

High Hesket CE Primary School Pupil Premium Statement

1. Summary information					
School	High Hesket CE School				
Academic Year	2020-21	Total PP budget	£8380	Date of most recent PP review	Jul 20
Total number of pupils	189 (including part time)	Number of pupils eligible for PP	4	Date for next internal review of strategies	Jul 21

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

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*)

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"> 1. Teaching e.g. professional development, recruitment and retention etc. 2. Targeted e.g. structured interventions, small group tuition, one to one support etc. 3. Wider strategies e.g. behaviour approaches, extracurricular activities etc. 		
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 at least expected progress in reading, writing and maths.
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.
C.	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.
D.	To support children in developing and maintaining positive relationships in order to keep themselves and others safe.	Children in receipt of the pupil premium grant will understand how to develop and maintain positive and healthy relationships with others.

4. Planned expenditure

Academic year

£8380

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>Renewal of subscription to new handwriting scheme (Letter Join) to provide support for children in achieving expected standard of handwriting within each year group. Continue to embed.</p> <p>Renewal of Spelling Shed subscription in classes to enable children to rehearse and consolidate age related spelling words. Utilisation of Spelling Shed teaching materials in upper KS2.</p> <p>Use of Literacy Shed resources to promote quality literacy teaching within classes.</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. Use of Spelling Shed in 2019/20 and 2020/21 proved positive and 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>Monitoring of Spelling Shed progress grids.</p> <p>Use of spelling assessments to identify progress.</p> <p>Moderation of writing across year groups.</p> <p>Pupil books studies.</p>	Headteacher English Subject Leader	March 2021 and July 2021

<p>To support all children in receipt of PPG in making expected progress in maths.</p>	<p>Introduction of new personalised learning platform (Maths Shed) for children to access within school and from home to help them consolidate skills taught in lessons.</p> <p>Continued 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. Use of NFER reading tests and end of year assessment to track progress, identify areas for development and plan intervention.</p> <p>Introduction of additional online learning platforms for a range of year groups in order to develop key maths skills (TT Rockstars, Numbots)</p> <p>Use of White Rose Premium maths resources to complement maths teaching.</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 and NFER 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.</p> <p>End of term assessments.</p> <p>Pupil book studies.</p> <p>Review of Maths Shed, Numbots and TT Rockstar's pupil participation and outcomes.</p>	<p>Headteacher Maths Subject Leader</p>	<p>March 2021 and July 2021</p>
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Total budgeted cost					£1798
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ii. TARGETED

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 support all children in receipt of PPG in making expected progress in reading.</p>	<p>Focused small group sessions that develop comprehension skills. Use of VIPERS approach to achieve consistent and to support independence when answering reading comprehension.</p> <p>Use of Star Reader to achieve consistent reading assessment data to identify key areas of development. Accelerated Reader to be used in Y2-6 to enable children to be supported with independent reading and to utilise quizzes to track comprehension skills.</p> <p>Reading resources (newspaper subscription, books for library etc) to be updated to encourage reading for pleasure.</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 consistent implementation of VIPERS will achieve this.</p> <p>A trial of Accelerated Reader by EEF found "pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress."</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 2021 and July 2021</p>

To support all children in receipt of PPG in making expected progress in maths.	<p>Targeted maths intervention sessions to address gaps in learning relating to expected end of year outcomes. To be delivered within or in addition to maths lessons.</p> <p>Use of 'chilli challenges' to enable children to access a range of skills.</p> <p>Use of 'fluent in five' activities within class through White Rose Maths.</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>	Regular review of intervention to ensure content is carefully planned and meets specific needs.	Headteacher Maths Subject Leader Key Stage Leaders	March 2021 and July 2021
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Total budgeted cost					£4110
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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 implementati
To promote self-esteem and self confidence in order to encourage all children to succeed.	Participation in Nurture Group sessions to develop self-confidence, relationship skills etc.	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 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 2021 and July 2021
To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning.	<p>Embedded 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.</p> <p>Use of BLP approaches in dual focus lessons</p>	EEF Toolkit evidence 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 collaborative groups so that learners can support each other and make their thinking explicit through discussion."	<p>Regular monitoring of sessions to ensure content is matched to needs.</p> <p>Review and monitoring of dual focus sessions.</p> <p>Use of pupil study to identify use of knowledge organisers and review impact.</p>	Headteacher BLP lead Curriculum leads	March 2021 and July 2021

To support children in developing and maintaining positive relationships in order to keep themselves and others safe.	Purchase and implementation of 3Dimensions PSHE curriculum to develop social, emotional and relationship skills, mental health and wellbeing and to develop understanding of personal safety. Use of Picture News materials to discuss world news and relevant issues and to enable children to develop skills to become an effective and valued citizen.	EEF Toolkit describes how “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”	Regular monitoring of PSHE content. Use of pupil study to identify impact on attitudes to learning, confidence etc.	Headteacher PSHE subject leader	March 2021 and July 2021
Total budgeted cost					£2446

5. Review of expenditure

Previous Academic Year	2020-2021
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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
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>Due to COVID-19 school closures, no summer term assessments were able to be carried out which would normally be used as a marker of impact. However, by the end of the Spring Term, 80% of pupils in receipt of PPG were working at the age-related expectation or above for their age group and 80% had also made at least expected progress in writing.</p> <p>Staff received Talk 4 Writing training and January INSET had this as a focus. All classes in Y1-6 incorporated this into learning and this was evident within books.</p> <p>Spelling Shed being used regularly and also enabled access during school closure to spelling activities.</p> <p>Literacy Shed also being utilised and enabled PPG children to access reading activities during school closure.</p> <p>Letter Join was purchased and had begun to be utilised through all classes – evident in written work.</p>	<p>Talk 4 Writing proved every effective and will continue to be utilised next year. To consider using for non-fiction writing.</p> <p>Spelling schemes have been reviewed and from September, Y2-4 will utilise RWI, Y5-6 will utilise Spelling Shed for planning, teaching etc. All children will still access Spelling Shed as an online activity.</p>	£4491

<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>Maths Whizz being used in Years 2-6 and is accessed within school and for home learning. Also continued to be used during COVID-19 closures.</p> <p>Due to COVID-19 school closures, no summer term assessments were able to be carried out which would normally be used as a marker of impact. However, by the end of the Spring Term, 80% of pupils in receipt of PPG were working at the age-related expectation or above for their age group and 80% had also made at least expected progress in maths.</p> <p>Test Base was used in Year 6 to ascertain spring term progress and then information was shared with pupils and parents at the Spring term parents evenings.</p> <p>Times Tables Rockstars was purchased and being used successfully in KS2. Children very keen to use and access regularly. Also used during school closures.</p>	<p>Maths Whizz – subscription is up for renewal. Possible investigation of new alternatives.</p> <p>TT Rockstars has had positive successful – continue to utilise and to explore other options for younger year groups.</p> <p>Test Base – provides very useful information. Consider whether to utilise in other year groups.</p>	
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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
<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>Due to COVID-19 school closures, no summer term assessments were able to be carried out which would normally be used as a marker of impact. However, by the end of the Spring Term, 80% of pupils in receipt of PPG were working at the age-related expectation or above for their age group and 80% had also made at least expected progress in reading.</p> <p>Small sessions were implemented alongside 1:1 reading sessions which included comprehension questioning.</p> <p>Reading booster sessions in Y6 were also utilised on a weekly basis to develop comprehension skills.</p>	<p>Sessions were difficult to implement due to staffing restrictions – need to review and address if to be utilised again.</p> <p>Booster sessions worked successfully.</p>	<p>£390</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.	Booster sessions were implemented during the Spring term on Tuesday mornings and Wednesday afternoons. Organised in a carousel style and had positive impact (96% of pupils made at least expected progress by end of spring term).	Continue to utilise for next academic year.	
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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
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	Outreach programme completed and performance undertaken at Carlisle Cathedral. All children enjoyed and appeared to raise confidence.	Very successful and rewarding programme. Continue to be involved.	£3695
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	Alex Bedford course accessed and information disseminated. Knowledge organisers introduced in all classes Y1-6 and appear to be enabling children to work independently. Forest Schools sessions held in Y6 and gardening club for Ks2. BLP evident in lessons.	Knowledge organisers having positive impact – continue to develop usage.	