

# Pupil premium strategy statement



## High Hesket CE School 2024 – 2028

*(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 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding 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	139
Proportion of pupil premium eligible pupils	5%
Academic year or years covered by statement	2024-2028
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Amy Harvey (Headteacher)
Pupil premium lead	Leanne Day (Deputy Headteacher)
Governor lead	Gillian Dixon (SEN Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11910
Recover funding allocation for this academic year	£2000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£13910</b>

### 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	Need to develop a consistent approach to the teaching of vocabulary across the curriculum.
2	Need to address wellbeing and mental health to enable engagement with learning.
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 **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

**Budgeted cost: £2325**

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

**Budgeted cost: £6978**

## Wider strategies

Activity	Activity	
Provide 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)	2,4
Provide Forest School sessions and outdoor learning	Education Endowment Foundation Teaching & Learning Toolkit (Social and emotional learning. Metacognition,	4

opportunities to develop positive self-esteem, resilience and independence skills.	Collaborative Learning, Outdoor adventurous learning) Forestry Commission research paper (A marvellous opportunity for children to learn)	
Support attendance within extracurricular opportunities (music tuition, residential visits etc)		4, 5

**Budgeted cost: £4652**

**Total budgeted cost: £13955**

## 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 2023 to 2024 academic year*

Challenge:	Outcome / impact:
Possible gaps in learning as a result of partial school closures during COVID-19 pandemic	Children were identified by class teachers through use of White Rose Maths teaching materials and either in class or withdrawal interventions were planned. Staff used personalised learning platforms as part of these. All of these children were monitored closely and discussed with relevant subject leaders using Insight software. End of year outcomes in statutory and non-statutory assessments showed positive progress. Phonics screening in Year 1 showed good progress. 100% of children in receipt of pupil premium achieved expected progress or better in maths and writing.
Need to address wellbeing and mental health to enable engagement with learning.	Teachers used the 3D PSHE programme to support children and to help identify those needing further support. These children became part of a nurture group and had regular targeted sessions. All children and families spoke highly about the positive support this gave them and the successful outcomes achieved.
Need to engage regularly with accessible reading for pleasure materials and encourage regular reading opportunities	Staff have continued to make consistent use of Accelerated Reader to support children in selecting, reading and comprehending books. Children enjoy using the quizzing system and it supports in class guided and supported reading. Use of reading VIPERS enhances this approach with more targeted discussion as a class and in small groups. We have continued to fund and extend the school library and children select a free choice book in addition to their AR choice. In addition to this, we held a successful World Book Day celebration. This involved the whole school community with parents joining their children in all kinds of book corners, journeys and adventures. Staff have shared and explained their favourite books and made recommendations to their classes. We have had continued or improved good progress in reading throughout the school. 88% of children in receipt of pupil premium made expected

	progress or better in reading.
Need to build self-confidence, resilience and independence skills	Our Outdoor Learning leaders have planned and supported staff in three successful outdoor learning days. The children were encouraged to think actively, solve problems, support each other and to believe in themselves to find solutions. They have also provided training to staff in the use of the outdoors across the curriculum. Teachers continue to build in opportunities to blend outdoor learning into the curriculum, making explicit use of metacognitive approaches.
Ability to engage with extracurricular provision	We have extended out extra-curricular provision using in school and external staff. Children are encouraged to join a range of activities. Children in Year 3 took part in a problem-solving evening, Year 4 children slept over at school, Year 5 took part in two-nights adventurous activities stay at Robinwood Adventure Centre and Year 6 spent four nights in Edinburgh. Funding is provided to support all children being able to access extra-curricular provision.

### Externally provided programmes

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