

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 (and recovery premium for the 2021 to 2022 academic year) 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	162
Proportion of pupil premium eligible pupils	4%
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
Statement authorised by	Amy Harvey (Headteacher)
Pupil premium lead	Amy Harvey (Headteacher)
Governor lead	Emma Massey (SEN Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14070

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	Difficulty accessing remote learning provision during periods of isolation (need to ensure consistency, ease of access and resources)
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 (and recovery premium funding) **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, 2

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, 2
Tuition groups for identified children to address gaps in learning	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction, Small group tuition)	1, 2
Regular use of personalised learning platforms to enable children to practice and consolidate learning.	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction)	1, 2
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, 2

Budgeted cost: £5500

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)	4
Provide weekly Forest School sessions for Upper KS2 to develop positive self-esteem, resilience and independence	Education Endowment Foundation Teaching & Learning Toolkit (Social and emotional learning. Metacognition, Collaborative Learning, Outdoor	4

skills.	adventurous learning) Forestry Commission research paper (A marvellous opportunity for children to learn)	
Support attendance within extracurricular opportunities (music tuition, residential visits etc)		4

Budgeted cost: £6800

Total budgeted cost: £14300

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

Aim	Outcome
To support children in developing and maintaining positive relationships in order to keep themselves and others safe.	3D curriculum purchased and implemented. Communicated to parents and being utilised in lessons.
To develop collaboration, perseverance, independence and resilience skills that children can apply to their everyday learning	Alex Bedford training completed and knowledge organisers trialled across school.
To promote self-esteem and self confidence in order to encourage all children to succeed.	Some nurture group provision but, due to COVID-19 restrictions, this was limited and not all identified children were able to access. Well being activities incorporated in to remote learning including delivery of resources to homes.
To support all children in receipt of PPG in making expected progress in reading, maths and writing.	Personalised platforms (maths shed, Numbots etc) introduced and utilised within remote learning periods as well as at school to maintain consistency. Literacy Shed being utilised Y2+ to develop comprehension skills. Letter join introduced and disseminated to staff. White Rose materials being utilised to provide consistent approaches to mathematics teaching and also utilised within remote learning provision.

Externally provided programmes

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