

Pupil premium strategy statement – Cockwood Primary School

1. Summary information			
School	Cockwood Primary School		
Academic Year	2020/21	Total PP budget	£11380
Total number of pupils	93	Number of pupils eligible for PP	8 (12%) + 2 Service - Funded (Sept data – 13 pupils PP)

2. Current attainment			
End of Year 6 outcomes for PP pupils	<i>PP outcomes 2020 3 pupils in Year 6</i>	<i>PP outcomes 2020 2 pupils in Year 6</i>	<i>PP outcomes 2019 0 pupils</i>
% achieving expected standard or more in reading, writing and maths		No data available Covid	0 pupils
% making at least expected progress in reading (whole school)			88%
% making at least expected progress in maths (whole school)			75%
% making at least expected progress in writing (whole school)			75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language difficulties
B.	Poor Literacy and Maths knowledge
C.	Emotional health of pupils when in school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Health/emotional difficulties for families as circumstances change or become more challenging Attendance for pupils due to Covid pandemic

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved outcomes in Maths for all pupils Gaps in learning are identified early and narrowed.	At least expected progress made across the year.
B.	Improved outcomes in Reading and Writing – greater confidence, understanding and fluency. Better use of vocabulary across subjects.	At least expected progress in Reading and Writing. Improvements in the understanding and use of vocabulary evident across all subjects.
C.	Pupils happy, confident learners, engaged in a range of activities. Staff are able to support pupils and families to address health/emotional difficulties.	Pupils and parents feel that they are being supported. Pupils are attending well and parents are reassured in the systems in place within school. Pupils can access their learning more confidently. Pupils are clear on who they can talk to when they are having difficulties. Staff are confident in delivering mindfulness in order to support all pupils, but particularly the most vulnerable.
D.	Pupils in Class 1 and 2 receive additional 1-1 time with their class teacher and TA's for individualised pre-teaching and consolidation. Experienced TA's used for most vulnerable pupils.	Pupils make at least expected levels of progress in Maths, Reading and Writing throughout the year.

5. Planned expenditure	
Academic year	2020/21
Objectives in spending:	
<ul style="list-style-type: none"> • For all pupils to achieve emotional well-being and engage positively in all aspects of their learning • All pupils to have the opportunity to fulfil their academic potential despite deprivation factors • To ensure all gaps in learning are quickly identified and pupils achieve targeted support to address these gaps. 	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality CPD for staff to improve outcomes – especially in Maths and Literacy.	<p>Collaboration with teaching schools, outside agencies (Exeter Consortium training) and other MAT schools to up-skill subject leaders. SLN for all class teachers.</p> <p>Succession planning – develop future SENCO to support vulnerable pupils.</p> <p>Apprenticeship training for newly appointed TA</p>	<p>CPD will improve subject leader knowledge – leading to improved pupil outcomes.</p> <p>New TA – has a specific role in supporting pp pupils.</p> <p>Focus on whole school reasoning – recommendation from last Ofsted inspection. Continue from last year.</p> <p>New curriculum requirements in non-core subjects – ensure inclusion for all vulnerable groups. Continue to develop a broad and effective <i>knowledge rich</i> curriculum offer. Post Covid – pupil engagement and enjoyment key to success.</p>	<p>Monitoring procedures.</p> <p>Impact from training cascaded in staff meetings.</p> <p>TA completed training and has opportunities to work with vulnerable groups.</p> <p>TA completed apprenticeship – Exeter College</p> <p>Curriculum planning and progression documents are analysed for effectiveness.</p> <p>Staff and pupil feedback.</p> <p>SENCO Award completed.</p>	LC	July 2021 (£3500)
The curriculum matches the changing needs of the school population post Covid, and additional support is available to enhance key areas, such as outdoor provision and PSHE.	Purchase key resources to support mental health and wellbeing, such as 1Decision package.	Supporting the mental well-being of all members of the school community will lead to happier children and better academic outcomes.	Plan 1Decision activities into the curriculum, ensuring it is integral to all PSHE planning. Monitor outcomes through pupil and staff surveys, lesson obs, book scrutiny.	LC GW	Termly
Total budgeted cost					£4500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Additional 1-1 and small group support Literacy and Maths in Class 1 and 2. Appt of experienced TA	Targeted interventions for specific pupils to include Precision Teaching, small group teaching to identified objectives etc.	Interventions in line with need. Focus on key skills. Use of Maths lead/teaching staff where possible to support disadvantaged pupils. Gaps need to be identified and narrowed for vulnerable pupils through targeted support.	Lesson and book monitoring. Appraisal targets and ongoing discussions.	HH/LC	End of term data drops.
Class teacher allocated time (1 afternoon per week) to support less able/underperforming pupils in Class 1. Support DF in Class 2 – Literacy support for class teacher.	Support class teacher and English Lead in providing pre-teaching opportunities and consolidation of concepts for pupils. Provide time to support DF with Reading and Writing outcomes	Use of experienced member of staff to support colleague – wider impact for pupils in Class 2. Excellent knowledge of the English curriculum through SLN and AR training. Can support the monitoring of vulnerable and underperforming pupils. Coherence with overall class planning.	Review of data. Discussions with member of staff and pupils. Pupil progress meetings	LC/AR	End of term data drops. Year 6 outcomes July 2021.
Improve attendance rates for specific pupils.	Direct involvement – HT and families. Regular discussions – EWO involvement if necessary.	Good attendance is vital for PP children to succeed at school.	Review attendance and performance outcomes for targeted children. Termly at a minimum.	LC	Termly.
Total budgeted cost					£5000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Social and emotional support for all pupils and families.	Whole school mindfulness training for staff – year long.	Mental health support for pupils and parents will lead to better academic progress and better attendance. Positive staff well-being will support all learners to achieve and succeed. The programme will help staff to support pupils in class with practical mindfulness activities which can be used across the school.	Regular planned sessions for staff throughout the year. Pupil and staff feedback – ongoing. Evidence of pupils being supported through whole class or targeted mindfulness sessions.	HH/LC	July 2021
Pupils receive a rich and varied curriculum	Financially support individual families where cost may prevent participation in visits/clubs – such as Forest School costs. Individual support for poor swimmers – sequences of additional lessons funded.	Equality of provision and being treated as all other pupils allows children the same opportunities for enjoyment and learning. All children should be able to swim when they leave primary school. Outdoor learning supports all pupils, but particularly the most vulnerable. Post Covid – it is important to ensure pupils have many opportunities to learn outside the classroom.	LC to assess individual cases throughout the year. HT attends FS sessions to evaluate effectiveness for vulnerable pupils.	LC	Pupil feedback and participation data. Parent feedback
Total budgeted cost					£1500

6. Review of expenditure July 2021

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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