

St Hugh's - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	177 from September 22
Proportion (%) of pupil premium eligible pupils as per 21/22 October census	87 students in total – 49%
Academic year/years that our current pupil premium strategy plan covers	Sept 2020 – July 2023
Date this statement was published	Latest statement published September 2022
Date on which it will be reviewed	Review to be July 2023
Statement authorised by	Governing body & SLT
Pupil premium lead	Chris Palmer
Governor	Elizabeth Kearsley

Funding overview for 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£99,764
Recovery premium funding allocation this academic year	£41,400
Pupil premium and recovery funding carried forward from previous years (enter £0 if not applicable)	£16,995
Total budget for this academic year	£158,159

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

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

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: £ 12,313.10

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 – provide capacity for subject leadership & curriculum development including introduction of pathway 1,2 & 3, bespoke teacher training (will provide capacity for planned subject leader and teacher development and collaboration)	High quality teaching-EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1&2

Targeted academic support

Budgeted cost: £6264.61

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 22/23 HLTA targeted intervention	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1&2

Wider strategies

Budgeted cost: £ 139,581.29

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	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
Targeted collaborative learning	Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures - PubMed (nih.gov) Collaborative learning Toolkit Strand Education Endowment Foundation EEF	1-4
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 improve students' interaction with others and self-management of emotions	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
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: Supporting children with special educational needs and disabilities NSPCC Parental engagement Toolkit Strand Education Endowment Foundation EEF What works well to improve wellbeing (publishing.service.gov.uk) page 7	5

Total budgeted cost: £ 158, 159

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 2021 to 2022 academic year.

During this academic year, a key priority on the SDP has been to better support the progress and engagement of our disadvantaged students through the further personalisation of the curriculum and more closely aligning the needs and outcomes stated on our students' EHCPs with their corresponding curriculum offer. Extensive and targeted training has been delivered throughout the year to staff to ensure the successful development and implementation of this rationale. Our internal monitoring and evaluation has demonstrated that while staff have an improved awareness and understanding of these changes, this will nevertheless need to remain a priority of next year's SDP to ensure that these changes are being fully and consistently implemented. Analysis of students' progress in Maths and English has shown a slight but sustained increase from 77% of disadvantaged students making at least expected progress in English in spring term to 81% in the summer term; and similarly, an increase has been recorded for the same cohort of students in English from 82% to 88% over the same time frame. Analysis of EHCP outcomes is not yet available until the Autumn term which will give a more nuanced picture as will next year's data once the new curriculum changes have been fully implemented. While Autumn term data was not captured due to the migration onto our new and current data system, nevertheless the monitoring and evaluation of student progress by subject leaders demonstrated the adverse impact of Covid interruptions during the lead up to Christmas and the early part of the spring term. This was mitigated by the identification and targeting of key students by subject leaders and through the delivery of additional tutoring and liaising with teachers to make appropriate adaptations to the learning for identified students and groups of students. The lack of a viable option through the NTP to provide tutors to meet the needs of our students led us to do so internally utilising existing 2 of our own teachers to deliver these interventions.

Termly analysis of our therapies and interventions show that the majority of students accessing intervention / therapies have been recorded as achieving good or above progress and engagement within these sessions at the end of Spring term. There has been a noticeable improvement between the Autumn and Spring term in part due to the impact of Covid but also due these sessions becoming more closely integrated to the individual needs and outcomes of the students being supported as set out in their EHCPs. For specific therapies that have had more limited impact, these will continue to be monitored and their suitability kept under review.

The resumption of in school and off-site therapies in line with Covid guidance has had a notable positive impact on the motivation, resilience and social interaction of identified disadvantaged students. Moreover, we have refined the process by which these students are first identified; then subsequently allocated onto a suitable therapy and monitored in terms of their progress by more closely aligning this process with students' respective EHCP outcomes. This has ensured an improvement in both the impact and accuracy of evaluation of our therapy programmes as a whole.

In addition, the relaxation of Covid rules has allowed the resumption of whole school events to which parents have been invited during the summer term. Parents are now attending their child's annual reviews in person. Sports day and our summer fayre were both well attended with c. 150 and 80 visitors respectively. Subject leaders' have each had an appraisal target to plan and deliver at least one enrichment experience for students in their subject area to promote the broader wellbeing and mental health of our students and in line with the principles initially set out in our Recovery Curriculum.

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	