

Cockburn Haigh Road Academy Pupil premium strategy statement 2020 2021

School overview

Metric	Data
School name	Cockburn Haigh Road Academy
Pupils in school	126
Proportion of disadvantaged pupils	36.5%
Pupil premium allocation this academic year	£61 870
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jacqueline Padgett
Pupil premium lead	Jacqueline Padgett
Governor lead	Jon Hairsine

Disadvantaged pupil progress scores for last academic year

Measure	Score
	No 2020 scores due to Covid-19 pandemic. 2019 Scores below
Reading	End of EYFS Reading 78% End of KS1 Reading 75.6%
Writing	End of EYFS Writing 75% End of Ks1 Writing 73.3%
Maths	End of EYFS Maths 81% End of KS1 Maths 77%
Good Level of Development	End of EYFS GLD 69%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting at least the expected standard in Reading, Writing and maths at end of EYFS	60% (revised due to third lockdown – this cohort missed two terms of Nursery and almost a term of Reception)
Meeting at least the expected standard in Reading, Writing and Maths at end of KS1	69% (revised due to third lockdown – aim is to maintain attainment achieved by this cohort at the end of EYFS)

Measure	Activity
<p>Priority 1</p> <p><i>Narrow the attainment gap in reading between disadvantaged and non-disadvantaged pupils</i></p>	<p>All classroom staff receive training to deliver the 'Floppy Phonics' scheme effectively.</p> <p>Delivered by Outwood English Hub, this will ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally. Evidenced through end of year group reading assessments (YR, Y1 and Y2) and the Y1 phonics check.</p> <p>Reading materials and phonics teaching resources purchased (part funded by hub) to support effective quality first teaching.</p>
<p>Priority 2</p> <p><i>All disadvantaged pupils in school to make or exceed nationally expected progress in writing and maths</i></p>	<p>Writing: moderation and additional training for using the Talk for Writing approach to improve outcomes and accelerate progress in writing across all curriculum areas.</p> <p>Maths: Maths leader (RP) to embed Maths Mastery approach in KS1 practice. Introduce Maths Mastery in EYFS by attending training alongside Reception teacher.</p>
<p>Barriers to learning/meeting these measures</p>	<p><u>Low language and communication skills on entry to Reception</u> PPM 17% working at age related expectations compared to 29% of non PPM (12% gap). Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that non disadvantaged Reception children have. This means that ultimately children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p><u>Low reading, writing and maths skills on entry to Reception</u> PPM 34% combined compared to 54% of non PPM children (20% gap).</p> <p><u>Poor uptake of life enhancing experiences</u> Some children's understanding of the curriculum and their ability to make sense of the wider world is hampered by lack of underpinning knowledge due to limited experiences. There are a number of families who fail to take up even free opportunities and this hinders children, giving them less understanding and scope to understand and explore their lifelong choices.</p> <p><u>Missed breakfast/late arrival to school</u> A number of factors can affect a parent's ability to successfully give their child breakfast every day. Some parents find the whole organisation of the morning difficult, leaving the child to count the cost of missed learning.</p> <p><u>Less than adequate parental support</u> Parents who have not had a good educational experience themselves may find it difficult to support their children at home. This, with an ever-evolving curriculum and raising of expectations, can cause some parents to feel unable to offer appropriate support to their children.</p>

Projected spending £28 929	Item		Total Cost
	Teacher release time for staff maths CPD	160 per day x 2	320
	Floppy's Phonics resources: school contribution	705	705
	Maths leader release time	160 per day x 5	800
	YR TA: NELI, Time to Talk, intervention		19 041
	Breakfast Club for 5 vulnerable children	4 per child for 5 days per week	3800
	Additional learning support during breakfast club to target vulnerable children		1 684
	Cluster payment		6088
			£32 438

Teaching priorities for current academic year

Aim	Target	Target date
Effective Communication and Language skills in Early Years	Two TAs and two teachers trained in NELI intervention.	December 2021
	NELI started in Reception year (delayed due to lockdown) and to continue into Y1 for this cohort).	June 2021
	Talk for Writing approach drives use of strategic and specific language .	July 2021
Progress in Reading	New reading books in place.	March 2021
	Home reading books are to practice reading, not new teaching.	March 2021
	Attainment accelerated due to precision teaching during 1-1 sessions.	July 2021
Progress in Writing	Talk for Writing (fiction) strategies to be embedded across school.	June 2021
Progress in Mathematics	Maths Mastery embedded in KS1 and evolving in EYFS.	July 2021
Phonics	New phonics programme to be in place and teaching strategies consistent across school.	Sept 2021
Other	Pupil survey shows that children feel safe in school and that they are able to talk about any concerns or worries they may have.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity																					
Increase in in Communication, Language and Literacy attainment in EYFS	Two teachers take day 1 of NELI training, as recommended. Two teaching assistants take 2 days of NELI training plus 1 day of reading and reflection time. Release time to prepare NELI resources and teaching space (training and resources cost met via DfE).																					
Progress in Reading	Increase in 1-1 reading opportunities targeted at PPM children across school. Reading carousel in KS1 targets specific children. In EYFS, staff upload instructional and informative videos for parents via Tapestry app.																					
Progress in Writing	Talk for Writing approach drives improvement in oracy across whole school and writing through quality modelled text writing. Handwriting intervention groups. In EYFS, staff upload instructional and informative videos for parents via Tapestry app.																					
Barriers to learning these priorities address	Low language and communication skills on entry to Reception. Less than adequate parental support. Low language and communication skills on entry to Reception.																					
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Wider strategies for current academic year

Measure	Activity		
Priority 1 Improve attendance of disadvantaged pupils and ensure it is in line with national	Upskill administrative assistant to enable more effective work around attendance protocols including safeguarding. Identify pupils who are falling behind national standard. Provide tailored support for families with low attendance, working alongside the Cluster Attendance Officer.		
Priority 2 Enhance pupils' cultural capital by providing a breadth of experiences both in and out of the school premises	Review the curriculum to ensure it is balanced and carefully sequenced, and allows opportunities for cultural development. Allow pupils to take part in visits, both at venues and in school, which build on skills and knowledge from all curriculum lessons, adapting to current restrictions caused by Covid19. Provide greater enrichment opportunities for disadvantaged pupils. For example, via the 'First Hand Friday' initiative in KS1. Facilitate themed curriculum days to deepen children's excitement for and understanding of specific topic areas.		
Barriers to learning these priorities address	Poor attendance, including due to the impact of Covid19. Covid19 measures limit visitors coming into school and the breadth of external visits is restricted. Venues and visitors may not be permitted for prolonged periods of time.		
Projected spending	Item		Total Cost
	Admin assistant CPD		315
			£315

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality professional development.	Use of INSET Days and twilight sessions. SLT/staff communication via various methods including face to face, email and Zoom. Subject leader release time.
Targeted support	Ensuring the appropriate children get the right support at the right time.	NELI & Time to Talk (both Reception) have 'protected time'. Increased numbers of support staff across school mean higher adult to child ratios and will lead to focussed small group support. Speech and Language intervention using both SLT plans and those produced by the SENCo.
Wider strategies	Engaging the families facing challenges.	Work closely with the cluster and family of schools and other bodies

		<p>to make sure families have the support they need.</p> <p>Support families in applying for free school meals (and are therefore entitled to vouchers in the school holidays).</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Children will start the school day having eaten breakfast in a nurturing and caring environment, preparing these children for a positive start to the day.</p>	<p>Successful due to offer of free breakfast club places and take up by families.</p>
<p>Pupils to attend weekly music sessions in schools. Funded after school places in music club.</p>	<p>The offer of only music club limited the broadening of experiences. Needs wider scope.</p>
<p>Social and academic needs of Pupil Premium learners identified by SLT and Class Teachers. Learning groups constructed to close identified gaps. Consideration towards meta-cognition of learning needs – preparing learners to learn strategies.</p>	<p>Additional teaching assistants provide the children with opportunities for more effective support, academically, socially and emotionally. This has been especially important during and post lockdown.</p>