

St Hugh's - Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year.

It outlines our long term strategy, how we intend to spend the funding and the effect that the previous strategy had within our school. Our strategy is purposely designed to align with our school vision and to support its achievement.

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 and guidance. Using this approach enables us to identify how best to use our current and potential resources in order to improve the outcomes of disadvantaged pupils.

Interventions are designed and implemented so that students are best prepared and readied to access their learning and also so they can make the best progress possible in achievement towards their EHCP outcomes.

School overview

Detail	Data
School name	St Hugh's
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils as per 22/23 October census	54%
Academic year/years that our current pupil premium strategy plan covers	Sept 2023 – July 2026
Date this statement was published	20.07.23
Date on which it will be reviewed	June 2024
Statement authorised by	Acting headteacher- Jonathan Kenyon
Pupil premium lead	Sarah Hirst
Governor	Sharon Watson

Funding overview for 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£93,485
Recovery premium funding allocation this academic year	£45, 816
Pupil premium and recovery funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139,301

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	Achievement of EHCP outcomes
3	Emotional well-being, behavioural and mental health needs of the students
4	Access to appropriate activities to support readiness for learning
5	Attendance

Intended outcomes

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

Intended outcome	Success criteria
Students will meet or be on track to achieve the majority of their of EHCP outcomes	There will be a consistent achievement of 75% EHCP outcomes across all areas of need
Targeted students' EHCP outcomes will improve as a result of participating in identified interventions	No area of need will demonstrate a lower level of EHCP outcome achievement
Students will have good school attendance and the majority will have at least 90% attendance, and many will have above 95%	Persistent absence will be lower than the national average (as per the DFE dashboard) Persistent absence in St Hugh's will be comparable between PP and non-PP students

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: £ 30,615

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
Additional teacher – Provides the school the greater ability to implement its 3 pathway curriculum	High quality teaching-EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1&2

Targeted academic support

Budgeted cost: £ 35,879

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
HLTA targeted intervention	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1&2

Wider strategies

Budgeted cost: £ 72,807

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 identified or at risk of emotional or behavioural disorders	Behaviour interventions Toolkit Strand Education Endowment Foundation EEF	3&4
Mentor with responsibility for whole school mental wellbeing	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF What works well to improve wellbeing (publishing.service.gov.uk) Social inclusion, page 5 & 6	3
Mentor with responsibility for attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#:~:text=apply%20rewards%20and%20sanctions%20consistently,early%20and%20help%20set%20targets	5
Targeted sensory intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1-3
Targeted social and emotional learning (SEL) seeking to	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF What works well to improve wellbeing (publishing.service.gov.uk) Social inclusion, page 5 & 6	1-4

improve students' interaction with others and self-regulation		
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our previous pupil premium strategy.

Intended outcome	Success criteria
<p>Students demonstrated an increased engagement with learning by accessing a personalised curriculum.</p> <p>SDP target of at least 65% of EHCP outcomes attained was achieved</p>	<p>Targeted students positively engaged in enrichment opportunities and other experiences beyond the classroom, in and away from the school site.</p> <p>All students who were identified as requiring targeted intervention participated in a targeted intervention.</p> <p>Progress was demonstrated in the areas of motivation, resilience and social interaction as set out to achieve.</p>
<p>Staff knowledge developed through attending targeted CPD to support individuals or groups of students</p> <p>Training evaluations and individual staff performance management/EDR reviews demonstrate that staff knowledge has improved</p> <p>Monitoring and evaluation analysis identifies improvements against SDP priorities</p>	<p>Improved mental health and emotional wellbeing of students by providing therapies and regular access to suitably qualified professionals.</p> <p>Confidential reports and documentation demonstrate that support provided by suitably qualified professionals to each student has helped to improve their wellbeing.</p>
<p>Parents and carers attended and engaged well with school events.</p> <p>Records of parental attendance demonstrate good attendance rates but are not as high as pre covid 19.</p> <p>Parental surveys demonstrate that the majority of parents and carers are positively engaged by attending school events</p>	