

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	167
Proportion (%) of pupil premium eligible pupils	50.89%
Academic year/years that our current pupil premium strategy plan covers	22/23
Date this statement was published	5.10.23
Date on which it will be reviewed	20/7/24
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	£113,490
Recovery premium funding allocation this academic year	£11,455
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	£124,945

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 hampered further by COVID lockdowns.
2	Lockdown experiences have impacted significantly on pupil's social and emotional development. Many pupils had a lack of social interaction during lockdown. Some of our pupils may have experienced illness in their family or isolation from significant family members.
3	Many of our families struggle to afford or access activities such as those on offer at school. Many of our families struggle to afford activities concerned with personal development or cultural capital
4	Many of our families cannot afford or do not have access to quality opportunities and experiences. COVID-19 and the cost of living crisis has also limited opportunities in this area.
5	Our attendance data 2022-2023 indicates that 28.81% of disadvantaged pupils have been 'persistently absent' compared to 9.62% of their peers during that period.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers
7	Baseline data in Reception suggests that levels of numeracy and literacy are particularly poor on entry to our school, particularly among our disadvantaged pupils

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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - The persistent absence rates of disadvantaged children will reduce

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>Implement a CPD program to develop staff knowledge of children's speaking and listening skills development.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language approaches may include:</p> <ul style="list-style-type: none"> • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,7</p>
<p>- High staffing levels to ensure low adult: child ratios in Reception, Year 1 and Year 2. This will increase the number of adult child interactions in order to model language.</p>	<p>As stated above, oral language approaches enable rapid progress for disadvantaged pupils. High staffing levels will allow staff to employ some of the approaches listed above.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2</p>

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 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>1,7</p>
<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 	<p>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.</p>	<p>1,2</p>
<ul style="list-style-type: none"> • Lexia literacy program purchased 	<p>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.</p>	<p>1,2,6</p>
<ul style="list-style-type: none"> • Purchase books aligned with the soundwrite program for home reading 	<p>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.</p>	<p>1,2,6</p>
<ul style="list-style-type: none"> • Structured Interventions and Maths and English. 	<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>1,2,6</p>

	<p>Evidenced based TA interventions can have a significant impact on previously low attaining pupils help them to overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
--	---	--

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

Budgeted cost: £34,000

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>The EEF have found some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-</p>	<p>3</p> <p>3</p> <p>5</p>

<ul style="list-style-type: none"> • Parent Liaison employed to work with parents to remove barriers to good school attendance 	for-disadvantaged-pupils#:~:text=Evidence%20brief%20on%20improving%20attendance%20and%20support%20for%20disadvantaged%20pupils,-Newsletter%20signup&text=A%20new%20inquiry%20by%20the,facing%20schools%20across%20the%20country.	
<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 • Living Eggs • Puzzle Days • BA College - Drama and Transport • Trips (subsidised) <ul style="list-style-type: none"> ○ Adventure Valley 	<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">○ Durham Cathedral○ Bowes Museum○ Low Barns		
---	--	--

Total budgeted cost: £125,500 (additional £555 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 end of KS1 (Year 2) data is in line with national data in reading, writing and numeracy.

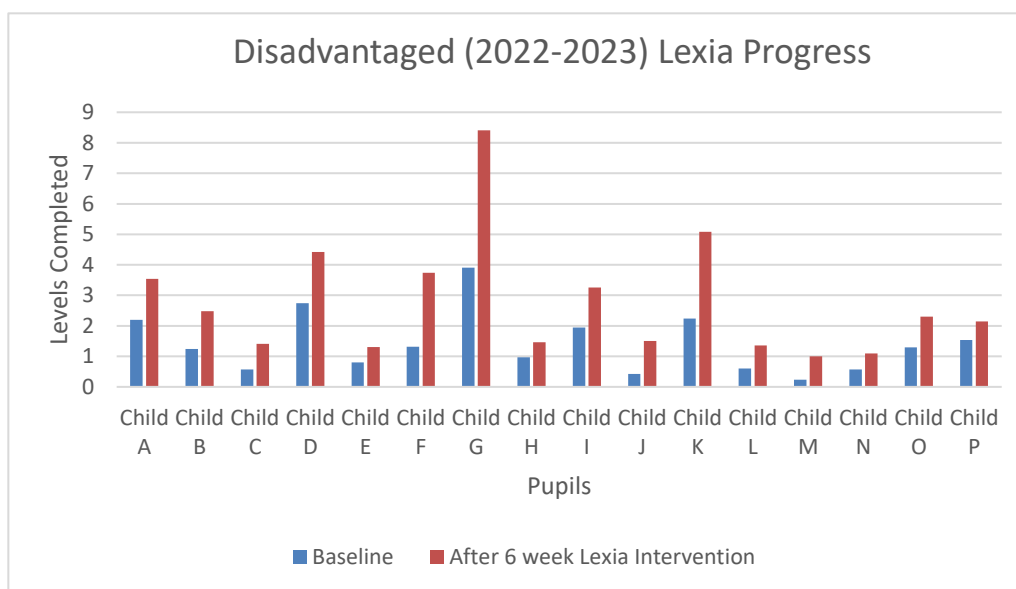
Both the Year 1 and Year 2 data taken from assessments across the year shows a narrowing of the gap between disadvantaged and non-disadvantaged pupils in most areas (please see below). There are exceptions to this including Y2 numeracy where the gap has increased slightly and Y1 reading where the gap has increased by 2%.

Year 2 Data											
Reading				Writing				Maths			
All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap
73	56	86	30	75	61	86	25	80	66	91	25
67	53	79	26	56	47	63	16	60	53	67	14
67	50	83	33	53	41	65	24	58	50	65	15
71	57	82	25	59	48	68	20	69	52	82	30

Year 1											
Reading				Writing				Maths			
All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap
62	63	61	-2	62	56	67	11	73	67	80	13
72	66	78	12	67	63	70	7	74	68	85	17
65	68	59	-9	63	61	63	2	79	71	85	14
69	69	69	0	64	66	62	4	69	69	69	0

- 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 94.33%. This is significantly higher than the previous academic year (92.16%). This compares favourably to non-pupil premium attendance which was 95.33%.

- In terms of persistent absenteeism among disadvantaged pupils, this has been reduced to 28.81% from 45.07% the previous academic year. This is also significantly lower than the national figure of 30.7%
- 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.



- We have been able to continue to successfully continue our phonics program Soundwrite. The purchase of new books means that children are always able to have a book that is very closely matched to their phonic ability.
- The Year 1 phonics scores demonstrate the effectiveness of Soundwrite. 72% of pupils reached the expected standard. Whilst this is short of the 79% national figure, this cohort had 6 pupils with EAL, some of which reached the expected standard.
- Our Pop-up Library has been extremely successful with over 1000 books loaned out to pupils over the course of the academic year.
- Our curriculum enrichments have continued this academic Year. We have had puzzle days, science weeks and other experiences. We have had visits to Washington wetlands, adventure valley 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
-----------	----------

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 (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.

Fagan, M.K., 2022. Children's Access to Books, Libraries, and Storybook Reading: Survey of Mothers at a Family Homeless Shelter. *Urban Education*, p.00420859211073901.

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.

Ma, X., Shen, J., Krenn, H.Y., Hu, S. and Yuan, J., 2016. A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational psychology review*, 28(4), pp.771-801.

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

Zucker, T.A., Oh, Y., Conradi Smith, K. and Baker-Finck, J., 2022. Low-Income Elementary Students Access to Books & Reading Motivation. *Reading Psychology*, 43(3-4), pp.250-276.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

<https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils#:~:text=Evidence%20brief%20on%20improving%20attendance%20and%20support%20for%20disadvantaged%20pupils,-Newsletter%20signup&text=A%20new%20inquiry%20by%20the,finding%20schools%20across%20the%20country.>