

# Pupil premium strategy statement



## High Hesket CE School 2021-2024

*(Written in conjunction with Education Endowment Foundation document: The EEF guide to the Pupil Premium)*

This statement details our school's use of pupil premium 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

Metric	Data
School name	High Hesket CE School
Number of pupils in school	155
Proportion of pupil premium eligible pupils	3%
Academic year or years covered by statement	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022, July 2023, July 2024
Statement authorised by	Amy Harvey (Headteacher)
Pupil premium lead	Amy Harvey (Headteacher)
Governor lead	Gillian Dixon (SEN Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£10000</b>

### Part A: Pupil premium strategy plan

#### Statement of intent

At High Hesket CE School, we believe in ensuring that all children have an opportunity to achieve their full potential. As a result, we strive to provide an environment that supports children in a nurturing, caring environment and that considers their individual circumstance and barriers to learning. We look to provide quality first teaching whilst also identifying necessary intervention and tutoring. This may be academic intervention or strategies to help children develop their self-confidence, resilience and social, emotional wellbeing.

## Challenges

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

Challenge number	Detail or challenge
1	Possible gaps in learning as a result of partial school closures during COVID-19 pandemic
2	Need to address wellbeing and mental health to enable engagement with learning.
3	Need to engage regularly with accessible reading for pleasure materials and encourage regular reading opportunities
4	Need to build self-confidence, resilience and independence skills
5	Ability to engage with extracurricular provision

## Intended outcomes

Intended outcome	Success criteria
Children will make expected progress in Reading	Achieve national average progress scores in reading at the end of KS2.
Children will make expected progress in Writing	Achieve national average progress scores in reading at the end of KS2.
Children will make expected progress in Mathematics	Achieve national average progress scores in reading at the end of KS2.
Children will make expected progress in phonics	Achieve national average expected standard in the phonics screening check.

## Activity in this academic year

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

## Teaching

Activity	Evidence that supports this approach	Challenge number addressed
Regular feedback, monitoring and assessment including use of Insight tracking to inform teaching and to identify focus intervention.	EEF Guidance report (Teacher feedback to improve pupil learning)	1
Consistent use of White Rose Maths materials to encourage maths mastery skills and to increase independence when accessing problems.	Education Endowment Foundation Teaching & Learning Toolkit (Feedback, Maths Mastery)	1

**Budgeted cost: £2000**

## Targeted academic support

Activity	Evidence that supports this approach	Challenge number addressed
Regular, small group intervention sessions to develop reading, writing and maths skills.	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction, Small group tuition) EEF Guidance Report (Making best use of teaching assistants)	1
Intervention groups for identified children to address gaps in learning	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction, Small group tuition)	1
Regular use of personalised learning platforms to enable children to practice and consolidate learning.	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction)	1
Use of Accelerated Reader to encourage regular reading and to develop comprehension skills.	EEF Promising Project research (Accelerated Reader) Education Endowment Foundation Teaching & Learning Toolkit (Reading Comprehension Strategies)	3
Provision of high-quality reading materials to promote reading for pleasure and independent reading.	Education Endowment Foundation Teaching & Learning Toolkit (Reading Comprehension Strategies)	3
Targeted phonics intervention for pupils making less than expected progress within RWI scheme.	EEF Guidance Report (Making best use of teaching assistants) Education Endowment Foundation Teaching & Learning Toolkit (Phonics)	1

**Budgeted cost: £4000**

## Wider strategies

Activity	Activity	
Provide weekly nurture group to be held for KS1 & KS2 to develop positive approach to learning and to increase self-confidence and self-esteem.	Education Endowment Foundation Teaching & Learning Toolkit (Social and emotional learning. Metacognition, Collaborative Learning, Outdoor adventurous learning)	2,4
Provide Forest School sessions and outdoor learning	Education Endowment Foundation Teaching & Learning Toolkit (Social and emotional learning. Metacognition,	4

opportunities to develop positive self-esteem, resilience and independence skills.	Collaborative Learning, Outdoor adventurous learning) Forestry Commission research paper (A marvellous opportunity for children to learn)	
Support attendance within extracurricular opportunities (music tuition, residential visits etc)		4, 5

**Budgeted cost: £4000**

**Total budgeted cost: £10000**

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

### Pupil premium strategy outcomes

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

Challenge:	Outcome
To address possible gaps in learning as a result of partial school closures during COVID-19 pandemic	Use of WRM to consolidate previous year group and introduce age related expectation. Use of 'catch up' sessions led by experienced teacher Booster sessions held for Y6 pupils
To address difficulty accessing remote learning provision during periods of isolation (need to ensure consistency, ease of access and resources)	Remote learning policy updated and reviewed Chromebooks purchased Dual focus lessons undertaken Children regularly engaging in remote provision where needed.
To engage regularly with accessible reading for pleasure materials and encourage regular reading opportunities	Improvement of school library Spellbinding Accelerated reader – children engaging with quizzing developing comprehension skills. Reading survey of children taken – showed impact on increase in children reading for pleasure.
Need to build self-confidence, resilience and independence skills	Nurture group held regularly – impact on wellbeing, confidence & resilience.
Ability to engage with extracurricular provision	Reintroduction of extra-curricular clubs (athletics, football, yoga etc) – increase in number of children involved. Involvement in Carlisle Cathedral Sing Out program – impact on confidence.

### Externally provided programmes

Programme	Provider
3D PSHE	Dimensions curriculum
Letter join	Green and Tempest
White Rose Maths premium resources	White Rose Maths