

## Pupil premium strategy statement 2022 - 23

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 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	210
Proportion (%) of pupil premium eligible pupils	2.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	15 <sup>th</sup> November 2022
Date on which it will be reviewed	Reviewed on 8 <sup>th</sup> November 2023 and new statement has been published
Statement authorised by	Catherine Grace Head of School
Pupil premium lead	Rachel Pickard Assistant Head Teacher
Governor / Trustee lead	Mike O'Donovan Chair of Governors and Lead for Pupil Premium.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8, 070
Recovery premium funding allocation this academic year	£1143

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£8,070

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission statement “In faith and love we learn and grow’ underpins our curriculum, and demonstrates our holistic approach to the curriculum. When the children leave, our aim is that they are confident and articulate, engaged with the world around them and eager to make a difference. Through our curriculum, children are taught to develop knowledge and skills, but also to feel safe to make mistakes and develop the resilience needed to be lifelong learners.

We consider the difficulties faced by our disadvantaged pupils and are always striving to find the best possible solutions that will have the greatest impact on them so they can make good progress and achieve high attainment across all subjects. We use our pupil premium strategy to support our children in reaching their very best potential.

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. Quality first teaching is at the heart of all we do and it is proven to have the greatest impact on our children and ensure that any gaps are closed. We aim to close these gaps as quickly as possible.

### 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	Parents of our Pupil Premium children face challenges through the economic climate such as unemployment, financial challenges and emotional wellbeing. This leads to issues with supporting at home with Phonics and reading in particular. Some challenges in supporting due to EAL, shift working or lack of confidence with phonics and reading.
2 Poor speech and language on entry to reception	Some children entering reception class had lower levels of speech and language and did not achieve GLD in Year R.
3 Limited vocabulary development	Cohort reflects national vocabulary deficit. Children were typically only experiencing tier 1 vocabulary at home 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, which is still having an impact, 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 s exacerbated by economic hardships i and we noticed higher levels of anxiety and difficulty selfregulating. This creates 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)

Cost: £5984.12.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice 21 Oracy Implemented by Reading Lead Read Voice 21 Subscription. and training for all staff</i>	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	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
<i>Master Readers Training delivered in Reading Masters. Support from the English Hub.</i>	EEF recommended reading strategy for guided comprehension.	1,3,4

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

Budgeted cost: £1,134

Training for Fresh Start and RWI - £362.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme</i>	Teacher led focussed booster group	1, 2, 3, 4
<i>Fresh Start RWI interventions</i>	Recommended by EEF and validated by the DFE It is a systematic synthetic phonics programme	1,2,3,4

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

Budgeted cost: £2319.52

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. EEF Teaching and Learning Toolkit. Social and Emotional Learning	5
<i>Home school link worker</i>	EEF Teaching and Learning Toolkit. Social and Emotional Learning. WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	5
<i>Drawing and Talking therapy</i>	Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma	5

**\*Total budgeted cost: £9, 437.64**

## 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 during the 2021-23 academic years.

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:

#### **2021 – 22 Pupil Progress Data**

In summative assessments at the end of the year, the majority of Pupil Premium children were at or above the expected level in English and Maths. ( 75% English 75 % Maths). Pupil Premium children made at least expected progress in Phonics and Read Write Inc. continues to be a focus of 3-year plan. All Pupil Premium children passed the KS 1 Phonics assessment.

Our observations and assessments indicated the significant ongoing impact of Covid 19 on children's wellbeing and emotional development. The Pupil Premium budget was used to extend provision including increased ELSA hours and training staff in Drawing and Talking therapy. This continues to be an area of need and is therefore a focus on the current plan through the employment of a Home School Link Worker.

Attendance of Pupil Premium children was 96.29% which in line with children who are not receiving Pupil Premium funding. (96.8%)

\*School received an additional £1025 funding for LAC which has been included in the budget for this year.



**2022-23 Pupil Progress Data:** Reading =100% EXS+, Writing 80% EXS+, Maths 80% EXS+Our observations and assessments indicated the continued impact of Covid 19 on children’s wellbeing and emotional development. Use of the Pupil Premium budget to extend provision including increased ELSA hours and training staff in Drawing and Talking therapy was beneficial and as it continues to be an area of need we will continue to keep our Home School Link Worker in place to provide outreach support to families of our disadvantaged children which has worked well this year. Attendance of Pupil Premium children was 93.45% which was slightly below children who are not receiving Pupil Premium funding at 96.3%. Attendance is closely monitored by the Head Teacher and this will continue so that we can quickly address specific issues relating to attendance and our disadvantaged children.

## 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

## 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?	Attendance of Service Premium eligible is currently stable and good. Check-ins with ELSAs for well-being have been used where some anxiety has been experienced and SENCO/Home School Link worker have met with parents. Well-being strategies effective.