

1. St Hugh's Pupil premium strategy statement 2019-20

1. School overview

Metric	Data
School name	St Hugh's Catholic Primary
Pupils in school	271
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£62040 (47 x £1320)
Academic year or years covered by statement	2019-20
Publish date	20 September 2019
Review date	01 November 2020
Statement authorised by	LGB
Pupil premium lead	Gregory Hughes
Governor lead	John O'Connor

2. Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.8
Writing	3.2
Maths	0.8

3. Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 Reading	67%
Meeting expected standard at KS2 Writing	78%
Meeting expected standard at KS2 Mathematics	100%
Achieving high standard at KS2 Reading	11%
Achieving high standard at KS2 Writing	11%
Achieving high standard at KS2 Mathematics	33%

4. Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Pupils with behavioural issues will be supported academically, socially and emotionally, throughout the school day.

Priority 2	<p>Pupil premium children make expected or better progress than their peers in reading, writing (including spelling) and maths from their starting points. Measured through data tracking, supported by work scrutiny.</p> <p>Children on SEND register will meet their personal end of year targets in reading, writing and maths.</p>
Barriers to learning these priorities address	<p>On entry Language skills are very poor, low level of vocabulary and fragmented sentence structure. Lack of independence and self-motivation. Lack of imagination, creative thinking and therefore independence in learning.</p> <p>School is in area of deprivation above the National average. High level of social and emotional issues. Lack of routine, calm environment, security.</p> <p>Emotional and behavioural support</p>
Projected spending	£46,000

5. Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve national average expected standard in Phonics	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (96.1)	Sept 21

6. Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant agencies are called upon to deliver social and emotional support alongside school support.
Priority 2	Targeted class support is robust and child specific
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10,000

7. Targeted academic support for current academic year

Measure	Activity
Priority 1	Employ external agencies to support children where necessary
Priority 2	Maintain small group core subject interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£3,000

8. Wider strategies for current academic year

Measure	Activity
Priority 1	Children to have access to Breakfast club and after school activities and have the opportunity to attend more visits Out of School
Priority 2	Involve education welfare officer with schools to support families with attendance where needed.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£4,000

9. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and delivery of programmes	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school English and Maths intervention to support small groups	Timetabling of intervention groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA on support. Robust EHCP plans, targeted intervention plans.

10. Review: last year's aims and outcomes

Aim	Outcome
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Progress in Reading and Writing	Above national average for both subjects. Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long term confidence and understanding.
Progress in Mathematics	Above national average for subject. Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long term confidence and understanding.
Phonics	Above national average. Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long term confidence and understanding.
Attendance	Attendance was below school 96.0 (94.37)
Social and emotional support	<p>Programmes need to continue. 1 to 1 support was particularly effective as it gave pupils individualised programmes that were child specific. Confidence levels improved and feedback from pupils, staff and pupils was positive.</p> <p>The school needs to offer a wide and inclusive provision. Staff go the extra mile to ensure the curriculum and the pupils in both key stages are catered for. Feedback and attendance are excellent and opportunities to represent the school on a county and National level are offered.</p> <p>Visits are age appropriate and linked to curriculum topic areas. This needs to continue. Mini buses have made trips more affordable and given scope for local trips to take place when the school wishes to timetable them.</p>
Other	<p>Ensuring Success: Identifying needs early so funding is appropriately spent to target group or individual needs. Assessment data used frequently to evaluate interventions/strategies and modified where necessary. Ensuring all staff are trained and understand their role in helping the children achieve. Ensuring all staff know which children are eligible for Pupil Premium in order to accelerate their progress. Higher ability children receive equal targeting to those who are tracking below expected outcome. Have an ability to demonstrate the impact of each aspect of the spending on the outcomes for pupils through monitoring and evaluation.</p>
	<ul style="list-style-type: none"> Note all costings are approximate and will be reviewed throughout the year to ensure spend.