

# High Hesket CE Primary School Pupil Premium Statement

1. Summary information					
<b>School</b>	High Hesket CE School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£8560	Date of most recent PP review	Jul 19
<b>Total number of pupils</b>	187 (including part time)	<b>Number of pupils eligible for PP</b>	5	Date for next internal review of strategies	Jul 20

2. Barriers to future attainment (for pupils eligible for PP)	
<b>A.</b>	<p>The needs of all children in receipt of the pupil premium grant are diverse and unique. However, we have identified some barriers that we are seeking to overcome:</p> <ul style="list-style-type: none"> <li>• Reduced self esteem or self confidence</li> <li>• Low ability in applying resilience or perseverance to independent learning</li> <li>• Gaps in learning or misconceptions relating to maths, writing or reading</li> <li>• Reduced interest in reading for pleasure</li> </ul>

3. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<p>As suggested by the Education Endowment Foundation, we have chosen to adopt a tiered approach to our Pupil Premium Spending which focuses on 3 key areas:</p> <ol style="list-style-type: none"> <li>1. <b>Teaching</b> e.g. professional development, recruitment and retention etc.</li> <li>2. <b>Targeted</b> e.g. structured interventions, small group tuition, one to one support etc.</li> <li>3. <b>Wider strategies</b> e.g. behaviour approaches, extracurricular activities etc.</li> </ol>		
<b>A.</b>	To support all children in receipt of PPG in making expected progress in reading, maths and writing.	Children in receipt of the pupil premium grant will make at least expected progress in reading, writing and maths.
<b>B.</b>	To promote self-esteem and self confidence in order to encourage all children to succeed.	Children in receipt of the pupil premium grant will show increased self-esteem and confidence, and will apply this to their academic learning.
<b>C.</b>	To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning.	Children in receipt of the pupil premium grant will show increased competency in collaboration, perseverance, independence and resilience.

## 4. Planned expenditure

Academic year

£8560

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. TEACHING

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?
To support all children in receipt of PPG in making expected progress in writing.	<p>Staff to be trained in delivering Talk 4 Writing and approach to be disseminated to all teaching staff through INSET. Resources audited and purchased to support Talk 4 Writing.</p> <p>Introduction of new handwriting scheme (Letter Join) to provide support for children in achieving expected standard of handwriting within each year group.</p> <p>Use of Spelling Shed in classes to enable children to rehearse and consolidate age related spelling words.</p> <p>Use of Literacy Shed resources to promote quality literacy teaching within classes.</p>	<p>Talk for Writing receives positive reviews and states that "It is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version." By sending a member of staff on the training, this can then be disseminated to all staff for a wider impact.</p> <p>A trial of Talk 4 Writing took place last academic year and immediate impact was seen on the children's ability to structure writing and confidence when writing independently.</p> <p>The EEF toolkit mentions that digital technology can be beneficial in helping children to practice learnt strategies. By allowing children to use the online spelling program, they will be able to consolidate learning from in class.</p> <p>Case studies of schools using Spelling Shed report a 25% increase in KS2 spelling scores. A trial of Spelling Shed in 2018/19 demonstrated increased engagement from the children in regards to spelling.</p> <p>Identifying a 'hook' for writing has proved effective in all year groups and Literacy Shed provides inspiring clips and texts that support NC writing objectives.</p>	<p>Regular review and observation of Talk 4 Writing sessions.</p> <p>Monitoring of Spelling Shed progress grids.</p> <p>Work scrutiny to identify impact of handwriting.</p> <p>Moderation of writing across year groups.</p>	Headteacher English Subject Leader	March 2020 and July 2020

<p>To support all children in receipt of PPG in making expected progress in maths.</p>	<p>Provision of a personalised learning platform (Maths Whizz) for children to access within school and from home to help them consolidate skills taught in lessons.</p> <p>Use of Test Base suite materials to assess children's knowledge and skills and to provide detailed feedback on learning needs. Outcomes shared with parents and used to inform intervention, lesson content etc.</p> <p>Introduction of online learning platform specifically related to multiplication facts (Times Table Rockstar's) in order to prepare children for end of Year 4 multiplication check.</p>	<p>The EEF Toolkit highlights the importance of detailed feedback in order to move learning forward. It states "Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome." Use of Test base materials provides detailed and personalised feedback following assessment. Using this feedback to then direct personalised tuition also supports the EEF stance that that "small group tuition is effective."</p> <p>The EEF toolkit mentions that digital technology can be beneficial in helping children to practice learnt strategies. By allowing children to use the online maths programs, they will be able to consolidate learning from in class.</p>	<p>Analysis of Test base materials should show that PPG children are making progress. The materials will also highlight clear areas to develop further in intervention and tuition.</p> <p>Regular reviews will take place on tuition content and these will be planned carefully by the class teacher.</p> <p>Regular review of Maths Whizz pupil data and TT Rockstar's participation.</p>	<p>Headteacher Maths Subject Leader</p>	<p>March 2020 and July 2020</p>
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<b>Total budgeted cost</b>					£4491
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**ii. TARGETED**

<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>
<p>To support all children in receipt of PPG in making expected progress in reading.</p>	<p>Focused small group sessions that develop comprehension skills.</p>	<p>EEF clearly highlights the success of reading comprehension strategies and states that, "Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge." The purchase and implementation of a focused intervention program should achieve this.</p>	<p>Accelerated reader quizzes and NFER tests will show children making progress in relation to reading comprehension skills.</p>	<p>Headteacher English Subject Leader Key Stage Leaders</p>	<p>March 2020 and July 2020</p>

To support all children in receipt of PPG in making expected progress in maths.	Targeted small group booster sessions in Year 6 to address gaps in learning relating to expected end of year outcomes.	Specific, planned intervention in small groups can positively impact on children's progress. The EEF Toolkit states that "Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average."	Regular review of intervention to ensure content is carefully planned and meets specific needs.	Headteacher Maths Subject Leader Key Stage Leaders	March 2020 and July 2020
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<b>Total budgeted cost</b>				£390
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### iii. WIDER STRATEGIES

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
To promote self-esteem and self confidence in order to encourage all children to succeed.	Participation in Carlisle Cathedral Outreach programme  Participation in Nurture Group sessions	The EEF Toolkit refers to the importance of social and emotional learning and states, "Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning."	Regular monitoring of outreach sessions.  Regular review of nurture groups sessions and discussions with nurture lead to ensure content is well matched to needs of children.	Headteacher Nurture group lead PSHE Subject Leader	March 2020 and July 2020
To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning.	Use of 'knowledge organisers' in order to help children to access learning across the curriculum and to be able to work independently to apply new knowledge.  Participation in forest schools' program  Use of BLP approaches in dual focus lessons	EEF Toolkit evidence states that collaborative learning, through outdoor learning, can have significant impact on children's learning. It also identifies the importance of teaching children metacognition and self-regulation strategies, stating that "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." And that "These strategies are	Regular monitoring of sessions to ensure content is matched to needs.  Review and monitoring of dual focus sessions.	Headteacher BLP lead Forest Schools practitioner Key Stage 2 Leaders	March 2020 and July 2020

		usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.”			
<b>Total budgeted cost</b>					£3695

## 5. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
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
To support all children in receipt of PPG in making expected progress in reading, maths and writing.	<p>Regular tracking of children through Target Tracker and through pupil progress meetings led by Key Stage Leaders.</p> <p>To identify support and intervention required and timetables drawn up to ensure this is facilitated.</p> <p>Additional weekly 1-hour intervention from HLTA to meet specific needs of children through small group work.</p>	<p>The school tracking system shows that the majority of pupils have made expected progress over the course of the year, with some children making better than expected progress. End of year assessment data in Y2-6 (progress information not available for Y1) showed that 95% of children made at least expected progress in reading, 95% in writing and 96% in maths. 100% of children in receipt of PPG (Y2-6) have made at least expected progress according to teacher assessment at the end of the year.</p> <p>The tracking system has been utilised effectively to identify children who have required additional intervention and support timetables have been drawn up accordingly. This has enabled staff to feel confident in identifying support required.</p> <p>Small group work activities have taken place regularly which has impacted on the % of children achieving expected progress. Key skills have been able to be reinforced and consolidated and gaps addressed.</p>	<p>Similar approach to be continued in September.</p> <p>Weekly 1-hour sessions to be delivered as two 30-minute sessions to increase effectiveness and allow for revisiting.</p>	<b>£2160</b>

<p>To support all children in receipt of PPG with developing spelling strategies that can be related to their writing.</p>	<p>Purchase of whole school Spelling Shed program and supporting app for iPad.</p>	<p>The average spelling score on the KS2 statutory spelling paper was 14.84. This was an increase from the previous year which averaged 12.</p> <p>Majority of children appear to be enjoying Spelling Shed so engagement has increased and feedback has been positive from staff and pupils.</p> <p>Work scrutiny shows increased application of spelling strategies.</p> <p>Recent KS2 writing moderation identified application of spelling strategies as a strength.</p>	<p>Spelling Shed to be continued in next academic year.</p> <p>Spelling teaching to be adapted in Y5&amp;6 to apply spelling approaches from Spelling Shed materials.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>To improve the achievement and progress in maths of children in receipt of PPG.</p>	<p>Use of Test Base suite materials to assess children's knowledge and skills and to provide detailed feedback on learning needs. Outcomes shared with parents and used to inform intervention, lesson content etc.</p> <p>Use of On Track Maths Rising Stars intervention program</p>	<p>End of year assessment data in Y2-6 (progress information not available for Y1) showed that 96% of children made at least expected progress in maths. 100% of children in receipt of PPG (Y2-6) have made at least expected progress according to teacher assessment at the end of the year.</p> <p>End of KS2 statutory assessment resulted in 96% of children achieving expected standard in maths.</p>	<p>Test Base materials enabled clear tracking of maths progress and informed teaching and intervention.</p>	<p>£2500</p>
<p>To improve the achievement and progress in writing of children in receipt of PPG.</p>	<p>Engagement with Talk for Writing training to disseminate to all teaching staff</p>	<p>End of year assessment data in Y2-6 (progress information not available for Y1) showed that 95% of children made at least expected progress writing. 100% of children in receipt of PPG (Y2-6) have made at least expected progress according to teacher assessment at the end of the year.</p>	<p>Trial of Talk for Writing provided positive feedback from teaching staff. To be considered as whole school approach for next academic year.</p>	

<p>To improve the achievement and progress in reading of children in receipt of PPG.</p>	<p>Purchase of a reading comprehension intervention program.</p> <p>Delivery of a reading intervention program (2 x ½ hour sessions per week for 24 weeks)</p> <p>Purchase of a magazine subscription and Accelerated reader materials to promote reading for pleasure.</p>	<p>End of year assessment data in Y2-6 (progress information not available for Y1) showed that 95% of children made at least expected progress in reading. 100% of children in receipt of PPG (Y2-6) have made at least expected progress according to teacher assessment at the end of the year.</p> <p>Accelerated Reader data shows increase in reading engagement with majority of children achieving at least 80% on quizzes.</p>	<p>To continue to apply strategies for next academic year.</p>	
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>To promote self-esteem and self confidence in order to encourage all children to succeed.</p>	<p>Participation in Carlisle Cathedral Outreach programme</p> <p>Participation in Nurture Group sessions (6 x 1-hour sessions)</p>	<p>Very positive feedback received from parents who attended final celebration concert. Many parents and families commented on confidence children gained from participation.</p> <p>Feedback from teachers regarding Nurture group has been overwhelmingly positive. End of year reports refer to increased resilience etc in regards to children managing social situations.</p>	<p>Cathedral Outreach to be accessed in next academic year.</p> <p>Nurture group to continue.</p>	<p>£4270</p>
<p>To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning.</p>	<p>Participation in a 6-week forest schools program</p> <p>Use of BLP approaches in dual focus lessons</p>	<p>Feedback from teachers that children are applying key skills to learning within the classroom.</p>	<p>To continue in next academic year.</p>	