

Pupil premium strategy statement (primary)

1. Summary information					
School	High Hesket CE School				
Academic Year	2016	Total PP budget	£13780	Date of most recent PP review	n/a
Total number of pupils	186 (including part time)	Number of pupils eligible for PP	10	Date for next internal review of strategies	Jan 2017
2. Current attainment					
Year 6 - 2016			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard in reading, writing and maths			0%	63%	
% making expected progress in reading			50%	-1.45	
% making expected progress in writing			50%	-2.63	
% making expected progress in maths			50%	1.88	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	<ul style="list-style-type: none"> Within the year group that contains a PP child, there are some common barriers which we address through intervention and focussed class teaching. However we endeavor to identify each child's unique circumstances and address these through individualised provision. Cross over with SEND – Year 6 cohort 2016 contained 2 PP children, one was in receipt of IEP throughout time in school. Other joined us from another school in Year 5. 				
B.					
C.					
C.					
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Support from home can be mixed.				
	Children joining us midway through key stage				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)					Success criteria

A.	To strengthen key systems to ensure disadvantaged children's individual needs are addressed so that the difference between this group and others nationally and in High Hesket, continues to be reduced.	Children eligible for PP receive intervention and support in order that progress is accelerated and in line with peers and those nationally.
B.	Ensure BLP strategies are embedded and used to support PP children in controlling their own learning	Children eligible for PP routinely use BLP strategies to aid resilience and concentration in all lessons.
C.	Children in receipt of pupil premium in all year groups make accelerated progress	In school tracking data and statutory assessment shows children in receipt of PP make accelerated progress.
D.	To strengthen engagement of PPG children with a focus on support for parents and hard to reach families.	Disadvantaged children participate fully in all aspects of school life.

5. Planned expenditure

Academic year	2016-2017 - £13780
----------------------	--------------------

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?
Improved results for all children in receipt of PPG in EYFS, KS1 and KS2.	PPG children are tracked through school and along with pupil progress meetings, have any intervention necessary to narrow the gap.	Personalised support improves student outcomes overall. Thereby reducing the attainment variation between disadvantaged and non-disadvantaged.	Monitoring of progress in the core subjects	HT/class teacher	June 2017
Total budgeted cost					£5000

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?
-----------------	--------------------------	---	---	------------	--------------------------------------

Accelerated progress for children in receipt of PP	One to one tuition delivered by qualified teachers.	EEF suggest a qualified teacher is more likely to achieve greater progress and raise attainment.	Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings.	Teaching staff Responsible for own children.	July 2017
PPG children take responsibility for their own learning by implementing BLP strategies of resilience, managing distractions and concentration.	BLP is embedded in all classrooms.	Higher levels of independence, concentration and resilience lead to improved outcomes.	BLP lead will monitor use of BLP throughout school. Staff new to school will have training/visit model school.	BLP lead.	June 2017
Total budgeted cost					£5000

iii. 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?
PPG children have equal access to all activities in school including afterschool care, residential, equipment and trips.	By communication with parents, we will ensure equal opportunities for all including PPG children.	All children gain confidence by participating in residential, trips, etc.	By monitoring PPG children's participation in trips etc	HT	Jun 2017
Total budgeted cost					£3780

6. Review of expenditure

Previous Academic Year	2015-2016			
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

1. Key objective: To improve the outcomes for disadvantaged students to bring attainment in line with age related expectations	Despite the changes to assessment seen this year, PPG children made progress in line with their peers.	The majority of children in receipt of pupil premium have made good progress and have met end of year expectations.	Continue the drive to ensure PPG children make at least expected progress in line with their peers.	£10000
2.To use online technology to raise attainment in reading and maths.	Purchase of Maths Whizz subscriptions for home tutoring. Purchase of Accelerated Reading programme	All children using both programmes regularly at home. Increased in progress	Continue with the drive to ensure these programmes are used consistently at home.	£1000
3. Continued development of whole school approach to phonics and guided reading.	RWI used effectively in EYFS and KS1. Training for staff new to the school was given	95% achieved pass mark in Year 1. 100% resit pass	Continue with this approach.	£2000

ii. Targeted support

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
Implement an academic subsidy to enable disadvantaged children to fully access all aspects of the curriculum and reduce attainment gap.	Subsidise trips/extra curriculum activities	Disadvantaged children fully participated in residentials, trips etc and gained much in terms of independence, resilience and confidence as a result	Although the outcomes from this objective were not measurable in terms of attainment – it is agreed that the benefits were of significance and will be continued.	£1500

7. Additional detail

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