

COCKTON HILL INFANTS' SCHOOL – PUPIL PREMIUM 2020-21
Total allocation for year - £101000



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Pupil Premium Expenditure 2020-21

Pupil Premium	
Total number of pupils on roll	133
% of pupils eligible	45%
Total amount of PPG received	£101,000
Evaluation of 2019-20 spending: Due to Coronavirus pandemic, and the subsequent lockdown of schools, there were no end of year assessments and no opportunity to judge progress.	

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<p>Area for Development Barriers Proposed Impact</p>	<p>Strategy Rationale</p>	<p>Cost</p>	<p>Impact (end of academic year)</p>
<p>To ensure that disadvantaged pupils make rapid progress in their literacy and language learning <i>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. 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.</i> <i>Children that already have identified speech and language needs will have input from a TA delivering a personalised programme from a speech and language therapist. Children across school will work in smaller groups enabling them to access further modelling and support to scaffold their learning. Staff will have access to high quality resources to supplement their planning.</i></p>	<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 2020-21 deployed in Year 2 • Extra TA 2020-21 in Year 1 • Extra TA 2020-21 in Year R • Language development <ul style="list-style-type: none"> ○ ICT Subscriptions - Phonics Play & Twinkl ○ Speech & Language support from dedicated TA <p>Recent government research - Deployment of Teaching Assistants in Schools (June 2019) indicated that TAs can have 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. Our TA in school that is dedicated to speech and language utilises evidence based programs devised by qualified speech and language therapists.</p>	<p>£54000</p>	<p>After numerous periods of lockdown, children have required effective small group interventions delivered by teaching assistants. These sessions have been planned by teachers in order to address gaps in learning during the COVID19 pandemic.</p> <p>The data collected on intervention groups suggests that they have been very successful in addressing the specific focus identified.</p> <p>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.</p>
<p>Plan and deliver targeted Interventions for disadvantaged children to allow them to make rapid progress <i>Lockdown experiences for our children have differed significantly.</i></p>	<p>Targeted TA support for PP children</p> <ul style="list-style-type: none"> • Academic interventions – 2 x TA's x 3 sessions <p>Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. This is particularly true</p>	<p>£15000</p>	<p>A number of bubbles have had to isolate due to COVID19 contact. In addition, a National Lockdown was in place from January 21 for a significant number of weeks. This has made intervention groups essential in terms of plugging</p>

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<p>Some children have accessed very little home learning whilst others have engaged well with our home learning offer.</p> <p>Children falling behind or at risk of falling behind will attend high quality targeted intervention groups that have been carefully planned by teachers and delivered by teaching assistants.</p>	<p>when they are utilised to deliver targeted support such as intervention groups. In school our interventions are planned by teachers and delivered by TAs.</p>		<p>knowledge gaps and ensuring rapid progress. Our “in school” intervention data suggests that interventions have largely been successful in addressing knowledge gaps and enabling children to make rapid progress.</p>
<p>Ensure that disadvantaged children attend school as much as possible</p> <p>We still have some persistent absentees at school (although this is down to around 4%). A drop in attendance is sometimes indicative of some of the issues that some of our vulnerable families have. Parenting can also be a significant issue for some of our families and sometimes impacts on attendance. Persistent absenteeism will be significantly reduced. Any drops in attendance will be dealt with swiftly and sensitively using our excellent knowledge of the families we have at school.</p>	<ul style="list-style-type: none"> • HLTA/Admin focusing on attendance and parental support for vulnerable groups. <p>A significant body of research indicates that pupil progress is hampered by poor attendance. Pupils must be at school to learn and develop.</p>	<p>£8500</p>	<p>This has been extremely difficult to judge impact due to the impact of the pandemic on attendance. However, where the reason for poor attendance has not been COVID19, admin staff have been swift in reacting and addressing the reason for absence.</p>
<p>Some of our children have some significant social and emotional needs. 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.</p>	<p>Nurture Group</p> <ul style="list-style-type: none"> • Resources • Staffing <p>There is a significant body of research evidencing that children who attended a Nurture Group had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic</p>	<p>£1300 £5000</p>	<p>The nurture group has been very successful in identifying and improving barriers to learning.</p>

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<p>Pupils identified with significant social and emotional needs will attend a nurture group where the activities are carefully planned to progress social and emotional development. Assessment pre and post nurture group will be completed on a boxall profile.</p>	<p>attainment improved, even over the course of just one year (Sloan et al 2016, Reynolds et al 2009).</p>		
<p>Some of our vulnerable families have some significant issues that can impact on pupil well-being. In turn this can impact on their behaviour in school and/or at home. 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.</p> <p>Any pupils exhibiting issues with behaviour or need significant emotional support will have some input with a behaviour support worker.</p> <p>All pupils will have access to free school milk.</p>	<p>Promotion of Health, Wellbeing and Pastoral support</p> <ul style="list-style-type: none"> • Early Intervention/Behaviour Support Team • Milk for children <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>£4500</p>	<p>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.</p>
<p>High quality extra curricular experiences can develop vocabulary, self confidence and a range of other skills.</p> <p>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.</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>There is a significant amount of research which suggests that the conversations that occur during quality shared experiences, promotes vocabulary development. Moreover, it is our experience in</p>	<p>£4700</p>	<p>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.</p>

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<p>Children will have access to high quality extra-curricular activities on a regular basis.</p>	<p>school that when children have a quality experience to write about, their work is often of high quality.</p>		
<p>Parental Involvement . Parental involvement is difficult due to the logistics of COVID-19. Tapestry DCC "Life Channel" will enable parents to keep up to date with what their child is doing in school.</p>	<p>Communication with parents – Tapestry and DCC "Life Channel"– Annual Subscription</p> <p>There is a plethora of research indicating that parental involvement in their child's education has a positive impact on attainment.</p>	<p>£3000</p>	<p>Tapestry has been one of the key methods in which we have been able to involve parents in their child's learning this year. It has worked successfully particularly during times of lockdown or remote learning.</p>
<p>High quality experiences can develop vocabulary, self confidence and a range of other skills. Many of our families cannot afford or do not have access to quality opportunities and experiences. COVID-19 has limited opportunities in this area. Pupils will have access to quality experiences in school including access to a French curriculum and other experiences that will introduce new vocabulary and develop confidence. Some of these activities will be dependent on government guidelines.</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 • BA College - Drama and Transport • Trips (subsidised) <ul style="list-style-type: none"> ○ Adventure Valley ○ Durham Cathedral ○ Bowes Museum ○ Low Barns <p>There is a significant amount of research which suggests that the conversations that occur during quality shared experiences, promotes vocabulary development. Moreover, it is our experience in school that when children have a quality experience to write about, their work is often of high quality.</p>	<p>£5000</p>	<p>Our curriculum enrichments have incurred some significant disruption due to the pandemic, and so the impact is difficult to judge.</p> <p>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.</p> <p>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.</p>
<p>Total pupil premium spending</p>		<p>£101000</p>	<p>Additional costs in excess of pupil premium met from school budget</p>

- Pupil premium spending is reviewed termly by Governors through Governing body meetings
- Evaluations are completed throughout the year and the impact of the strategy is reviewed at the end of the academic year.