

Pupil premium strategy statement 2021-22

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 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.

School overview

Detail	Data
School name	St Hugh of Lincoln
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	17 December 2021
Date on which it will be reviewed	17 December 2022
Statement authorised by	Deb Harper
Pupil premium lead	Catherine Grace
Governor / Trustee lead	Mike O'Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,070

Part A: Pupil premium strategy plan

Statement of intent

The focus for our pupil premium strategy plan is to increase skills in reading, phonics, vocabulary acquisition and communication to ensure that all children can fully access the curriculum and experience academic success. Our intention is that our pupil premium strategy benefits not only those children identified as being eligible for the pupil premium grant, but will benefit all of our children through primarily focusing on improving the quality of teaching for all.

Use of Research

Overall, we have developed our strategy with reference to research, particularly the EEF Guide to the Pupil Premium. In addition our particular strategies are all evidence based, namely:

Our vocabulary strategy is based in research by Beck, McKeown and Kucan (2013) "Bringing Words to Life," and Quigley (2018), "Closing the Vocabulary Gap."

Our phonics strategy is evidenced in, "The Reading Framework," (2021) by the DfE and through our work with the English Hub.

Our writing approach is based on research by Hochman and Wexler (2017), "The Writing Revolution," and Daisy Christodoulou's work with the Writing Hub and comparative judgement.

Our ELSA approach to mental health and well-being is a well-respected educational psychologist developed school approach to supporting emotional and behavioural issues.

Challenges

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

Challenge number	Detail of challenge
1 Progress of PP children at risk due to	Parents of our PP children typically had less capacity to support children's learning during lockdown. This was for a range of reasons including EAL, shift working or lack of confidence with phonics and reading.

school closure	
2 Poor speech and language on entry to reception	Many children entering reception class had lower levels of speech and language than previous cohorts. This was exacerbated by closure of nursery schools and lack of social contact. Social skills too were less developed than in previous cohorts.
3 Limited vocabulary development	School closures meant that children were typically only experiencing tier 1 vocabulary and opportunities for parents to build tier 2 and 3 vocabulary knowledge was limited.
4 Sentence structure	Many parents found it difficult to support with writing at home during school closures and as such we have noticed that many children have not made the progress we would have liked with sentence structure. What we typically see are our disadvantaged children writing in sentence fragments or run-ons.
5 Behavioural, social and emotional issues impacted children's wellbeing	Some children's mental health and wellbeing suffered and we noticed higher levels of anxiety and difficulty self-regulating. This created a barrier to learning.

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
Children eligible for Pupil Premium have a secure phonetic knowledge enabling them to become strong readers.	Children eligible for Pupil Premium all pass their phonics screening test in year 1. Children in KS2 have a reading age comparable with their peers.
Children eligible for Pupil Premium are good writers using a wide range of accurate sentence structures.	PP children achieve at least age related expectations in writing measured using comparative judgement.
Children eligible for Pupil Premium develop a range of tier 2 and 3 vocabulary to enrich their comprehension and cultural capital.	Vocabulary assessments show that PP children are able to understand and use explicitly taught tier 2 and 3 vocabulary.
Children eligible for Pupil Premium are able to self-regulate and have good mental health and wellbeing.	Fewer incidences on CPOMS. Strong assessments on mental health audit.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school phonics training with Read Write Inc</i>	Our phonics strategy is evidenced in, "The Reading Framework," (2021) by the DfE and through our work with the English Hub.	1, 3, 4
<i>Staff development of vocabulary instruction and cognitive science</i>	Our vocabulary strategy is based in research by Beck, McKeown and Kucan (2013) "Bringing Words to Life," and Quigley (2018), "Closing the Vocabulary Gap."	1,3,
<i>The Hochman method training for staff to improve writing structure</i>	Our writing approach is based on research by Hochman and Wexler (2017), "The Writing Revolution," and Daisy Christodoulou's work with the Writing Hub and comparative judgement.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Wellcomm speech and language intervention and assessment</i>	Developed by speech and language therapists at Sandwell and West Birmingham Hospitals NHS Trust. Well evidenced intervention.	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support to children</i>	The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Hampshire, by Sheila Burton, Educational Psychologist.. It is an evidence based intervention which has given us good results over a sustained period.	5

Total budgeted cost: £8,070

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.

This current pupil premium strategy is a change of direction in response to the needs of the children and the impact of remote learning.

The previous strategy was successful as demonstrated by the internal progress data as follows:

2020 - 21 Pupil Progress Data

	Reading		Writing		Maths		Total	
	PP	Class	PP	Class	PP	Class	PP	Class
Year R								
Year 1	8	6.8	6	6.5	8	7	7.3	6.7
Year 2	7	5.8	6	6.2	6	6	6.3	5.9
Year 3	6	6.5	7.5	7.2	6	5.6	6.5	6.5
Year 4 - no PP								
Year 5	6	5.6	6	6.2	6	5.6	6	5.8
Year 6	6	5.2	5	5.1	5	4.9	5.4	5

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
Wellcomm	GL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

