

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	217
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
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	£6,760
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
Total budget for this academic year <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>	£6,760

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 2025 (across the school)

	EXS	GDS
Reading	100%	33%
Writing	84%	32 %
Maths	100%	16%

Our results show that our approach has been very successful but we now wish to review it to further develop our focus on Oracy, multiplication checks, writing with the introduction of the new Dfe writing framework.

Strategy

Use of Research Overall, we have developed our strategy with reference to research, particularly the EEF Guide to the Pupil Premium.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 Maths approach is based on a rigorous focus on multiplication tables. We will use Number Sense daily maths to teach multiplication table fluency and Times Table Rock Stars for pupil practise.

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.

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, instability in housing, mental health, shift working or lack of confidence with phonics and reading.
2 Poor speech and	Some children entering reception class had lower levels of speech and language and did not achieve GLD in Year R.

language on entry to reception	On entry to Reception class in the year, 50% of our disadvantaged pupils arrive below age-related expectations. This gap between them and their peers remains significant to the end of KS2.
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, due to work commitments and poverty, which is 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 is 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 learning multiplication table fluency as these children are struggling to retain number facts.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 for multiplication tables show that 100% of disadvantaged pupils met the expected standard in the Multiplication table check.

Children eligible for Pupil Premium are good writers using a wide range of accurate sentence structures and correct letter formation.	PP children achieve at least age related expectations in writing measured using comparative judgement and RWI handwriting scheme.
Children eligible for Pupil Premium develop a range of tier 2 and 3 vocabulary to enrich their comprehension and cultural capital and speak with confidence across the curriculum.	Vocabulary assessments/teacher observation 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: £2,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice 21 Oracy Implemented by Curriculum Lead</i> <i>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. Why does oracy matter? - 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. 60% of young offenders have communication difficulties. - In 2019, nationally 72.6% achieved the expected level (ELGs) for communication and	1, 3, 2

	language and literacy. (27.4% didn't!)	
<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> <i>Phonics Online Training CPD for staff</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. Our Phonics programme is Read Write Inc – through this scheme all children are making progress Phonics results for 2023 were strong 90%.	4
<i>Times table Rock Stars</i>	The UK Department for Education has created an online times tables for year 4 pupils in England, known as the Multiplication Tables Check (MTC). <i>Times table Rock Stars</i> allows children to check their progress using a sound check. It familiarises pupils with the question format of the check and develops confidence and fluency.	6

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

Budgeted cost: £764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused after school booster group in</i>	Same Day Intervention	6

<i>mathematics in addition to same day intervention practice already in place</i> RWInc Phonics Intervention	Booster groups in maths were successful in Y6 last year with 100% of the cohort achieving EXS+ Children in all groups are making progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA/Drawing and Talking 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 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>Home school link worker</i>	EEF Teaching and Learning Toolkit. Social and Emotional Learning. Working with parents to support children's learning.	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: £6,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 100 % of our disadvantaged children achieved EXP+ in Year 6 SATs. 84% of the remaining disadvantaged children achieved EXP+ in end of year assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that the school out performed both national and Surrey attainment percentages.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the children's attendance and behaviour is above national and Surrey levels. (Current attendance 97.9% for disadvantaged children.)

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that children responded positively to Oracy initiative and Maths same day interventions. This is demonstrated in the SATs results for 2025.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
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Service pupil premium funding (optional)

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