

# Cockburn Haigh Road Academy Pupil premium strategy statement 2021 to 2024

## School overview

Metric	Data
School name	Cockburn Haigh Road Academy
Pupils in school	109
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£61 870
Academic year or years covered by statement	2021 – 2024
Publish date	September 2021
Review date	(Interim July 2022/July 2023) Final July 2024
Statement authorised by	Jacqueline Padgett
Pupil premium lead	Jacqueline Padgett
Governor lead	Jon Hairsine

## Disadvantaged pupil progress scores for last academic year

Measure	Score internal scores below (no National data)
Reading	End of KS1 Reading 55% compared to 68%
Writing	End of Ks1 Writing 35% compared to 43%
Maths	End of KS1 Maths 65% compared to 70%
Good Level of Development	End of EYFS GLD 44%

## Strategy aims for disadvantaged pupils

Measure	Score
<b>Communication, Language and Reading at the end of EYFS</b>	2022 Target    CLL: 80%    Reading: 70% 2023 Target    CLL: 85%    Reading: 80% 2024 Target    CLL: 90%    Reading: 90%
<b>Reading, Writing and Maths Scores at the end of KS1</b>	2022 Target    R: 75%    Wr: 70%    Ma: 80% 2023 Target:    R: 80%    Wr:75%    Ma: 80% 2024 Target:    R: 90%    Wr: 80%    Ma: 85%
<b>Excellent pastoral care that supports families and promotes excellent learning through:</b>	
<b>Excellent attendance</b>	PPM and vulnerable children’s attendance is in line with the school average
<b>Parental support in school and home</b>	Parents/carers of PPM and vulnerable children attend school events in line with their peers
<b>Children attending offered out of school activities</b>	PPM and vulnerable children attend after school clubs/events in line with their peers

Measure	Activity
<p>Priority 1</p> <p><b>Communication, Language and Reading at the end of EYFS</b></p>	<p>Phonics continues to remain a priority with excellent, consistent teaching and learning a target for all children.</p> <p>Member of Jerry Clay Reading Hub with the English Leader taking the role of Reading Leader.</p> <p>Reading Leader training and support via hub</p> <p>In-house training devolved by the Reading Leader</p>
<p>Priority 2</p> <p><b>Reading, Writing and Maths Scores at the end of KS1</b></p>	<p>Excellent phonics teaching to remain a focus with staff development and support a focus of the English Action Plan</p> <p>English Leader to provide a 'baseline' of Talk for Writing training</p> <p>All teaching staff to follow progression in language document</p> <p>School Improvement Plan and English and Maths plans to focus on good quality CPD for staff, quality first teaching and targeted intervention</p> <p>Maths Leader to develop Maths Mastery across school through devolving CPD from the Maths Hub</p> <p>Use lessons learnt in consistency of approach in phonics to drive improvements in the teaching of maths</p>
<p><b>Excellent pastoral care that supports families and promotes excellent learning through:</b></p> <p><b>Excellent attendance</b></p> <p><b>Parental support in school and home</b></p> <p><b>Children attending offered out of school activities</b></p>	<p>PPM and disadvantaged pupils' attendance is in line with their peers. The attendance team focus on 'every child in school, every day'.</p> <p>Parents are invited to school for events where they can work alongside their child and can learn how to support their child at home.</p> <p>Pastoral staff support families in accessing out of school activities</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,</p>

	<p>giving them less understanding and scope to understand and explore their lifelong choices.</p> <p><u>Missed breakfast/late arrival to school</u></p> <p>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></p> <p>Parents who have not had a good educational experience themselves may find it difficult to support their children at home.</p> <p>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>																								
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### Teaching priorities for current academic year

Aim	Target	Target date
Guided reading supports children's love of reading and enhances their comprehension skills	Guided reading lessons are timetable across the school	March 2022
	Lessons provide excellent opportunities for learning	March 2022
	Children enjoy reading	
	Parents join sessions to support their child and learn strategies to use at home	April 2022
Excellent library provision across school, with books celebrated and given value	All children take home a library book weekly	September 2021
	New library books in place	May 2022
Progress in Writing	Talk for Writing (fiction) strategies to be embedded across school.	March 2022

Progress in Mathematics	Maths Mastery embedded across school.  Parents familiar with teaching techniques	July 2021
Phonics	Floppy's Phonics to be taught with fidelity across Reception and KS1	December 2021
	Nursery to teach Phase One of Letters and Sounds, using Floppy's Phonics language and resources	September 2021
Other	Pupil survey shows that children feel confident in their reading and how to tackle unknown words.	February 2022

**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																					
All guided reading lessons are at least good	Teacher CPD Modelled lessons Reading Hub 'Talk for reading' approach																					
Progress in Reading	Increase in 1-1 reading opportunities targeted at PPM children across school.  In EYFS, staff upload instructional and informative videos for parents via Tapestry app.																					
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Barriers to learning these priorities	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
Enhance pupils' cultural capital by providing a breadth of experiences both in and out of the school premises	<p>Review the curriculum to ensure it is balanced and carefully sequenced, and allows opportunities for cultural development.</p> <p>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.</p> <p>Provide greater enrichment opportunities for disadvantaged pupils. For example, via the 'First Hand Friday' initiative in KS1.</p> <p>Facilitate themed curriculum days to deepen children's excitement for and understanding of specific topic areas.</p>
Barriers to learning these priorities address	<p>Poor attendance, including due to the impact of Covid19. Covid19 measures may limit visitors coming into school and the breadth of external visits may be restricted.</p> <p>Venues and visitors may not be permitted for prolonged periods of time.</p>
Projected spending	Covered by other supplementary income such as PE Premium and school funds (school self-manages fundraising events)

## Monitoring and Implementation

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

## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
All disadvantaged pupils in school to make or exceed nationally expected progress in writing and maths	Writing attainment suffered the most during lockdowns, especially so for disadvantaged pupils.
Narrow the attainment gap in reading between disadvantaged and non-disadvantaged pupils	Due to lockdowns, for some children the attainment gap widened. For children whose parents allowed them to attend during lockdown, accelerated progress was made. However, for many children additional ground needs to be made up.
Effective communication and language skills in early years through the delivery of the NELI intervention.	NELI start was delayed to April 2021 due to lockdown. This cohort of children will not finish until April 2022