

Pupil premium strategy statement

School overview

Metric	Data
School name	St Hugh's School
Pupils in school	181
Proportion of disadvantaged pupils	63
Pupil premium allocation this academic year	£67825
Academic year or years covered by statement	2019 to
Publish date	December 2019
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 evaluations.</p> <p>Intervention plans and evaluations.</p> <p>Learning walks demonstrating that reading material is matched to ability – cross-referenced to evidence in literacy profiles and related to spelling phase.</p> <p>STAR data.</p> <p>Pupil and parent questionnaires regarding</p>	July 2020

		<p>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	<p>Pupils achieve at least expected progress in science to achieve at least their predicted grades in examinations and accreditations.</p>	<p>Termly and yearly progress data from the use of Bsquared.</p> <p>Work scrutiny.</p> <p>Intervention plans and evaluations.</p> <p>Mentoring and coaching logs.</p> <p>Achievement of outcomes from EHCPs.</p> <p>Tracking of examination and accreditation grade predictions.</p> <p>Examination and accreditation achievement data.</p>	July 2020
3	<p>In maths, targeted PP pupils, with GCSE pathways, to make at least one year of progress</p>	<p>75% of students who are identified to be given targeted support by SLEs over the 19-20 year, will make at least one year of progress using Renaissance Learning standardised testing. The remaining 25% will make at least 8 months progress over course of the year. This will support the individuals ability to deepen and apply knowledge and skill within their GCSE study.</p>	July 2020

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

Priority	Aim	Evidence of impact	Target date
4	<p>To improve attendance and behaviour of pupils attracting PP</p>	<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 to support families in crisis and remove barriers to school absences</p>	July 20
5	<p>To support emotional self-regulation of 4 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 whole school.</p>	<p>Improve the ability of students to adjust their level of alertness and how they display their emotions</p> <p>Support students in achieving their goals through appropriate behaviour in a socially appropriate way</p>	July 2020

6	All students to have access a free breakfast club	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 to the day and be ready to learn.	July 2020
7	To improve attitudes for learning for 80% of students who access targeted programmes of therapeutic intervention on a weekly basis	SDQ – weekly session reports SDQ – teacher / student analysis prior/ post intervention Emotional Literacy Pupil Checklist Attendance - maintenance Analysis of behaviour slips Self-Image Profile - perception / building resilience	July 2020

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. Weekly guided/reciprocal reading. Weekly 1:1 reading intervention by English specialist/experienced teacher.
2	100% of identified PP students achieve at least their expected grade in accreditations and examinations in science.	Targeted 1:1 provision by science subject lead. Weekly classroom support by science specialist.
3	Raising achievement in maths GCSE outcomes	Weekly targeted 1:1 provision provided by in school maths SLEs
Barriers to learning these priorities address: Timetable conflicts (linked to number 3) and emotional wellbeing of Y11 students who are anxious towards transitioning into KS5.		

Wider strategies for current academic year

	Measure	Activity
4	Raising attendance levels of PA students	Source more motivational awards – possibly sponsorship to support attendance in the school Improve attendance awards for PA students
4	Attendance at school and participation in positive learning – white slips analysis, individual’s personal behaviour logging	Safeguarding MDT meetings Individual meetings with parents – continued use of the attendance cycle for monitoring.

	and monitoring of weekly / monthly attendance statistics.	Challenging unacceptable levels of attendance and behaviour through bespoke strategies for the individual. Annual additional attendance reward
5	Introduction of a self-regulation strategy as a visual tool to teach behaviour, social & emotional concepts of managing emotions	Pilot the zones of regulation curriculum with 4 identified students through bespoke sessions Design personalised plans – around the zones of regulation framework for identified target cohort (4) 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.
6	Number of students participating Triangulate behaviour recording to those accessing the club.	Continue to monitor the value for money regarding consumables. Continue to sign post students to access the club. Promote with new year 6 students on transition
7	Raising attitudes to learning through weekly therapeutic intervention	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. Assessments repeated at the end of the course of intervention – so that quantitative evidence of the impact can be analysed. Analysis to be completed by data officer on half termly basis
<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</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	English: Lack of staff knowledge regarding identification of reading banding. Subject knowledge of experienced teacher.	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. English specialist to meet monthly with

	<p>Science: Subject knowledge related to accreditation pathways of science specialist.</p> <p>Maths: Ensuring that all supporting adults in KS4 have the required subject knowledge to support with accreditation pathways</p>	<p>experienced teacher to discuss intervention plans.</p> <p>Science: Mentoring by science subject lead. Subject leader to</p> <p>Maths: KS4 lead teachers to provide mentoring to teaching assistants as identified during the course of the year</p>
Targeted support	<p>English: Timetabling of intervention with English specialist. Science: Spring term maternity leave of science specialist.</p> <p>Maths: Maths lead to be able to work with SLT to be able to timetable specific slots for SLEs to deliver additional provision</p> <p>Funding for attendance motivational rewards for targeted group of PA's</p> <p>Staff time in preparing bespoke charts for students personalised to their needs</p> <p>Use of PASS data, Team reviews, parental requests, CIN, EH targets to identify students for targeted provision</p>	<p>English: English lead to meet termly with SLT to discuss timetabling needs. Science: SLT to consider impact and potential replacement.</p> <p>Maths: Termly meeting with SLT with timetabling as an agenda item</p> <p>Discussion with SLT / Headteacher regarding possible sponsorship from businesses / funding from school</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>Maths: use of Renaissance Learning diagnostics to plan and deliver targeted provision</p> <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>Maths: all staff within process to be retrained with use of diagnostic tool</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 2018 – 2019

Aim	Outcome
Progress in English language and literacy for the identified PP cohorts is improving.	100% of PP students that received English intervention made at least expected progress towards their yearly target, with 94% exceeding the rate of expected progress. 100% of PP students receiving English intervention made at least expected progress towards their key stage target, with 97% exceeding the rate of expected progress. Plans and evaluations show a tailoring of intervention according to need. Interventions have also been influenced by the introduction of bespoke reading approaches across the school involving the use of reciprocal and precision reading techniques.
Progress in maths for the identified PP cohorts is improving	At the end of summer 19 100% of students have demonstrated at least expected progress towards their end of KS target from within Y7 & Y8.
All students develop resilience to secure emotional health and well being	The school has an integrated and established approach to early identification of targeted intervention. Analysis of data has proven that both non & PP benefit from bespoke therapy intervention, suited to their needs, over a termly basis resulting in a 5% reduction in behaviour slips
Targeted internal and external support for students and their families is integrated in a consistent and coherent way	The school demonstrates a robust Early Help provision, incorporating a range of strategies to engage parents, from families identified as "hard to reach"
Parental engagement improves and impacts on their individual child's needs	The school demonstrates a number of strategies / events that encourage parents to engage with school for the benefit of their child, communication between parents and school is good.

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