

## Cookridge Primary School - Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cookridge Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Lynne Hunter
Pupil premium lead	Ben Kerr
Governor / Trustee lead	Scott Hoath

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,846
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£155,846

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be:

- 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.
- 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.
- 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 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.re less likely to sing, dance or take part in musical activities at home.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "One size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support for our identified Year 6 pupils
- Same day intervention for those not acquiring the basic concepts and skills
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Emotional support through – Forest schools, school-based councillor, Deputy Head emotional wellbeing 1:1 sessions.
- Educational support through - school based speech and language therapist, same day intervention (SDI), forest school speech and language

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the gap in KS1 writing and reading, between PPG and Non-PPG, by securing basic skills.
2	Narrowing gap in KS2 reading, between PPG and Non-PPG, by securing basic comprehension skills.
3	To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
4	Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.
5	Are less likely to read at home.
6	Are less likely to have high aspirations of themselves.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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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.
KS2 children are diminishing the difference in Reading.	PPG children's progress and attainment is in line with national.
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 (website) helps provide parents/carers with access to resources and guidance of how to help their children at home. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.
Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.	
Are less likely to read at home.	More children read regularly at home or are receiving intervention at school.
Are less likely to have high aspirations of themselves.	Child know what is their best work and know how to improve

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 69967.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• CPD/research/release time:               <ul style="list-style-type: none"> <li>➤ Staff training around brain development – How to secure the basics in KS1 and how to acquire comprehension skills in KS2</li> <li>➤ Curriculum development and resourcing</li> <li>➤ Internal interventions and their pedagogical approaches</li> <li>➤ Mental health support for children and staff</li> </ul> </li> <li>- Deputy Headteacher's time <b>£28,000</b></li> </ul>	<p><b>Metacognition and self-regulation – Very High Impact – EEF +7 months:</b></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as 'learning to learn'; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p>	<p>1, 2, 3, 6</p>

<ul style="list-style-type: none"> <li>• Forest Schools training and equipment <b>£10,000</b></li> <li>• Forest Schools full-time practitioner – <b>£16,641</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Content domain – Progression from using RIC Pedagogical approach surrounding reading and all its features – Training and implementation - <b>£500</b></li> <li>• LEXIA – Literacy based intervention showing accelerated progress in trials – Focused at KS1 - <b>£7000</b></li> </ul>	<p><b>Reading comprehension strategies – Very High Impact – EEF +6 months:</b></p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p>	4, 5
<ul style="list-style-type: none"> <li>• CPD/research/release time: <ul style="list-style-type: none"> <li>➢ Staff training around AFL</li> <li>➢ Marking and feedback – Mastery Challenges and Improvement challenges</li> <li>➢ Curriculum development and resourcing</li> <li>➢ Internal interventions and their pedagogical approaches</li> <li>➢ Subject fluency - development of the basics</li> </ul> </li> </ul>	<p><b>Feedback – Very High Impact – EEF +6 months:</b></p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	1, 2, 6



<p>- <b>£2776.92</b></p> <ul style="list-style-type: none"> <li>• Mathematics – Instant feedback for your answers and working out. Online resources so can be accessed at home - <b>£1000</b></li> </ul>	<p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).</p>	
<ul style="list-style-type: none"> <li>• Learning 3s and research – HLTA employed in each phase to release staff for research, learning analysis, learning 3s - <b>£1350</b></li> <li>• Artemis – Unusual artefacts which bring our topic areas to life helping stimulus for paired, group discussions - <b>£400</b></li> <li>• Minibus Costs - Access to forest schools areas outside of school so children have access to a wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks - <b>£2300</b></li> </ul>	<p><b>Collaborative learning approaches – High Impact – EEF +5 months:</b></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning, but is reviewed as a separate topic in the Toolkit.</p>	<p>1, 2, 4</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,878.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring:</p> <ul style="list-style-type: none"> <li>• 11 identified children in Year 6 are receiving weekly 1:1 hourly sessions after school - Average Hourly staff wage £17.78 x 11 = 195.58 x 17 weeks = <b>£3324.86</b></li> <li>• School based Councillor (1 Day a week - <b>£9000</b></li> <li>• Teacher 2 days - 1:1 and small group work – Mornings KS1, Afternoons KS2 - <b>£11,952</b></li> <li>• HLTA – 1:1 art therapy and lego therapy - <b>£4982.67</b></li> <li>• 1:1 intervention (Equating to 0.1 of wage) – Academic and emotional - from Deputy Headteacher - <b>£5671.95</b></li> </ul>	<p><b>1:1 Tuition – High Impact – EEF +5months:</b></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.</p>	<p>1, 2, 3, 5, 6</p>

<ul style="list-style-type: none"> <li>• School based Speech and Language Therapist (1 Day a week) - <b>£9000</b></li> <li>• Forest schools Lead takes Speech and Language sessions - proportion of salary – <b>£8320.60</b></li> <li>• Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. Teacher and TA - Average Hourly staff wage £17.78 x 20 = 355.60 x 35 weeks = <b>£12,446</b></li> <li>• FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children - <b>£180</b></li> </ul>	<p><b>Oral language interventions – Very High Impact – EEF +6months:</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils’ spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	<p>1, 2, 3, 4, 5, 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Access to technology:</b></p> <ul style="list-style-type: none"> <li>• Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children – Buying of new i-pads and giving away old i-pads to families who might not have access to technology at home - <b>£10,000</b></li> <li>• School App and Website – Parent have access to school guidance, support, examples of expectation, links to online software and programmes - <b>£4000</b></li> <li>• Financial support for vulnerable families accessing educational visits and enrichment activities - <b>£7000</b></li> </ul>	<p><b>Parental engagement – Moderate – EFF +4 months:</b></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children’s learning activities; and</p> <p>more intensive programmes for families in crisis.</p>	<p>1, 2, 3, 5</p>

**Total budgeted cost: £155,846**

## Part B: Review of outcomes in the previous academic years

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2019 years in key areas of the curriculum. Despite being above national statistics in all areas, during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised and very hard to validate.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as our online learning platform (Website) and external resources such as those provided by Oak National Academy.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils through regular check ins, targeted interventions where required and gave IT to families who did not have access to the internet. Wave 1 focus (and School Action Plan priority 1) is a heavy focus on the bottom 20% most of which have been affected most by the pandemic.

Current Impact of PPG Spending											
								2016/17	(2017/18 data)	Latest Validated National data (2019)	
	(national floor target)		(2016/17)	(2017/18 data)	Latest Validated National data (2019)	% achieving expected standard or above in reading, writing and maths	School PPG	(28%)	(43%)	50%	
							School Non-PPG	(67%)	(81.5%)	76.7%	
										Expected	Greater Depth
progress in reading	(-5)	School PPG	(-3.3)	(+1.0)	+2.1	Attainment in reading	School PPG	(39%)	(64%)	50%	21%
		School Non-PPG	-3.1	(+1.5)	+2.1		School Non-PPG	(77%)	(89%)	80%	33%
		National PPG			-0.61		National PPG			62%	17%
progress in writing	(-7)	School PPG	(-1.1)	(-1.5)	+2.8	Attainment in writing	School PPG	(67%)	(57%)	64.3%	14%
		School Non-PPG	(-0.6)	(+0.3)	+1.3		School Non-PPG	(81%)	(93%)	86.7%	23%
		National PPG			-0.47		National PPG			68%	11%
progress in maths	(-5)	School PPG	(-1.0)	(+3.2)	+3.5	Attainment in maths	School PPG	(50%)	(64%)	64.3%	29%
		School Non-PPG	(-0.9)	(+3.9)	+2.0		School Non-PPG	(80%)	(89%)	93.3%	37%
		National PPG			-0.68		National PPG			68%	16%

## I. Review of expenditure 2017/18

Previous Academic Year

i. 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
<b>Total amount of PPG received</b>	<b>£122,040</b>

## II. 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, hand-writing).</p>	<p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children</li> </ul> <p>Assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> <li>LEXIA - Literacy based intervention showing accelerated progress in trials</li> <li>Mathletics and lam learning (Both school and home resources) – Re-capping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ul> <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> <li>Better reading – Research and work shows accelerated progress, especially with fluency.</li> <li>Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon.</li> </ul>	<p><b>Year 1: Working At</b></p> <table border="1"> <caption>Year 1: Working At</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> <p><b>Writing - attaining EXS or better</b></p> <table border="1"> <caption>Writing - attaining EXS or better</caption> <thead> <tr> <th>Year</th> <th>Cookridge Primary School</th> <th>Leeds (229)</th> <th>NCER National (16552)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>48.9</td> <td>58.5</td> <td>68.2</td> </tr> <tr> <td>2018</td> <td>77.8</td> <td>62.8</td> <td>69.9</td> </tr> <tr> <td>2019</td> <td>69.8</td> <td>63.5</td> <td>69.2</td> </tr> </tbody> </table> <p>69.8% in 2019 8% points drop since 2018 20.9% points rise since 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	Year	Cookridge Primary School	Leeds (229)	NCER National (16552)	2017	48.9	58.5	68.2	2018	77.8	62.8	69.9	2019	69.8	63.5	69.2	<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 the year was disrupted by Covid-19 lockdowns. No formal national summative assessment</p>	
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			undertaken as a result of Formal assessment being cancelled.																																																																																																						
<p>B. KS2 children are narrowing the gap in Reading and writing.</p>	<ol style="list-style-type: none"> <li>1. Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.</li> <li>2. Mathletics and Iam learning (Both school and             <ol style="list-style-type: none"> <li>ii. home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ol> </li> <li>3. Group interventions from Teacher</li> <li>4. Group intervention from Deputy Headteacher</li> <li>5. Ralph Thoresby Booster Sessions for children exceeding expectations.</li> </ol> <p><b>Assessment system for early identification of stuck or slow moving children.</b> Wave 1 differentiation:</p> <ol style="list-style-type: none"> <li>6. LEXIA – Literacy based intervention showing accelerated progress in trials.</li> <li>7. Mathletics and Iam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does.</li> </ol> <p>Wave 2 interventions:</p> <ol style="list-style-type: none"> <li>8. Better reading – Research and work shows accelerated progress, especially with fluency.</li> <li>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.</li> </ol>	<p>PPG – Progress compared to National and Yorkshire and Humber:</p> <p>PROGRESS</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th rowspan="2">Level</th> <th>Cookridge Primary School (2418)</th> <th colspan="2">NCER National</th> <th colspan="2">DfE Region - Yorkshire and the Humber</th> </tr> <tr> <th>Value</th> <th>Value</th> <th>Gap</th> <th>Value</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Avg. Prog. Score</td> <td>2.1</td> <td>-0.6</td> <td>+2.7</td> <td>-0.8</td> <td>+2.9</td> </tr> <tr> <td>Conf. Int.</td> <td>±3.3 -1.20 to +5.40</td> <td>±0.0 -0.60 to -0.60</td> <td>n/a</td> <td>±0.1 -0.90 to -0.70</td> <td>n/a</td> </tr> <tr> <td rowspan="2">Writing</td> <td>Avg. Prog. Score</td> <td>2.8</td> <td>-0.5</td> <td>+3.3</td> <td>-0.6</td> <td>+3.4</td> </tr> <tr> <td>Conf. Int.</td> <td>±3.1 -0.30 to +5.90</td> <td>±0.0 -0.50 to -0.50</td> <td>n/a</td> <td>±0.1 -0.70 to -0.50</td> <td>n/a</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Avg. Prog. Score</td> <td>3.5</td> <td>-0.6</td> <td>+4.1</td> <td>-0.6</td> <td>+4.1</td> </tr> <tr> <td>Conf. 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Int.</td> <td>±2.1 -0.80 to +3.40</td> <td>±0.0 +0.20 to +0.20</td> <td>n/a</td> <td>±0.1 +0.10 to +0.30</td> <td>n/a</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Avg. Prog. Score</td> <td>2.0</td> <td>0.3</td> <td>+1.7</td> <td>0.3</td> <td>+1.7</td> </tr> <tr> <td>Conf. Int.</td> <td>±2.0 0.00 to +4.00</td> <td>±0.0 +0.30 to +0.30</td> <td>n/a</td> <td>±0.1 +0.20 to +0.40</td> <td>n/a</td> </tr> </tbody> </table> <p>Lexia is crucial to children who have low basic skills capacity. Next steps are to be able to apply skills from Lexia in context.</p> <p>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.</p> <p>Lexia again is helping to support gap filling in children's basic skills</p> <p>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.</p>	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	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	
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Total budgeted cost for 'Quality of teaching for all'

£110,000

Other approaches



<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"> <li>• CPD around pedagogical approaches</li> <li>• Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.</li> <li>• Wave 3 - PDC intervention – To help children with life skills, gaining confidence</li> <li>• Wave 1&amp;2 - P4C &amp; 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</li> <li>• Wave 1&amp;2 – Whole school</li> <li>• School Ethos and Vision shared regularly</li> <li>• Ralph Thoresby Booster Sessions for children exceeding expectations Wave 2 - Nurture/life skills – Learning Mentor/Deputy Headteacher</li> </ul>	<p>For those that cannot attend workshops we are now producing online resources such as exemplifications and optional projects:</p> <p>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.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid blue; background-color: #007bff; color: white; padding: 5px 15px; border-radius: 5px;">Marvin and Milo</div> <div style="border: 1px solid blue; background-color: #007bff; color: white; padding: 5px 15px; border-radius: 5px;">STEM Clubs</div> <div style="border: 1px solid blue; background-color: #007bff; color: white; padding: 5px 15px; border-radius: 5px;">Science Bob</div> <div style="border: 1px solid blue; background-color: #007bff; color: white; padding: 5px 15px; border-radius: 5px;">Science 4 All</div> </div> <p>Please see below for exemplifications of expected work for children in each year group:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">       </div>	<p>Absolutely crucial to any child that has not received a loving, stimulating environment during the ages of 0-3years. Implement through reception.</p> <p>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.</p> <p>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.</p>	
<b>Total budgeted cost for 'Other approaches'</b>				£12,040
Total Cost				£122,040

## Further information (optional)