

# Pupil premium strategy statement – St Hugh of Lincoln Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year. School overview

Detail	Data
Number of pupils in school	213
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 – you must still publish an updated statement each academic year</b> )	2022/23-2024-25
Date this statement was published	30/11/24
Date on which it will be reviewed	30/11/25
Statement authorised by	Catherine Grace
Pupil premium lead	Rachel Pickard
Governor / Trustee lead	Mike O'Donovan Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,830
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,830

# 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 children leave us, our aim is that they are confident and articulate, engaged with the world around them and eager to make a difference. Our curriculum aims to equip children with a strong foundation.

The focus for our pupil premium strategy plan has been 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.

Pupil Premium Results Summer 2023 (across the school)

	EXS	GDS
Reading	100%	50%
Writing	100%	16%
Maths	100%	33%

Our results show that our approach has been very successful but we now wish to review it to further develop our focus on Oracy and Mathematics.

### Strategy

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. The scheme we use is Read Write Inc. to teach it which is DFE approved.

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.

Our Maths approach is based on a Shanghai style strategy of ‘keep up’ not “catch up’ using same day interventions and targeted booster groups.

Our approach to Oracy is based on the Voice 21 method. We believe that it is essential that children have the ability to listen, process, understand language and express themselves articulately. Oracy improves academic outcomes; underpins literacy and vocabulary acquisition; supports wellbeing and confidence; enables young people to access employment and thrive beyond school.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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 and we noticed higher levels of anxiety and difficulty self-regulating. This creates a barrier to learning.
6 Attainment in Maths	PP premium children need more support with Maths particularly in Year 6 as results have shown they are not achieving as well in this subject as in reading and writing.

## 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 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.
Children eligible for Pupil Premium in Year 6 in particular are able to achieve at least the expected standard in Mathematics	Internal data will show improved attainment data. Increased confidence in class.

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Voice 21 Oracy Implemented by Reading Lead Read Voice 21 Subscription. and training for all staff</i></p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><b>Why does oracy matter?</b></p> <ul style="list-style-type: none"> <li>• Children with vocabulary difficulties at age 5 are 3 times more likely to have mental health problems in adult hood and twice as likely to be unemployed.</li> <li>• 60% of young offenders have communication difficulties.</li> <li>• In 2019, nationally 72.6% achieved the expected level (ELGs) for communication and language and literacy. (27.4% didn't!)</li> </ul>	<p>1, 3, 4</p>
<p><i>Staff development of vocabulary instruction and cognitive science</i></p>	<p>Our vocabulary strategy is based in research by Beck, McKeown and Kucan (2013) "Bringing Words to Life," and Quigley (2018), "Closing the Vocabulary Gap."</p>	<p>1,3,</p>

<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>Phonics Online Training CPD for staff</i>	Our Phonics programme is Read Write Inc – through this scheme all children are making progress Phonics results for 2023 were strong 90%.	

### 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
<i>Focused after school booster group in mathematics in addition to same day intervention practice already in place</i>	Same Day Intervention Shanghai style teaching EEF  Booster groups in maths were successful in Y6 last year with 100% of the cohort achieving EXS+	6
Fresh Start (RWInc Phonics Intervention)	Children in all groups are making progress.	

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

Budgeted cost: £ 330

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	5

	has given us good results over a sustained period. EEF Teaching and Learning Toolkit. Social and Emotional Learning	
<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
<i>Contingency fund for acute issues</i>	Children prepared for school – resources, uniform Children have enrichment – school trips, WAC, clubs	5

**Total budgeted cost: £8,830**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *LAC child achieved the expected standard in all KS2 SATS*
- *School data Maths 90% EXS Reading 93% EXS Writing 93% - well above national average.*

*All disadvantaged children achieved as well as their peers and some did better. Ofsted Report, May 2024 'Outstanding' endorsed the excellent provision given to the disadvantaged children at our school and noted that it is highly inclusive.*

*We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above).*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
ELSA sessions/HSLW outreach
<b>The impact of that spending on service pupil premium eligible pupils</b>
ELSA evaluations show impact