style-type: none"> - CPOMS will document multi-agency working and attendance at TAF meetings - Referrals to other agencies and/or our behaviour support worker will be made swiftly. - CPOMS will document the improvement of behaviour/well being - Parental Engagement to improve
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"> - Registers for after school clubs will indicate high uptake by disadvantaged pupils - Our curriculum will be enriched by a variety of trips attended by disadvantaged pupils. - Our curriculum will be enriched with a variety of experiences.

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: £ 60,000

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"> • 1 extra member of Teaching staff 2022-23 deployed in Year 2 • Extra TA 2022-23 in Year 1 • Extra TA 2022-23 in Year R 	<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>Work with a Professional Learning Advisor to develop the guided reading provision in school to improve reading outcomes for pupils in KS1.</p>	<p>The Education Endowment Foundation have found the teaching of reading comprehension strategies has a significant impact on reading attainment for relatively low cost.</p>	<p>1,2</p>

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

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support for PP children <ul style="list-style-type: none"> • Academic interventions – 2 x TA’s x 3 sessions 	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"> • Language development <ul style="list-style-type: none"> ○ ICT Subscriptions - Phonics Play & Twinkl ○ Speech & Language support from dedicated TA 	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"> • Lexia literacy program purchased 	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
<ul style="list-style-type: none"> • Books for a School Pop-up Library purchased in addition to further books aligned with the soundwrite program for home reading 	Research indicates that children that have greater access to books read more frequently and have greater reading motivation (Zucker et al, 2022). Storybook reading contributes to children's language, literacy and academic development.	1,2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promotion of Health, Wellbeing and Pastoral support</p> <ul style="list-style-type: none"> • Early Intervention/Behaviour Support Team • Milk for children • Parent Liaison Worker employed to help remove barriers to learning and engage parents in their child's learning 	<p>Previous work in school from our behaviour support worker has been very effective in terms of positively impacting pupil behaviour at home and/or in school.</p> <p>Moreover Clarke (2020) identified a positive correlation between pupil wellbeing and academic achievement.</p> <p>A number of studies including Ma et al (2016) have concluded that parental engagement can have a positive impact on pupil attainment.</p>	<p>3</p> <p>3</p>
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Hula Hooping • Forest Skills • Dance/Cheerleading • Craft activities involving parents • Homework Club 	<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>	<p>1,3,4,5</p>
<p>Offer an enriched curriculum to provide a range of opportunities and experiences to develop vocabulary, self-confidence etc.</p> <ul style="list-style-type: none"> • Lingotots – French lessons across the school • Birds of Prey 	<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>	<p>1,3,4,5</p>

<ul style="list-style-type: none">• Living Eggs• Puzzle Days• BA College - Drama and Transport• Trips (subsidised)<ul style="list-style-type: none">○ Adventure Valley○ Durham Cathedral○ Bowes Museum○ Low Barns		
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Total budgeted cost: £110,500 (additional £195 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 2021 to 2022 academic year.

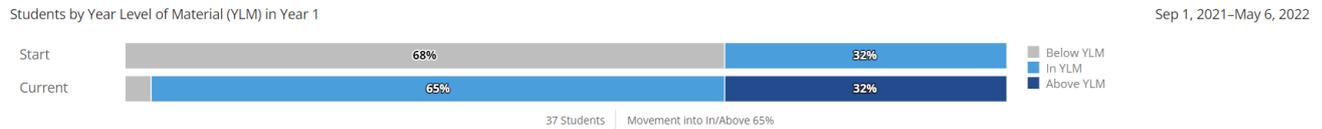
The Data suggests that the percentage of Year 2 children achieving age-related expectations is very similar to the national figure. Given the low starting points for that particular cohort, this indicates that they have made accelerated progress. This school cohort began Reception with 56% below age-related expectations in reading, 61% below age-related expectations in writing and 56% below age-related expectations in number.

It is also important to note that the small gap between national and school data in reading equates to less than 1 child (each child in school data equates to 2.3%).

Year 2 Pupils Achieving Age-Related or Above		
	National Data	School Data
Reading	67%	66%
Writing	58%	58%
Maths	68%	68%

- The data collected on intervention groups suggests that they have been very successful in addressing the specific focus identified.
- Access to speech and language therapists in the area is poor with children receiving very little contact time. Teaching assistants have bridged this gap through delivering specific speech programs from speech and language therapists to address speech and language needs. 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. Other pupils have had some input regarding attachment. This work has been successful in helping pupil's emotional needs, improving their readiness for learning.
- Attendance for pupil premium pupils last year was 92.16%. This compares favourably to non-pupil premium attendance which was 94.27%. This indicates that attendance barriers are being successfully dealt with.

- We have been 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.
- Lexia has had a significant impact on educational outcomes as indicated below.



- Soundwrite has had a significant impact on phonics test scores, with 74% of children in Year 1 achieving the expected standard. 63% of the pupil premium group in school achieved the expected standard in the phonics test. This is slightly higher than the national figure for this group which was 62%. It is important to note that this year group contained 4 children with high SEND needs that were disapplied from the test. If we take these children out of the data, 82% of children met the expected standard (71% pupil premium). This compares favourably to national data which indicates that 75% of children achieved the expected standard.
- Our curriculum enrichments have continued this academic Year. We have had puzzle days, birds of prey, French lessons, visits to the pantomime and other trips. In terms of curriculum enhancements, we have had Living eggs, live butterflies, smoothie bike and many more valuable experiences. 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
Lexia Core 5	Lexia

Further Information

References

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