

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	170
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	24/25
Date this statement was published	2.10.24
Date on which it will be reviewed	20/7/25
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	£122,840
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	£122,840

Part A: Pupil premium strategy plan

Statement of intent

At Cockton Hill Infants' School, all staff and the governing body embrace the responsibility of supporting our 'socially disadvantaged' pupils, fully committed to meeting their pastoral, social, and academic needs within a nurturing environment. Guided by our core values of nurture, experience, respect, and community, we strive to foster a love for learning in every child, ensuring they gain essential skills and abilities through a rich, stimulating curriculum that promotes growth and connection.

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 hindered
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. The cost of living crisis has also limited opportunities in this area.
5	Our attendance data 2023-2024 indicates that 20% of disadvantaged pupils have been 'persistently absent' compared to 10% 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 including 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
Establish an SLA agreement with a speech and language therapist to work in school 1 day a week providing intervention for pupils	A significant number of studies have recorded the effectiveness of speech and language therapy (Ebbels et al, 2019). Furthermore, the links between speech and language development and literacy are well documented (Lewis et al, 2019; McLeod et al, 2019).	1,6,7
Speech and language therapist to deliver bespoke training to staff after identifying main areas of need when working with pupils.	<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>	1,2,7
- High staffing levels to ensure low adult: child ratios in Reception, Year 1 and Year 2. This will increase the number of adult child	<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>	1,2

interactions in order to model language.		
--	--	--

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

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led Tutoring led by a qualified teacher to provide small group support to a significant number of pupils across school	Research consistently shows that small group tutoring is highly effective in improving pupil outcomes. The Education Endowment Foundation (EEF) found that small group tuition can boost progress by an average of four months over a year, particularly for disadvantaged students. Additionally Lynch et al. (2022) demonstrated that focused, small group interventions accelerate learning by providing tailored support and more individualised attention to students' needs.	6,7
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.	1,7
<ul style="list-style-type: none"> Language development <ul style="list-style-type: none"> ICT Subscriptions - Phonics Play & Twinkl Speech & Language 	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

<p>support from dedicated TA</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).</p> <p>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>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>	<p>1,2,6</p>

<ul style="list-style-type: none"> • Dance/Cheerleading • Craft activities involving parents • Homework Club 	<p>where new vocabulary can be discussed and applied.</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"> • Birds of Prey • 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 	<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>

Total budgeted cost: £124,500 (additional £1660 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 2023 to 2024 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 Reading where the gap has increased slightly (but is not significant) and Y1 maths where the gap has increased by 15%.

	Year 2											
	Reading				Writing				Maths			
	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap
23 base-line	69	69	69	0	64	66	62	4	69	69	69	0
Autumn	63	62	64	2	45	38	55	17	65	62	64	2
Spring	60	59	63	4	51	45	59	14	57	45	68	23
Summer	74	73	74	1	60	63	57	-6	66	67	65	-2

	Year 1											
	Reading				Writing				Maths			
	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap	All	Dis	Non Dis	Gap
23 base-line	78	67	92	25	67	53	84	31	72	63	80	17
Autumn	73	60	88	28	73	57	92	35	78	67	92	25
Spring	73	60	88	28	74	59	92	33	74	59	92	33
Summer	73	66	83	17	68	57	83	26	73	60	92	32

- Data from intervention groups shows they have effectively addressed the specific focus areas identified for support.
- Access to speech and language therapists in the area remains limited, with children receiving minimal contact time. However, teaching assistants have successfully filled this gap by delivering targeted speech programs designed by therapists. Assessment data indicates significant progress in speech and language development.
- Our behaviour support worker has worked with several pupils this year, addressing both behaviour issues at home and socialisation challenges at school. For some, the focus

has been on attachment. This support has positively impacted pupils' emotional well-being, improving their readiness to learn.

- Pupil premium attendance last year was 94.2%, consistent with the previous year and notably higher than the national figure of 91.7% according to Arbor data.
- Persistent absenteeism among disadvantaged pupils has decreased to 20%, down from 28.81% the previous academic year, which is also well below the national average of 28.5%.
- We have reintroduced after-school clubs, including multi-skills, cycling, crafts, and football, with a high level of participation from disadvantaged pupils. These clubs have been highly attended, and staff have observed increased confidence in many participants.
- Our phonics program, Soundwrite, continues to be a success, supported by a rolling program of new book purchases to ensure children always have access to reading materials closely matched to their phonics level.
- Year 1 phonics scores show that 76% of pupils reached the expected standard, up from 72% last year. While this is slightly below the national figure of 80%, reading data from Reception and Year 1 indicates a narrowing gap between disadvantaged and non-disadvantaged pupils since the start of the year. In Year 2, the gap increased slightly but not significantly.
- Curriculum enrichment activities have continued this year, including visits from an author, science weeks, and trips to Washington Wetlands, Adventure Valley, and Auckland Castle. In addition, we've had hands-on experiences like Living Eggs, live butterflies, and Zoo Lab. These activities have provided valuable opportunities for children to explore new vocabulary, which has been successfully reinforced in their lessons.

Externally provided programmes

Programme	Provider

Further Information

References

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.

Ebbels, S.H., McCartney, E., Slonims, V., Dockrell, J.E. and Norbury, C.F., 2019. Evidence-based pathways to intervention for children with language disorders. *International journal of language & communication disorders*, 54(1), pp.3-19.

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.

Lewis, B. A., Freebairn, L., Tag, J., Igo, R. P. Jr., Ciesla, A., Iyengar, S. K., Stein, C. M., & Taylor, H. G. (2019). Differential long-term outcomes for individuals with histories of preschool speech sound disorders. *American Journal of Speech-Language Pathology*, 28(4), 1582–1596.

Lynch S, Lucas M, Davies E et al. (2022) Independent Evaluation of the National Tutoring Programme Year 2: Implementation and Process Evaluation. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1113355/National_Tutoring_Programme_year_2_-_implementation_and_process_evaluation_-_research_report.pdf (accessed 3 July 2023).

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.

McLeod, S., Harrison, L. J., & Wang, C. (2019). A longitudinal population study of literacy and numeracy outcomes for children identified with speech, language, and communication needs in early childhood. *Early Childhood Research Quarterly*, 47, 507–517.

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.>