

Cockerham Parochial C of E Primary School

Pupil Premium Strategy Statement 2023 - 2024

Pupils in school	8/73
Proportion of disadvantaged	11%
Pupil Premium Allocation	8 children currently April 2023 – March 2024 allocation £13,942
Academic years covered in by statement	2023 - 2024
Statement authorised by	Governing Body
Pupil Premium Lead	Kathryn Hutchins
Governor Lead	Lesley Brookbanks

Strategy Aims for Disadvantaged Pupils

We want to ensure that all our pupils, but especially those who are or have been disadvantaged:

- Are happy, self-assured and resilient individuals who believe in themselves and their abilities
- Fulfil their potential as learners
- Have high aspirations for themselves now and in the future
- Leave our school as competent readers, writers and mathematicians, ready to face the challenges of their next phase of education with confidence

Our ultimate objectives for our disadvantaged pupils are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Nature of Support

At Cockerham, we continued to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching – CPD to ensure staff confidence in the teaching of phonics – Phonics lead to continue to coach staff each week in addition to continuing external CPD.
- pupils taught in groups with other pupils who are working at a similar level.
- focused support from skilled teaching assistants, both in class and in small groups.
- individual tuition, by the class teacher or another experienced teacher.
- intervention strategy support from teaching assistants (for example: Phonics support, support, Basic Skills sessions for Maths)
- personalised support (including pastoral support) for individual pupils, to meet their needs.
- mental health and wellbeing support for individual children
- supporting parents to fund uniform, clubs, trips, wrap around care.
- use of activities and resources by PE Coach.

Monitoring the impact of Pupil Premium Grant

Mrs Hutchins (Headteacher) has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Headteacher and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

Through our termly Governing Body meeting we report clearly on data for Pupil Premium and a transparent expenditure line is maintained in our financial monitoring so governors can link value for money with impact.

Pupil Premium Action Plan Objective 1:

To provide personalised, targeted intervention for PP pupils, enhancing Quality First Teaching (QFT), to enable every PP pupil to make at least expected progress and be on track for achieving age-related expectations by the end of Year 6.

How will we meet this objective?

At Cockerham, provision is tailored to meet the needs of every individual PP pupil. A combination, or all, of the following strategies will be used:

- Analysis of termly assessments and on-going formative assessment to identify gaps in knowledge / understanding. Specialist support then timetabled:
 - focused specialist TA support, outside the classroom either 1:1 or small group. Timetables reviewed termly following review of pupil progress.
 - focused TA support within lessons to enhance Quality First Teach. Timetables reviewed termly following review of pupil progress.

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
<p>1a. Support provided according to individual need.</p> <p>Dialogue between class teacher and support staff as to the on-going learning priorities for each individual pupil.</p>	Class teacher Support staff	Daily / weekly	<p>AfL strategies Pupil's books</p> <p>Dialogue between teacher / support</p>	<p>Pupils are making at least expected progress if working at ARE or above</p> <p>Pupils are making accelerated progress in targeted areas if working below ARE</p> <p>All EYFS and KS1 teachers are confident in the teaching of phonics. KS2 teachers are beginning to be trained.</p>
1b Phonics lead to continue to provide coaching to ensure all EYFS and KS1 teachers and TAs are correct and confident in the teaching of phonics.	Phonics Lead	Weekly	<p>Observations of teaching sessions</p> <p>Analysis of assessment data</p>	
<p>1c. Termly formal review of individual pupil progress:</p> <ul style="list-style-type: none"> - Discussions of progress with class teacher - Scrutiny of books - Analysis of summative assessments results - Error analysis of summative assessments - Review of PP provision and development of Support timetables for following term 	Headteacher Class teacher	Completed at the end of each term	<p>Pupils' books</p> <p>Summative assessments</p> <p>Data Analysis</p> <p>Discussions with class teachers</p> <p>Discussions with support staff</p>	

<p>1c. Twice yearly Pupil Premium Audit to review:</p> <ul style="list-style-type: none"> - Effectiveness of PP strategies in meeting the needs of each individual pupil - Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary 	<p>Headteacher</p>	<p>Twice in year (Oct 2023, Feb 24)</p>	<p>Pupils' books Scrutiny summative assessment error analysis Data Analysis Discussions with class teachers Discussions with support staff Scrutiny of PP Leader's records</p>	<p>Pupils are making at least expected progress if working at ARE or above</p> <p>Pupils are making accelerated progress in targeted areas if working below ARE</p> <p>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners</p>
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Pupil Premium Action Plan Objective 2: to provide personalised, targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school and supported (where appropriate) outside school.

How will we meet this objective?

At Cockerham, provision is tailored to meet the needs of every individual PP pupil. The combination or all of following strategies will be used:

- Discussions between PP Leader / SENDCo / Class teacher (possibly external agencies) and parents in identifying social / emotional needs of individual pupils and the most appropriate support. This support may include one /both of the following:
 - focused specialist Teacher / TA pastoral / nurture support, outside the classroom either 1:1 or small group. The focus for provision and the provision itself are determined according to individual pupil needs.
 - Additional time from PE Coach
 - Allocation of support staff for interventions

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
<p>2a. Support determined and provided according to Individual need</p> <p>Support sessions recorded / evaluated on individual pastoral plan</p> <p>Dialogue between class teacher / support staff / PP Leader / SENDCo as to the on-going priorities for each individual pupil.</p>	<p>Headteacher Class teacher Support staff External Agencies</p>	Daily / weekly	Dialogue between teacher / support / external agencies / parents	<p>Provision is effectively meeting individual pastoral needs.</p> <p>Build an ongoing, holistic understanding of pupils and their needs</p> <p>Ensure all pupils have access to high quality teaching</p>
<p>2b Access relevant professional development for class teachers and support staff to develop their knowledge, understanding and expertise in supporting SEN</p>	<p>Headteacher Class teacher Support staff External Agencies</p>	Across the terms	Feedback from staff beginning of staff meetings/create master resources and training folder for colleagues	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>Work effectively with teaching assistants for outcomes of sessions and interventions</p>

<p>2c. Regular formal review of quality and impact of provision by relevant staff / external agencies and parents (frequency determined by relevant personnel). Review includes:</p> <ul style="list-style-type: none"> - Feedback from individual providing the support - Feedback from the class teacher - Information on pupil's learning progress - Feedback from parents - Verbal feedback from child (if appropriate) <p>Review informs future provision.</p>	<p>Headteacher SENDCo Class teacher Support staff External Agencies</p>	<p>Half termly / termly (determined by relevant adults)</p>	<p>Pupils' books Summative assessment error analysis Data Analysis Discussions with class teachers Discussions with support staff</p>	
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2d Employ PE Coach (rolling programme of support) with teacher present – providing CPD therefore.	Head teacher PE Coach Class Teacher	Rolling programme – all classes receive instruction at least 1 x half term	Pupil voice Discussion with class teacher Discussion with PE Coach Observations of behaviour	Engagement of children in learning Mental and emotional health and wellbeing improved Team work, class cohesion and improved dynamics Involvement of all
2e Head teacher and SENDCo are trained in Mental Health and Wellbeing support. <ul style="list-style-type: none"> - Behaviour Lead to undertake accredited National Senior Leader in Mental Health - Lancashire Mental Health Support Team – key worker (Safenet) in for 20 hours starting with Y5/6 provision 	Behaviour Lead Head teacher SENDCo	On going	Pupil voice Feedback from HT and SENDCo Involvement of outside specialist support – Place2Be and Safenet mentor	Children are happy to come to school and feel their emotional and mental health and wellbeing are supported. Should they have a concern, they feel supported and know who to approach for help.
2f Twice yearly Pupil Premium Audit to review: <ul style="list-style-type: none"> - Effectiveness of PP strategies in meeting the needs of each individual pupil - Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary 	Head teacher	Twice in year (<i>March 2022 and October 22</i>)	Pupils' books Summative assessment error analysis Data Analysis Discussions with class teachers Discussions with support staff Scrutiny of PP Leader's records	Pupils are making at least expected progress if working at ARE or above Pupils are making accelerated progress in targeted areas if working below ARE Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners

Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips/residentials and extra-curricular activities) and have appropriate uniform and equipment

How will we meet this objective?

We will fund, where appropriate and after discussion with parents / outside agencies, activities from the following:

- Extra-curricular Clubs
- Uniform
- Music lessons
- School Trips / Visitors in to school
- Year 6 residential trip
- Learning Outside the Classroom activities
- Mental Health support
- Forest Schools

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
Provide weekly Forest School lessons for EYFS/KS1 and KS2 Classes	Miss Wragg	Introduce Autumn 2023	Termly review in line with SIP	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience, regardless of any impact on academic outcomes.

<p>3a. Dialogue between PP Leader / Parents / Outside Agencies to identify the priorities for PP funding to best meet the needs of the individual child.</p> <p>Contributions towards any of the above determined on an individual child basis</p>	<p>Head teacher</p>	<p>When required</p>	<p>Dialogue between PP Leader / external agencies / parents</p>	<p>Provision is effectively meeting individual needs.</p>
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