



Cockerham

Parochial Church of England
Primary School

Pupil premium strategy statement

School overview

Detail	Data
School name	Cockerham Parochial C of E Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	12.5%
Pupil premium allocation this academic year	£14,410
Academic year/years covered by statement	2023/24 – 2026/27
Published date	April 2024
Review date	March 2025
Statement authorised by	Kathryn Hutchins (Headteacher)
Pupil premium lead	Kathryn Hutchins (Headteacher)
Governor / Trustee lead	Lesley Brookbanks (Chair of Governors)

Statement of intent

We want to ensure that all our pupils, but especially those who are or have been disadvantaged:

- Are happy, self-assured and resilient individuals who believe in themselves and their abilities
- Fulfil their potential as learners
- Have high aspirations for themselves now and in the future
- Leave our school as competent readers, writers and mathematicians, ready to face the challenges of their next phase of education with confidence

Our ultimate objectives for our disadvantaged pupils are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Disadvantaged pupil attainment for 2023-24 academic year

Subject	Percent working at age related expectations across school -
Reading	60%
Writing	40%
Maths	50%

Strategy aims for disadvantaged children

Priority	Detail
1. Continued improvement of Quality First Teaching across school	Training for the High Quality Teaching and Learning lead – to be disseminated to teaching staff. Continue to maintain high levels of staff in each class to ensure misconceptions are addressed quickly and interventions follow on from class work. Ensure subject and class specific training is accessed and resources purchased to ensure QFT. Focus on engagement and how to be a good learner throughout the year (SIP – mental health and well-being/trauma informed support)
2. Ensure consistent use of Targeted Academic Support	Continue to provide educational support (1:1 and groups) for children falling behind age related expectations in their learning.
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	Provide time with staff (both school and if required 'counsellor' and Play therapist for those in need directly. Provide opportunities for all disadvantaged children to access extra-curricular activities and visits. Engage in extra activities, resources to build disadvantaged children's self-confidence and emotional stability (SIP – outdoor learning and links)
Potential barriers to addressing these priorities	
Ensuring all staff consistently use strategies introduced as part of the High-Quality teaching and Learning training and cognitive learning strategies (including part time staff). Some parents disengaging with homework, hearing home reading Attendance of some of our disadvantaged children.	
Projected spending	£14,410 as part of staffing

Activity 2024-25 academic year

Teaching

Priority – Quality First teaching	Action
Training for the High-Quality Teaching and Learning lead – to be disseminated to teaching staff.	HT to access training, disseminate to staff and create in school actions – prioritising attitudes to learning and mental health support through trauma informed training. Actions to be monitored for impact and further actions introduced throughout the year to increase children's engagement and attitudes to learning.
Continue to maintain high levels of staff in each class to ensure misconceptions are addressed quickly and interventions follow on from class work.	Maintain the staffing levels from last year – At least 1 per class every morning and most classes in the afternoons. Children needing support work with a familiar adult who knows what they have been taught. Marking and feedback is given orally, ensuring progress during the lesson – done effectively due to number of adults in classrooms.
Ensure subject and class specific training is accessed and resources purchased to ensure QFT.	Teachers attend LCC training and cluster meetings specific to their subject/class. Teacher sources training from other professional bodies.
Ensure subject leaders drive progression forward for their subjects – broad and balanced, high quality curriculum.	Maintain teachers on role so that TEAM leaders from class to monitor their subjects.
Projected spending	£14,410 as part of staffing

Targeted Academic Support

Priority - educational support (1:1 and groups) for children falling behind age related expectations in their learning.	Action
High quality support during English and Maths lessons (including phonics in EY/KS1).	Continue to maintain the high levels of TAs to support children and ensure prompt and informative oral feedback during lessons – small groups or whole class, especially in writing and for the less able.
Support with misconceptions as soon as possible, if not during lessons.	Continue to maintain the high levels of TAs throughout the day to provide follow up sessions based on learning e.g. conference marking (editing 1:1 or groups).
Extra interventions based on individual or group needs e.g. phonics, handwriting	Continue to maintain the high levels of TAs throughout the day to provide approved school interventions.
Support for disadvantaged children working below age related expectations.	Tutoring for children focusing on the needs of disadvantaged children – with a priority of writing in KS2.
Projected spending	£14,410 as part of staffing

Wider Strategies

Priority – behaviour, mental wellbeing and self esteem	Action
Children have 1:1 and group sessions to support mental well-being, social needs and self-esteem.	Support staff available at lunchtime for children to talk to if needed. Outdoor learning classroom for clubs to provide support for those who are struggling to maintain behaviours for learning and positive behavior at lunchtime. Links to play leaders run by Sports Partnership – Y6 children leading. Senior Mental Health lead (Mrs Olley) to implement 'action plan' and HT trauma informed learning support resources for well being and resilience.
Children with ACES receive tailored support.	Continue to employ a Play therapist to work with vulnerable children.
PSHE focus at the start of the year (Sept).	Classes off timetable for the first week, focusing on teamwork, confidence, class rules etc. Visit to Patty's Barn to team build as part of wellbeing and outdoor learning opportunities
Wellbeing days	6 x ½ days per year off timetable, focusing on activities supporting wellbeing, outdoor care of our school grounds and spirituality – Welly Wednesdays.
Enabling disadvantaged children to access a broad and balanced curriculum and extra-curricular activities.	Support parents with cost of trips, clubs, instrument tuition, by subsidising.
Build confidence and enthusiasm for writing across the curriculum.	Exciting visits and visitors to support learning and create opportunities for all for writing.
Projected spending	£85 per session for Play Therapy – as funded in summer 2024 by Inclusion Hub

Targeted Academic Support

Monitoring and Implementation

Priorities	Challenges	Actions
1. Continued improvement of Quality First Teaching across school	Ensuring enough time is given over to allow for staff professional development.	Use of INSET, dedicated staff meeting time and training budget.
2. Ensure consistent use of Targeted Academic Support	Ensuring enough time for agreed interventions to be followed – time limited and evaluated.	Named staff deliver interventions, records of impact made – overseen by HT/Senior Mental Health Lead/SEND CO.
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	Supporting all children's behaviour for learning and signposting families where needs are out of school.	Links made with outside agencies and information shared with parents. SEND pathway explained to parents.
OFSTED (June 2023) reported that: Leaders have effective systems in place to identify the additional needs of pupils with SEND. Staff have benefited from the specialist training that they have received. Typically, teachers adapt learning activities well for pupils with SEND so that these pupils learn the same curriculum as their peers.		

