



Where a love of learning grows  
**Growing in knowledge**  
**Growing in faith**  
**Growing in God's love**



Philippians 4:13 "I can do all things through Christ who strengthens me"

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Cockerham Parochial C E Primary School				
<b>Academic Year</b>	2022/23	<b>Total PP budget</b>	£12, 468	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	82	<b>Number of pupils eligible for PP</b>	8 (9.7%)	<b>Date for next internal review of this strategy</b>	July 2023

2. Current attainment			
	<i>Pupils eligible for PP (all pupils in school)</i>	<i>Pupils eligible for PP (national average KS2 2020)</i>	<i>All Pupils (national average KS2 2019)</i>
% of pupils working at or above expectations in reading, writing and maths	%	%	65%
% of pupils working at or above expectations in reading	%	%	73%
% of pupils working at or above expectations in writing	%	%	78%
% of pupils working at or above expectations in maths	%	%	79%
% of Year 1 pupils who missed the phonics check June 2022 and passed– phonics check taken in Year 2 Autumn 2022			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Assess and plan for individual pupils based on their individual needs to ensure good progress
<b>B.</b>	% of the pupils have SEN and /or social and emotional needs - Access to catch up interventions and SEL work
<b>C.</b>	Sports and out of school interaction with sports coaching limited

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parents reading at home has dipped and regular reading is less used at home	
<b>E.</b>	Interaction with cultural capital and diversity limited eg 67% of EYFS have not been to the beach	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Individualised or small group intervention is provided for identified areas of need	Intervention closes the gap on attainment
<b>B.</b>	Targeted support for pupils with social/emotional needs including PSHE lessons	Pupils have confidence and a more positive outlook resulting in a more positive independent approach to their own learning. Positive impact on their well-being.
<b>C.</b>	Provide targeted support for pupils requiring 'catch-up'	Pupils are back on track with their peers
<b>D.</b>	Visitors and trips for the children to have as enrichment opportunities to be supplemented	Enhancement of cultural capital

5. Planned expenditure					
Academic year	2022-23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	Staff to revise current teaching practices to ensure high quality teaching for all pupils. All teaching staff and teaching assistants to be aware of PP pupils. Staff keep a robust focus on progress being made by PP pupils	Regular monitoring of PP attainment. EEF Guide to Supporting School Planning: 5 a day recommends: clear scaffolding, explanations, meaningful feedback and opportunities for peer interaction Ensure needs of all pupils including SEN and higher ability PP pupils are met. Assessment at beginning of Autumn Term 2022 shows gaps in learning.	Ongoing monitoring cycle by subject leaders, SENDCo, and HT Feedback to governors Classroom intervention Provision mapping Pupil progress meetings termly Curriculum monitoring and parent trip offer audit	HT	Resources committee reviews 3x yearly  July 2023 full review
<b>Total budgeted cost</b>					£0
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional needs to be identified on IEPs for pupils eligible for Pupil Premium Individual and small group interventions provided for identified areas of need	Gaps in core content and skills of curriculum assessed and planning put in place to address these. Additional needs for PP pupils with SEN to be identified on IEPs HLTA and Teaching assistant intervention	Assessment on returning to school in September and follow up at the end of the Autumn Term 2022 identified gaps in their learning.	Intervention closes the gap on attainment. PP pupils meet age related expectations in English and Maths. Pupils are back on track with their peers.	Class teacher	Resources committee reviews 3x yearly  July 2023 full review

Targeted support for pupils with social/emotional needs	SEL training for support staff including restorative justice for behaviour management Pastoral support by HLTA	Day to day observations of pupils by staff in school identified pupils with requiring support individually or as a group/class. Inclusion/SEND tracker to check input and coverage for PP children and ensure PP children are part of the intervention process for SEL	PP pupils receive regular 1:1 and class PSHE lesson support to help alleviate barriers to learning through promoting their self-esteem and well-being.	Class Teacher  HLTA	Resources committee reviews 3x yearly  July 2023 full review
<b>Total budgeted cost</b>					<b>£500</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children more independent learners who make expected or better progress. Scaffolded learning opportunities provided which enrich learning gaps	Computing – resources including use of google classroom with chrome books	Ensuring scaffolding and support is accessible when staffing is limited	Planning and use of computing resources Staff meeting monitoring	ALL	Termly
<b>Pupils are making expected or better than expected progress and on track with their learning. Gaps in learning have been identified and filled</b>	Pupils access targeted interventions Support and monitoring by SENDCo Use of Online resources including IDL, SPAG.com etc	Small group interventions, 1:1 support and personalised in-class learning and guided work in lessons has had a positive impact on learning outcomes	Teachers and Teaching assistants to monitor through on-going formative assessment. Regular review, monitoring cycle, HT, staff discussions, shared information Assessment data	HT/Teaching staff /SENDCo	Half termly monitoring of progress. End of term assessments for maths and reading Termly pupil progress meetings Impact to be reported in Summer 2021
<b>Access to enrichment activities</b>	PP pupils have the opportunities to take part in clubs, visits and theme day session including visitors to school	Pupils encouraged to attend clubs and have opportunities to visit theatres etc and receive visitors into school to enhance learning. Opportunities to attend clubs and after school activities supporting their own skills and interests. Financial barriers removed.	All pupils including PP are able to access a range of activities, visits, visitors and clubs through subsidised funding.	HT	July 2021 Mid-year reviews  <b>£500</b>
<b>Total budgeted cost</b>					<b>£8915</b>

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Pupil Premium statement is published on the school's website: [www.cockerham.lancsngfl.ac.uk](http://www.cockerham.lancsngfl.ac.uk)
- The achievement of pupils eligible for 'Ever 6 Funding' or Pupil, Premium is monitored by the Standards and Effectiveness Committee.