

## St Hugh's - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment and outcomes 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.

Approaches within St Hugh's School advocate those identified within the Teaching and Learning Toolkits promoted by The Sutton Trust & Education Endowment Fund as well as DFE and government research. Using this approach enables us to identify how best to use our current and potential resources in order to improve the attainment of disadvantaged pupils. The implementation of programmes to support those students is incorporated into whole school strategies – some being short term, some are maintenance and some, much longer term.

Intervention therapy targets a wide range of diverse needs resulting in barriers to learning. Students have many factors contributing to their challenges including social emotional wellbeing, their background, home environment and their identified needs in relation to their EHCP. Intervention therapy supports students so that they are best prepared and readied to access their learning.

### School overview

Detail	Data
School name	St Hugh's
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	82
Academic year/years that our current pupil premium strategy plan covers	Sept 2020 – July 2023
Date this statement was published	November 21
Date on which it will be reviewed	July 22
Statement authorised by	Governing body & SLT
Pupil premium lead	Jonathan Kenyon
Governor	Elizabeth Kearsley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,091
Recovery premium funding allocation this academic year	£21,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,779
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,870

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of students
2	Access to relevant bespoke curriculum
3	Emotional well-being, behavioural and mental health needs of the students
4	Access to appropriate enrichment activities
5	Engagement of students' parents/carers

### 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
Students will demonstrate an increased engagement with learning by accessing a personalised curriculum	At least 85% of students are meeting or exceeding personalised progress targets in maths and English  Every student is on track to annually achieve at least 80% of their EHCP outcomes, including those outcomes that are derived from PLPS
Targeted students will positively engage in enrichment opportunities and other experiences beyond the classroom, in and away from the school site	All students who are identified as requiring targeted intervention will participate in a targeted intervention beyond the classroom  Progress is demonstrated in the areas of motivation, resilience and social interaction
Staff knowledge will develop through attending targeted CPD to support individuals or groups of students	Training evaluations and individual staff performance management/EDR reviews will demonstrate that staff knowledge improves year upon year  Monitoring and evaluation analysis will identify SDP improvements
Improve mental health and emotional wellbeing of students by providing therapies and regular access to suitably qualified professionals	Analysis will demonstrate that attendance at one of these activities has a positive impact on the wellbeing of each of the students  Reports and documentation will demonstrate that support provided by suitably qualified professionals to each student has helped to improve or maintain their wellbeing
More parents and carers will attend and engage with school events	Records of parental attendance will demonstrate an improved attendance rate  Parental surveys will demonstrate that the

	majority of parents and carers are positively engaged by attending school events
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### 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

Budgeted cost: £ 59,834

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
Recruitment of specialist science teacher	<a href="#">High quality teaching-EEF</a> <a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	1&2
Increase capacity of specialist Literacy TA role	<a href="#">Reading comprehension strategies-EEF toolkit strand</a> <a href="#">Reducing class sizes-EEF toolkit</a>	1&2
Early career teachers CPD  Communication and interaction CPD	<a href="#">High quality teaching-EEF</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>  <a href="#">DFE SEN research</a>  <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	1&2

### Targeted academic support

Budgeted cost: £1410

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
National tutoring programme funding and activities to be used for 21/22	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1&2

## Wider strategies

Budgeted cost: £ 72,626

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders	<a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3&4
Targeted collaborative learning	<a href="#">Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures - PubMed (nih.gov)</a>  <a href="#">Collaborative learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	1-4
Targeted social and emotional learning (SEL) seeking to improve students' interaction with others and self-management of emotions	<a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">What works well to improve wellbeing (publishing.service.gov.uk) Social inclusion, page 5 &amp; 6</a>	1-4
Targeted parental support	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>  <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">What works well to improve wellbeing (publishing.service.gov.uk) page 7</a>	5

**Total budgeted cost: £ 133,870**

## 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 2020 to 2021 academic year.

1 MEASURE	2 IMPACT
100% of identified PP students make at least expected progress in reading.	100% of PP students using connecting steps and progression steps as an assessment tool made expected or above expected progress in reading. Reading bands are accurate and students have continued to have access to quality texts during periods of lockdown and isolation due to covid 19. However, opportunities for guided and reciprocal reading have been impacted by the pandemic as have 1:1 reading opportunities and intervention.
10% improvement upon 19/20 of achieved EHCP communication outcomes	Impact of covid has meant that this measure has not been able to be monitored as originally intended – it must be noted that the development and achievement of all EHCP outcomes remained a whole school priority and progress of these continued to be demonstrated during annual reviews
50% of students, who are identified as PA, will improve their attendance between 5 -10% over the year	It was not possible to run a true reflective persistent absence report, as the covid codes altered the ability to analyse the data
To support emotional self-regulation of 2 students through the introduction of a conceptual framework	Due to disruption throughout Covid - completion of the “zones of regulation” programme did not occur. Both students continue to work on this programme - one of the students has now received an ASD diagnosis. Both students have demonstrated that they are settled and safe in a team - they are demonstrating much more empathy, collaboration, teamwork skills with peers since starting their sessions. They are also more adept at reflecting upon their actions and reframing their responses when challenged.
All students to have access a free breakfast club	Breakfast continued throughout 20/21 but in bubbles and with limited choice
To improve attitudes for learning for 80% of students who access targeted programmes (regularly throughout covid restrictions) of therapeutic intervention on a weekly basis	It was completed following the first half term but then lockdown occurred and as sessions changed / didn't occur -it lost its momentum - some of the therapists changed during the course of lockdown so the initial assessment became obsolete.

### 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
None identified	