

Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | High Hesket CE School | | | | |
| Academic Year | 2018-19 | Total PP budget | £8900 | Date of most recent PP review | Dec 18 |
| Total number of pupils | 197 (including part time) | Number of pupils eligible for PP | 6 | Date for next internal review of strategies | Jun 19 |

2. Barriers to future attainment (for pupils eligible for PP)

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| A. | <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"> • Reduced self esteem or self confidence • Low ability in applying resilience or perseverance to independent learning • Gaps in learning or misconceptions relating to maths, writing or reading • Reduced interest in reading for pleasure |
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3. Desired outcomes (*Desired outcomes and how they will be measured*)

| 3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | 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 expected progress in reading, writing and maths. |
| B. | To accelerate the achievement and progress in maths, reading and writing of children in receipt of PPG. | Children in receipt of the pupil premium grant will show accelerated attainment and progress |
| C. | 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. |
| D. | 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

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| Academic year | £8900 |
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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? |
|---|--|---|---|--|---|
| 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>Consistent tracking of children will enable staff to highlight areas where intervention is required and address any gaps.</p> <p>Specific, planned intervention in small groups can positively impact on children's progress.</p> <p>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."</p> | <p>Regular review of the intervention timetable.</p> <p>Pupil progress review meeting notes will show detailed discussions</p> <p>Regular analysis of tracking data should show progress being made by PPG children.</p> <p>Regular review of intervention to ensure content is carefully planned and meets specific needs.</p> | <p>Headteacher</p> <p>Key Stage Leaders</p> | Termly |
| To support all children in receipt of PPG with developing spelling strategies that can be related to their writing. | <p>Purchase of whole school Spelling Shed program and supporting app for iPad.</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 rehearse spellings learnt in class.</p> | <p>Use of Spelling Shed assessment grids are included in the package that will show the children's progress in spelling.</p> | <p>Headteacher</p> <p>English subject leader</p> | Termly |

Total budgeted cost £2160

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? |
|--|---|--|--|--|---|
| <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>Planned booster tuition sessions for Spring</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>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. Regular reviews will take place on tuition content and these will be planned carefully by the class teacher.</p> | <p>Headteacher Key Stage Leaders</p> | <p>Termly</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>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>Review of planning and work will see Talk for Writing principles being applied to teaching opportunities.</p> | <p>Headteacher English subject leader</p> | |

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| To improve the achievement and progress in reading of children in receipt of PPG. | <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> | 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. | Accelerated reader quizzes and NFER tests will show children making progress in relation to reading comprehension skills. | Headteacher English subject leader | |
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Total budgeted cost £2500

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? |
|--|--|--|--|--|---|
| To promote self-esteem and self confidence in order to encourage all children to succeed. | <p>Participation in Carlisle Cathedral Outreach programme</p> <p>Participation in Nurture Group sessions (6 x 1 hour sessions)</p> | The EEF Toolkit makes reference 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." | <p>Regular monitoring of outreach sessions.</p> <p>Regular review of nurture groups sessions and discussions with nurture lead to ensure content is well matched to needs of children.</p> | Headteacher Nurture group lead | Termly |
| To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning. | <p>Participation in a 6 week forest schools program</p> <p>Use of BLP approaches in dual focus lessons</p> | EEF Toolkit evidence states that collaborative 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 usually more effective when taught in | <p>Regular monitoring of sessions to ensure content is matched to needs.</p> <p>Review and monitoring of dual focus sessions.</p> | Headteacher BLP lead Forest Schools practitioner | Termly |

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| | | collaborative groups so that learners can support each other and make their thinking explicit through discussion.” | | | |
| Total budgeted cost | | | | | £4270 |

5. Review of expenditure

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| Previous Academic Year | 2017-2018 |
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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 |
|---|--|---|--|-------|
| 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. Reading Intervention training for 3 staff (£2250) | Reading intervention successfully completed by 3 members of staff. It was then used to support children identified through assessment. All children who engaged with reading intervention made significant progress with their ability to decode and their fluency. | Reading Intervention to continue to be used for targeted children where appropriate. | £5000 |

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 |
|--|--|--|--|-------|
| Accelerated progress for children in receipt of PP | One to one tuition delivered by qualified teachers. Intervention package purchased | One to one tuition was delivered for those children identified through pupil progress meetings and tracking data. | | £2500 |

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| PPG HA children make similar progress as non PPG children. | We will continue to use BLP Strategies and a new feedback policy has been written and agreed which will ensure children are challenged and involved more in improving their work and | BLP strategies have been adopted by all classes and dual focus lessons have been observed. The new feedback policy has been finalised and is now being used consistently throughout the school. Children are involved in improving their work and making adaptations based on the feedback they receive. | All classes to continue using feedback policy. | |
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iii. Other approaches

| 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 |
|--|---|---|--|-------------|
| 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 accessed all experiences and opportunities equally. | | £3780 |