

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Hugh's School
Pupils in school	167
Proportion of disadvantaged pupils	74 *PP (Ofsted also define SEND and those with a SW as disadvantaged)
Pupil premium allocation this academic year	£76,276.00 est
Academic year	2020/21
Publish date	December 2020
Review date	Impact reviewed termly
Statement authorised by	T Millard
Pupil premium lead	Deputy Headteacher
Governor lead	To be confirmed

## Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, cognitive development and emotional development; resulting in appropriate behaviour, experience of trauma, significant learning delay and inability to maintain own personal safety, physical development delay and communication delay.

Erratic attendance due to changing or challenging home circumstances. This may also include medical needs.

St Hugh's school has a graduated approach in order to effectively identify the barriers that each individual student faces in order to implement and personalise the strategies to improve life and academic learning.

## Strategy aims for disadvantaged pupils - academic achievement

Priority	Aim	Evidence of impact	Target date
1	<p>Pupils make at least expected progress in reading (using St Hugh's progress rational)</p> <p>Pupils demonstrate a love of reading and demonstrate this through home reading and reading in school.</p>	<p>Termly and yearly progress data from the use of Bsquared.</p> <p>Work scrutiny – guided/reciprocal reading.</p> <p>Intervention plans and evaluations.</p> <p>Learning walks and work scrutiny demonstrating that reading material is matched to ability – cross-referenced to evidence in literacy profiles and related to spelling phase.</p>	July 2021

	Students engage in online reading through Scholastic Reading Pro.	<p>STAR and Lexile data.</p> <p>Pupil and parent questionnaires regarding positive perceptions regarding reading.</p> <p>Mentoring and coaching logs.</p> <p>Achievement of outcomes from EHCPs.</p> <p>Junior Librarian loan data.</p> <p>Achievement of reading merits weekly.</p> <p>Reading logs.</p>	
2 JK	<p>Communication</p> <p>To improve achievement of EHCP communication outcomes</p>	<p>There will be at least a 10% improvement upon 19/20 of achieved EHCP communication outcomes (records updated throughout annual EHCP cycle)</p> <p>Subject leader learning walks</p> <p>Let's Verbalise mentoring and logs identifying impact upon improved staff performance</p> <p>Communication resources to match level of student need</p>	July 2020

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Priority	Aim	Evidence of impact	Target date
3	To improve attendance and behaviour of pupils attracting PP	<p>50% of students, who are identified as PA, will improve their attendance between 5 -10% over the year</p> <p>Fewer behaviour incidents recorded for these students</p> <p>Robust and supportive behavioural intervention plans to be in place for these students.</p> <p>Early family intervention through the "One family approach", to support families by encouraging children, young people and families to be able to build upon their strengths and their resilience to find or be enabled to find solutions when things are challenging</p>	July 2021
4	<p>To support emotional self-regulation of 2 students through the introduction of a conceptual framework – zones of regulation.</p> <p>The pilot will then allow an approach to be adopted and cascaded</p>	<p>Improve the ability of students to adjust their level of alertness, sensory integration and how support them in developing skills to help them regulate their emotions.</p> <p>Support students in achieving their goals through appropriate behaviour in a socially appropriate way</p>	July 2021

	whole school.		
5	All students to have access a free breakfast club	<p>Ensure all costs additional to the magic breakfast funding is covered ensuring all students can access breakfast in order to maintain a positive start to the day and be ready to learn.</p> <p>Contribution from PP budget to be determined as proportion of overall cost of Magic breakfast in line with percentage of students in school cohort in receipt of pupil premium funding</p>	July 2021
6	To improve attitudes for learning for 80% of students who access targeted programmes (regularly throughout covid restrictions) of therapeutic intervention on a weekly basis	<p>Therapy logging sheets – weekly session reports</p> <p>SDQ – teacher / student analysis prior/post intervention</p> <p>Emotional Literacy Pupil Checklist</p> <p>Attendance – maintenance</p> <p>Analysis of behaviour slips</p> <p>Self-Image Profile - perception / building resilience</p> <p>Resilience audit</p>	July 2021

### Teaching priorities for current academic year.

	Measure	Activity
1	100% of identified PP students make at least expected progress in reading.	Accurate matching of reading material to ability. At least 5x weekly reading experiences at school and home, including the use of Scholastic Reading Pro. Weekly guided/reciprocal reading. Weekly 1:1 reading intervention by English specialist/experienced teacher.
2	10% improvement upon 19/20 of achieved EHCP communication outcomes	<p>Let's verbalise working weekly with S&amp;L team and other identified staff member, including NQT</p> <p>Subject leader and phase leaders design, implement and review communication outcomes and strategies upon a weekly basis</p> <p>Communication MTPs rewritten in Aut 2020 and then implemented in Jan 2021. Use of school evaluation cycle to monitor and improve its impact</p>

		<p>Termly phase meetings to moderate and to also disseminate best practice</p> <p>Twice yearly team reviews to monitor and discuss EHCP and PAP outcomes and next steps</p>
<p>Barriers to learning these priorities address:</p> <p>Emotional wellbeing of Y11 students who are anxious towards transitioning into KS5 – use of interventions/targeted supported by identified school adults</p> <p>Staff absence due to pandemic – use of supply where budget allows and measures allow their safe introduction/utilisation of staff in bubble</p> <p>Student absence due to pandemic – continued home/school communication and support/monitoring of home learning and lack of engagement timely addressed</p> <p>E-strategy not fully effective due to hardware late delivery (national challenge) – continued communication and pressure with supplier/e strategy written to allow other ways to provide home learning</p> <p>Staff inexperience with use of scholastic reading-subject leader to mentor and monitor/use of further training time/curriculum meetings</p>		

### Wider strategies for current academic year

	Measure	Activity
3	Raising attendance levels of PA students	<p>Early intervention for families facing challenges, through the “One family approach”</p> <p>Source more motivational awards – possibly sponsorship to support attendance in the school</p> <p>Improve attendance awards for PA students</p>
4	Attendance at school and participation in positive learning – white slips analysis, individual’s personal behaviour logging and monitoring of weekly / monthly attendance statistics.	<p>Safeguarding / Early Help meetings</p> <p>Individual meetings with parents – continued use of the attendance cycle for monitoring.</p> <p>Challenging unacceptable levels of attendance and behaviour through bespoke strategies for the individual.</p> <p>Annual additional attendance reward</p>
5	Introduction of a self-regulation strategy as a visual tool to teach behaviour, social & emotional concepts of managing emotions	<p>Pilot the zones of regulation curriculum with 2 identified students through bespoke sessions</p> <p>Design personalised plans – around the zones of regulation framework for identified target cohort (2)</p> <p>Investigate the impact of the strategy on students, over a term – in relation to academic progress, white slips, report comments, out of lesson slips, attendance data, lesson observation reports. Resilience audit scores, SDQ scores, PASS data</p>
6	Number of students participating in Breakfast Club Triangulate behaviour recording to those	<p>Continue to monitor the value for money regarding consumables.</p> <p>Continue to sign post students to access the club.</p> <p>Promote with new year 6 students on transition</p>

7	Raising attitudes to learning through weekly therapeutic intervention	<p>Create an Assessment therapy pack for each student starting therapy that is to be completed within the first session with a student – facilitators to be responsible for the completion of the assessments for each student they have prior to therapy beginning.</p> <p>Assessments repeated at the end of the course of intervention – so that quantitative evidence of the impact can be analysed.</p> <p>Analysis to be completed by data officer on half termly basis</p>
<p>Barriers to these priorities addressed</p> <p>Building relationships with PA students whose parents / carers deemed hard to reach parents.</p> <p>Families taking holidays in term time / Covid restrictions, partial attendance in line with guidelines, medical evidence for vulnerable students' non-attendance during Covid period.</p> <p>Time to process / self- teach the concept of the Zones of regulation with time to implement it fully and with quality as the curriculum concept requires</p> <p>Facilitators of weekly interventions ensuring that assessments are completed and returned to SLT prior to intervention beginning.</p> <p>Capacity of data officer to analyse the data every half term</p>		

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>English: Lack of staff knowledge regarding identification of reading banding.</p> <p>Subject knowledge of experienced teacher.</p> <p>Communication: Subject knowledge related to communication strategies</p>	<p>English: Staff training by English lead – the development of early reading skills and diagnosis of reading bands, regular learning walks, scrutiny of work and mentoring.</p> <p>English specialist to meet monthly with experienced teacher to discuss intervention plans.</p> <p>Communication: Mentoring by commissioned service and/or subject leader</p>
Targeted support	<p>English: Timetabling of intervention with English specialist.</p> <p>Funding for attendance motivational rewards for targeted group of PA's</p> <p>Staff time in preparing bespoke</p>	<p>English: English lead to meet termly with SLT to discuss timetabling needs.</p> <p>Discussion with SLT / Headteacher regarding possible sponsorship from businesses / funding from school for motivational prizes</p>

	<p>charts for students personalised to their needs</p> <p>Use of PASS data, Team reviews, parental requests, CIN, EH, <b>resilience target, SDQ targets</b> to identify students for targeted provision</p>	<p>Staff / therapy facilitators training in setting up / supporting students using visual support for Zones of regulation models, for identified cohort</p> <p>Groups to be reviewed every half term – in terms of data by data officer</p> <p>School letters / necessary paperwork from therapists to be sent to parent / carers to complete prior to therapy starting</p>
Wider strategies	<p>Raising the awareness of the importance of attendance / therapy interventions to key stakeholders</p> <p>Involvement of parents / carers in the process to support the students use of the tool within the home</p>	<p>Use of promotional material on the website / school magazine / leaflets home / EHCP meetings / visual displays in school</p> <p>Communication via a letter / leaflet to parents / carers, of identified cohort, to explain the process in place</p>

## Review: last year's aims and outcomes 2019-20

There was a severe disruption due to the impact of the national lockdown.

- Priority 1 – Reading, we still have use of Junior Librarian and online reading approaches. We will be moving to Scholastics reading scheme which will give wider choice for home reading. Last year we actioned 'in house' research. We looked at what was best for what classes. Data results supported it would support 5 students.
- Priority 2 - Reading for GCSE pathways, no standardised assessments before lockdown so couldn't report any further– Actually scheduled for week went into lockdown.
- Priority 3 – Year 11 students in relation to 2020 GCSE Maths. Students achieved the grades that were expected-did not sit formal exams.
- Wider outcomes – zones of regulation – started to roll out for key students as pilot for all children who would need it.

All spend is detailed in St Hugh's Pupil Premium funding document.