

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

Detail	Data
School name	St Hugh's Catholic Primary
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	28
Academic year/years that our current pupil premium strategy plan covers 2025-28	3
Date this statement was published	November 25
Date on which it will be reviewed	November 25
Statement authorised by	Nicky Shaw Tracy Lane
Pupil premium lead	Gregory Hughes
Governor / Trustee lead	Jennifer Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109080

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St Hugh's is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focuses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities.

The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, widen their aspirations, develop their confidence and increase their cultural capital.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

We also aim to reduce barriers to learning by developing relationships with families, providing for the Social and Emotional and Mental Health (SEMH) needs of the children and minimising lateness and absence.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To narrow any attainment and progress gap created by the Covid-19 pandemic. We recognise that school closures had a negative effect on language skills, vocabulary acquisition and reading. We have noticed that children have fallen behind in terms of vocabulary acquisition and word knowledge as a result of disrupted pre-school attendance and normal non-pandemic child-to-child interaction in an education setting.

2	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. Children on SEND register will meet their personal end of year targets in reading, writing and maths. On entry, pupil premium children the majority of our pupil premium children arrive below age related expectations compared to other pupils.
3	To provide a knowledge-rich curriculum which increases aspirations and the cultural capital for all of our children. Our assessments and observations indicate that the education and wellbeing of our disadvantaged children has been adversely affected by Covid restrictions and extended periods of lockdown. They have fallen behind age related expectations as a result of limited mobility and the inability to visit places of interest.
4	To combat low self-esteem and lack of confidence. As a school, we offer a wide and comprehensive wrap around care for all our pupils but we promote attendance with our disadvantaged pupils. There has been a scaling down and general lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	To minimise lateness and absence. Data shows that disadvantaged pupils have a lower attendance on average than other children. Our attendance data indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged children. Absenteeism has negatively affected disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment and progress at the end of 2024-27 are in line or above with National outcomes	Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. Curriculum planning allows for opportunities to address lost learning
Children and families know can access online provision if home learning is needed.	Do-jo and Google meet to be used to ensure the school timetable is reflected in home learning.
Children can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil	Newly developed curriculum-planning focuses on a knowledge-led curriculum. Ongoing curriculum evaluation

<p>Premium children achieving greater depth and the number on non-PP children achieving greater depth is narrowed.</p>	<p>Teachers / subject leaders to clearly include opportunities and experiences from the St Hugh's experience in their wider planning. Ongoing monitoring of HA PP children in pupil progress meetings with the identification of focus children where necessary. Regular programme of monitoring and evaluation by subject leaders to include high-quality opportunities for pupil voice</p>
<p>Attendance is above the national average.</p>	<p>Monthly attendance reports Awareness among children and families of what our aims are for attendance and a shared vision and responsibility for achieving this. Promotion of this aim throughout the school first day call, attendance awards, attendance figures on school reports and mention at parents evening.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in every class each morning	<p>Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths).</p> <p>Education Endowment Fund guidance on the Effective Use of Teaching Assistants.</p> <p>Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p>	1.
Phonics resource packs for all EYFS/year 1 children Parental help videos made available	<p>Phonics packs that were sent out with the majority of parents saying they found the packs combined with the phonics pronunciation videos useful. We gained a 98% pass rate in Y1 phonics.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
To research and develop a whole-school approach to the teaching of reading and vocabulary	<p>Research in 1995 by Hart and Risley (cited in Closing the Vocabulary Gap by Alex Quigley) found that: 'From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families, and this talk gap between the ages of 0 and 3 years... explains the</p>	1,3

	<p>vocabulary and language gap at age 3 and the reading and maths achievement gap at age 10. As a result of school closures, children have had less exposure to a variety of vocabulary and fewer opportunities to develop their oracy through verbal communication with a range of people.</p> <p>We have developed interventional support using the Boston Word project, vocabulary vault and Vipers</p>	
Access to White Rose maths programme for all KS2	<p>The school has embedded White Rose Maths over the past few years. It is used to identify gaps caused by the initial lockdown and to set homework each week at an appropriate level for each pupil. Feedback from staff on the effectiveness of White Rose is very positive. Staff found the accompanying videos for each small step in Mathematics very clear and accessible. They also said that the learning was personalised to the needs of the child and targeted specific gaps in their knowledge. Parents have found the Maths homework age appropriate and supportive of progression.</p> <p><u>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</u></p>	2,3
Using the National College to develop subject leaders to effectively plan for, promote, monitor and evaluate their subjects	<p>In line with the recent EEF guidance on report on Effective Professional Development we aim for this coaching programme to 'effectively build knowledge, motivate staff, develop teaching techniques and embed practice'. Subject leaders are being supported to effectively monitor and evaluate these changes and make adaptations.</p>	1,2
Implementing school-led tutoring and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1,2,3

<p>of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Subsidised trips and swimming lessons for Pupil Premium children</p>	<p>The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2. Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. We ensure that all children are able to access this area of the curriculum by subsidising the relevant term swimming programme in years 2 to 6.</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and vocabulary intervention support</p> <p>Whole staff training for updated knowledge of Read,Write Inc scheme.</p> <p>Purchase of up to date resourcing including workbooks and reading scheme for home and school.</p>	<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. School is in area of deprivation above the National average. High level of social and emotional issues. Lack of routine, calm environment, security. Emotional and behavioural support</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2

Introduce the Oracy 21 strategy to both keystages		
A school learning mentor with ELSA training	The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed. The EEF toolkit finds summarises that: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	4
A developing programme of extra-curricular activities and opportunities with subsidised places for Pupil Premium children	During the Covid-19 lockdown and school closures children missed out on many additional enrichment opportunities which contribute to their cultural and STEM capital. We will rebuild the school's extracurricular offering and ensure that all children are able to take part regardless of financial situation. The EEF toolkit states that the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. The toolkit on Physical activity states that: there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.	4,5
Access to Breakfast Club and after school activity clubs	Access to Breakfast clubs and after school activities including after school activity club for disadvantaged families	4,5

for Pupil Premium children	<p>mean that they have a larger window in which to drop their children off at school. The breakfast that is provided at the club ensures that all children are fed and ready to start learning.</p> <p>After school activities give children access to clubs that they would otherwise be unable to attend.</p>	
Specialist Teaching Team – Time to be used according to the needs of individual pupils: assessments, dyslexia screening, training, advice on implementation of further evidence based interventions.	<p>EEF guidance – Special Educational Needs in a mainstream school – Recommendation 2 Special Educational Needs in Mainstream Schools EEF (education endowment foundation.org.uk)</p>	
<p>Monthly monitoring of lateness and attendance figures and deployment of the Education Welfare Officer (EWO) where appropriate.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on safeguarding, anti-bullying and behaviour	Staff awareness and up to date training can have positive overall effects.	4

management developing the school Mission statement and ethos of, “Live, love and learn through the light of Christ.”	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Access to CMAT Hardship fund for acute or immediate issues and needs	The CMAT have set up a hardship fund which is supplemented by a Diocesan wide fundraising initiative to support children who have immediate need for financial support	All

Total budgeted cost: £ [110,000]

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.

As we have emerged from the pandemic, its lockdown and restrictions children, including those from disadvantaged backgrounds have begun to make progress towards achieving their full potential. St Hugh's school used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where implemented. We are building on that approach with the activities detailed in this plan.

Internal data shows that the majority of pupils are making expected progress relative to their ability levels in Reading Writing and Mathematics.

Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long-term confidence and understanding.

Attendance was 97%. We will continue to use the first day call system and where appropriate engage the support of an EWO. This needs to remain on the current plan. All children who were Disadvantaged or classed as vulnerable were offered school places during school closures and attendance was high at these times.

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. 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. 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. Music tuition was provided for all eligible children. Participation in before and after school clubs has been high where clubs have been in place. All children had the opportunity for residential visits to Ampleforth and other visits off site.

Pupil data was as follows: End of Key stage 2

Subject	GDS All pupils	GDS Pupil Premium	National
Reading	70	67	75
Writing	62	50	72
Maths	70	67	74

In order to ensure success we have identifying needs early so funding is appropriately spent to target group or individual needs. Assessment data is used frequently to evaluate interventions/strategies and modified where necessary. We ensure all staff are trained and understand their role in helping the children achieve. We also ensure 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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and targeted teacher support in school.

- Note all costings are approximate and will be reviewed throughout the year to ensure spend.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathematics	White Rose
English testing	NFER
Oracy	Oracy 21
French	I Languages
Phonics	Ruth Miskin