



Cookridge Primary School
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Cookridge Primary School's Pupil Premium Strategy Statement 2020/21

I. Summary information					
School	Cookridge Primary School				
Academic Year	2020/21	Total PP budget	£131,846	Date of most recent PP Review	Dec 2019
Total number of pupils	95	Number of pupils eligible for PP	30%	Date for next internal review of this strategy	Jan 2021
Lead staff member:	Ben Kerr (Deputy Headteacher)			Lead Governor:	Lynsey Shaw

II. Current attainment							
School pupils eligible for PP (national floor target) 2016/17 (2017/18 data) 2018/19				All national pupils not eligible for PP 2016/17 (2017/18 data) 2018/19			
% achieving expected standard or above in reading, writing and maths		28% (43%) 50%		% achieving expected standard or above in reading, writing and maths		67% (81.5%) 76.7%	
progress in reading	(-5) -3.3 (+1.0) +2.1	Attainment in reading	39% (64%) 50%	progress in reading	-3.1 (+1.5) +2.1	Attainment in reading	77% (89%) 80%
progress in writing	(-7) -1.1 (-1.5) +2.8	Attainment in writing	67% (57%) 64.3%	progress in writing	-0.6 (+0.3) +1.3	Attainment in writing	81% (93%) 86.7%
progress in maths	(-5) -1.0 (+3.2) +3.5	Attainment in maths	50% (64%) 64.3%	progress in maths	-0.9 (+3.9) +2.0	Attainment in maths	80% (89%) 93.3%

III. Barriers to future attainment (for pupils eligible for PP including WBBPP)	
<ul style="list-style-type: none"> • Are less likely to believe in their ability. • Are less likely to have high aspirations of themselves. • Are less likely to believe school is important. • Are more likely to suffer with conduct problems and hyperactivity. 	<ul style="list-style-type: none"> • Are less likely to paint, draw or make things at home. • Parents are less likely to teach children the alphabet, counting and numbers. • Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'.



- Are more likely to have under developed vocabulary and lower speech, language and communication skills
- Are less likely to read at home.
- Are likely to have less regularity and routines around meal times and bed times.
- Are less likely to sing, dance or take part in musical activities at home.

- Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.
- Are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.
- Are more likely to have difficulty with understanding instructional words for tests.
- Are more likely to have emotional support needs.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- | | |
|-----------|---|
| A. | Reduce the gap in KS1 writing, between PPG and Non-PPG, by securing basic skills. |
| B. | Reduce the gap in KS2 reading, between PPG and Non-PPG, by securing basic comprehension skills. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

- | | |
|-----------|--|
| C. | Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'. |
| | Parents are less likely to teach children the alphabet, counting and numbers. |
| | Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development. |

IV. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
A.	Key Stage 1 children secure the basic fluency skills in writing and reading needed to learn all other facets (handwriting, reading fluency).	PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
B.	KS2 children are diminishing the difference in Reading.	PPG children's progress and attainment is in line with national.
C.	Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, especially with the use of home learning platforms. Ultimately, improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.



V. Planned expenditure

Academic year

202/21

The two 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?	Impact
A. Key Stage 1 children secure the basic fluency skills in writing and reading needed to learn all other facets (handwriting, reading fluency).	<p>KS1:</p> <ul style="list-style-type: none"> Assessment system for early identification of stuck or slow moving children. <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> LEXIA - Literacy based intervention showing accelerated progress in trials. Spelling Shed School pedagogy approach using literacy fluency resources. Cross-curricular approaches demonstrating linking of skills across subject areas will help with problem solving. Forest schools used to help motivation and learning behaviours. Learning Challenge – Growth mindset- to work on low aspirations. KS1 class has been reduced to help with PPG who are stuck or slow moving. <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. <p>Wave 3 interventions:</p> <ul style="list-style-type: none"> School Councillor is employed one day a week to help support those vulnerable children with their well-being. School Speech and Language therapist is employed to help children with identify barriers. 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> Key Stage 1 results 2019 (validated) have shown that reading, in KS1, is an area of development. PPG have made progress on attainment. However Non-PPG have made greater progress 	<ul style="list-style-type: none"> Triangulation exercises SLT triage Staff triage External moderation through cluster Pupil progress meetings 	Deputy Head as Assessment Lead Phase Leaders	Jan 2021	.



<p>B. KS2 children are narrowing the gap in Reading.</p>	<ul style="list-style-type: none"> • Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement. • FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children. • Group interventions from Teacher (CB) • Group intervention from Deputy Headteacher • Assessment system for early identification of stuck or slow moving children. <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> • LEXIA – Literacy based intervention showing accelerated progress in trials. • Purple Mash – Whole curriculum online learning platform. • Spelling Shed – Whole school reading and spelling platform. <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> • Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. <p>Wave 3 interventions:</p> <ul style="list-style-type: none"> • School Councillor is employed one day a week to help support those vulnerable children with their well-being. • School Speech and Language therapist is employed to help children with identify barriers. 	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • Key Stage 2 results 2016 (validated) show PPG out achieving Non-PPG. However, Key Stage 2 results 2017 (validated) have shown that there is a gap between PPG and Non-PPG. Internal data is closely tracking children in order to narrow this gap. 	<ul style="list-style-type: none"> • Triangulation exercises • SLT triage • Staff triage • External moderation through cluster • Pupil progress meetings 	<p>Deputy Head as Assessment Lead Phase Leaders</p>	<p>Jan 2021</p>	
<p>Total budgeted cost for 'Quality of teaching for all'</p>						<p>£111,346</p>



ii. Other approaches						
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?	Impact
<p>C. Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.</p>	<ul style="list-style-type: none"> Home learning platform is link to the website. Videos dedicated to showing children and parents the basic pedagogy we use at school.  <ul style="list-style-type: none"> Staff have online Zoom check in sessions with children and parents. Records kept to see levels of engagement. CPD around pedagogical approaches Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement. Wave 3 - Councillor and S&L intervention – To help children with life skills, gaining confidence Wave 1&2 - P4C & Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn Parent View form attached to the website and App School Ethos and Vision shared regularly School Councillor is employed one day a week to help support those vulnerable children with their well-being. School Speech and Language therapist is employed to help children with identify barriers. 	<ul style="list-style-type: none"> Are less likely to read at home. Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development. Are less likely to have high aspirations of themselves. 	<p>Thorough briefing of Family Support Worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Gauge feedback from families through feedback forms and one generic parent view form accessible from the school App and website.</p>	<p>Class teachers Family and Attendance Officer Deputy Headteacher</p>	<p>Jan 2021</p>	
Total budgeted cost for 'Other Approaches'						£20,500
Total Cost						£131,846



VI. Review of expenditure 2017/18

Previous Academic Year: 2018/19/20

2018-20 Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	314
Total number of pupils eligible for PPG	87
Total amount of PPG received	£122,040

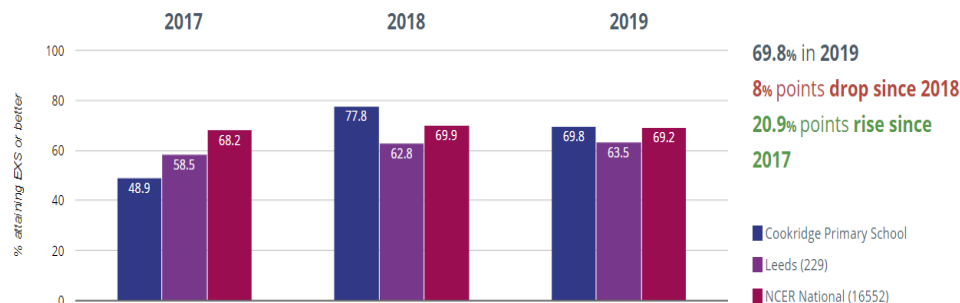
VII. Raising Standards

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
<p>A. Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).</p>	<p>KS1:</p> <ul style="list-style-type: none"> Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children <p>Assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> LEXIA - Literacy based intervention showing accelerated progress in trials. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> Better reading – Research and work shows accelerated progress, especially with fluency. Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning 	<p>Year 1: Working At</p> <table border="1"> <caption>Year 1: Working At Data</caption> <thead> <tr> <th>Year</th> <th>Cookridge Primary School</th> <th>Leeds (228)</th> <th>NCER National (16300)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>95.6</td> <td>77.4</td> <td>81.2</td> </tr> <tr> <td>2018</td> <td>95.5</td> <td>79.2</td> <td>82.5</td> </tr> <tr> <td>2019</td> <td>95.6</td> <td>79</td> <td>81.9</td> </tr> </tbody> </table> <p>95.6% in 2019 0.1% points rise since 2018 0% change from 2017</p>	Year	Cookridge Primary School	Leeds (228)	NCER National (16300)	2017	95.6	77.4	81.2	2018	95.5	79.2	82.5	2019	95.6	79	81.9	<p>Lack of basic life experiences impacts on the logical and strategical thinking of the children. Traditional games need to be played to help.</p> <p>Lexia again is helping to support gap filling in children's basic skills</p> <p>SDI – very successful as children's misconceptions are addressed in a timely manner.</p> <p>2019-20: Hard to ascertain the full impact of the action plan as</p>	
Year	Cookridge Primary School	Leeds (228)	NCER National (16300)																	
2017	95.6	77.4	81.2																	
2018	95.5	79.2	82.5																	
2019	95.6	79	81.9																	



sessions are picked up in the afternoon.

✍ Writing - attaining EXS or better



the year was disrupted by Covid-19 lockdowns. No formal national summative assessment undertaken as a result of Formal assessment being cancelled.

B. KS2 children are narrowing the gap in Reading and writing.

1. Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.
2. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.
3. Group interventions from Teacher
4. Group intervention from Deputy Headteacher
5. Ralph Thoresby Booster Sessions for children exceeding expectations.

Assessment system for early identification of stuck or slow moving children.

Wave 1 differentiation:

6. LEXIA – Literacy based intervention showing accelerated progress in trials.
7. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.

Wave 2 interventions:

PPG – Progress compared to National and Yorkshire and Humber:

PROGRESS

Subject	Level	Cookridge Primary School (2418)	NCER National		DFE Region - Yorkshire and the Humber	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	2.1	-0.6	+2.7	-0.8	+2.9
	Conf. Int.	±3.3 -1.20 to +5.40	±0.0 -0.60 to -0.60	n/a	±0.1 -0.90 to -0.70	n/a
Writing	Avg. Prog. Score	2.8	-0.5	+3.3	-0.6	+3.4
	Conf. Int.	±3.1 -0.30 to +5.90	±0.0 -0.50 to -0.50	n/a	±0.1 -0.70 to -0.50	n/a
Maths	Avg. Prog. Score	3.5	-0.6	+4.1	-0.6	+4.1
	Conf. Int.	±2.9 +0.60 to +6.40	±0.0 -0.60 to -0.60	n/a	±0.1 -0.70 to -0.50	n/a

Non-PPG – Progress compared to National and Yorkshire and Humber:

Lexia is crucial to children who have low basic skills capacity. Next steps are to be able to apply skills from Lexia in context.

Better Readers does have significant impact but is labour intensive and only impacts on a small number of children. With reduced staffing capacity this strategy needs to be used if capacity rises.

Lexia again is helping to support gap filling in children's basic skills

2019-20:
Hard to ascertain the full impact of the action plan as

- 8. Better reading – Research and work shows accelerated progress, especially with fluency.
- 9. Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon.

PROGRESS

Subject	Level	Cookridge Primary School (2418)	NCER National		DFE Region - Yorkshire and the Humber	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	2.1	0.3	+1.8	0.0	+2.1
	Conf. Int.	±2.3 -0.20 to +4.40	±0.0 +0.30 to +0.30	n/a	±0.1 -0.10 to +0.10	n/a
Writing	Avg. Prog. Score	1.3	0.2	+1.1	0.2	+1.1
	Conf. Int.	±2.1 -0.80 to +3.40	±0.0 +0.20 to +0.20	n/a	±0.1 +0.10 to +0.30	n/a
Maths	Avg. Prog. Score	2.0	0.3	+1.7	0.3	+1.7
	Conf. Int.	±2.0 0.00 to +4.00	±0.0 +0.30 to +0.30	n/a	±0.1 +0.20 to +0.40	n/a

the year was disrupted by Covid-19 lockdowns. No formal national summative assessment undertaken as a result of Formal assessment being cancelled.

Total budgeted cost for 'Quality of teaching for all' £110,000

Other approaches

C. Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.

- CPD around pedagogical approaches
- Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.
- Wave 3 - PDC intervention – To help children with life skills, gaining confidence
- Wave 1&2 - P4C & Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn
- Wave 1&2 – Whole school
- School Ethos and Vision shared regularly
- Ralph Thoresby Booster Sessions for children exceeding expectations Wave 2 - Nurture/life skills – Learning Mentor/Deputy Headteacher

For those that cannot attend workshops we are now producing online resources such as exemplifications and optional projects:

Accessing Science outside of school is key to becoming a great scientist. Use these links below to access of loads of different experiments that you can carry out at home. Feel free to share your experiments and findings with our schools Science Leaders Miss Rushworth and Mr Morgan.







Marvin and Milo

STEM Clubs

Science Bob

Science 4 All

Please see below for exemplifications of expected work for children in each year group:

Absolutely crucial to any child that has not received a loving, stimulating environment during the ages of 0-3years. Implement through reception.

Nurture – Great impact of those children who needed emotional well-being strategies. However with reduction in staffing capacity, this strategies will be hard to maintain. The introduction of Chatter Bugs will alleviate some of this reduction in capacity.



			2019-20: Hard to ascertain the full impact of the action plan as the year was disrupted by Covid-19 lockdowns. No formal national summative assessment undertaken as a result of Formal assessment being cancelled.	
			Total budgeted cost for 'Other approaches'	£12,040
			Total Cost	£122,040