

St Hugh's Catholic Primary School's Pupil Premium Grant for 2016 – 17 is £124,040.

Expenditure	Area of Allocation	Barriers to learning	Desired Impact	Actual impact
£18,859 <i>Contribution of salary costs approx. 50%.</i>	Learning Mentor Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence.	Mobility of pupils often means they lack confidence and awareness in confidence. Starting points and EAL are barriers due to lack of experience and understanding and the ability to express feelings.	Pupils feel safe and begin to trust adults in the school. Emotional and Mental health issues are addressed. Confidence in building relationships gained. Readiness for learning improved. Impact on progress evident.	Identified learners continue to be keen to engage in activities. Attendance has improved, including those learners at risk of PA. Attitudes and behaviours for learning have improved and all learners have made at least expected progress across the academic year.
£13,472 <i>Contribution of salary costs approx. 50%</i>	Higher Learning Teaching Assistant Works with individuals and small groups to fill gaps and raise attainment and progress for Key Stage 1 and 2 learners.	EAL, differing starting points and moving to different countries and schools results in gaps in learning.	Improved standards of attainment and achievement. Evidence of accelerated progress in Upper KS2 learners so that they continue to exceed national indicators.	KS2 attainment has improved and reading has improved by 7% from the previous year, writing improved by 12% and maths by 8%. 54% of Year 2 learners who previously had not achieved the Phonics check did and KS1 RWM combined was 41.4% although this was a lower attainment score than the previous year, it demonstrates at least expected progression from individual starting points.
£15,658 <i>Contribution of salary costs 100%</i>	Learning Support Assistant Works with individuals and small groups to fill gaps and raise attainment and progress in Year 1 pupils CLL and Phonological awareness.	Due to entry points, EAL and individual learning needs – phonological awareness is a barrier to age appropriate work.	Improved standards of attainment and achievement in phonics so that the gap is narrowed between school and national in Screening check.	Although Phonics screening check results are lower than the previous year, all learners made at least expected progress from their starting points.
£4,410 <i>Contribution of salary costs, 100% of 0.2 full time equivalent post and 0.6 fte</i>	Interpreters support parents in understanding the importance of school attendance. Parents understand communication between school and home and are able to support their children's learning at home.	Parents and children do not understand expectations/ communication resulting in the need for permission, contact details and any safeguarding concerns the school needs to be aware of.	Attendance figures continue to improve and be more comparable to national data. PA does not become an issue in the school. Needs of learners, including those with additional needs are met.	Overall attendance has slightly increased from 95.1% to 95.8%. PA has improved from 19% in Autumn term to 10.4% in July 2017. Although it is recognised it is above local and national averages, most PA now is due to families returning to home countries.
£24,242 <i>Contribution to salary costs 100%</i>	Additional floating teacher Support Upper KS2 learners and fill gaps due to language barriers.	EAL and starting and entry points are barriers, particularly for pupils who are new to the UK.	Language acquired more quickly from entry. Gaps in learning are filled. EAL groups continue to match national progression data.	At least expected progress is made by EAL learners from their starting points continues to demonstrate that gaps in learning are quickly filled. Lower/EAL learners with prior low attainment outperform national averages.
£3,790 <i>Contribution to accommodation costs 100%</i>	Residential visits To PGL and Crosby Hall for KS2 pupils.	Low income families who are not always entitled to benefits cannot afford to pay for the residential. This can impact on the wellbeing of the pupil and feeling 'left out'.	Higher levels of overall wellbeing and confidence and understanding of British Values. Increased levels of motivation and perseverance at specific, challenging tasks. Skills to be translated to classroom experiences.	All learners in attendance gained confidence and key skills. This also impacted on team work, behaviours for learning and communication activities back in school.

£5300 Contribution to visit/visitor costs approx. 70%	Theatre visits and visiting theatres and workshops.	Very limited social and cultural experiences due to low income families. Limited first hand experience limits imagination and creativity.	Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing. Improved standards at the end of both Key Stages.	Writing results improved in KS2. It is recognised that writing is still below local and national averages, however, prior low attainment group progression is above national average.
£4,900 Contribution to specialist teacher workshops cost 100%	DT and Art teacher Runs half termly workshops across the school to enhance and enrich learning experiences.	Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced.	Learners develop confidence in skill application. Further opportunities to talk enhanced activities. Skill transference across the curriculum. Greater impact on accelerated progression in core subjects.	Talk for Writing opportunities have increased for the vast majority of learners. Technical vocabulary and explanation activities are purposeful and enrich opportunities for speaking.
£2960 Contribution 100% of salary	Additional Lunchtime assistant	Mobility and EAL ensure social and communication issues, especially in less structured times of the day.	Promotion of social skills through adult and peer interactions. Focus on social conversation, playground games.	Lunchtimes have become more structured and attitudes and behaviours have improved.
£5,604 40% Contribution to targeted individual support.	EWO services	Lack of understanding due to EAL and cultural differences causes attendance issues leading to possible persistent absenteeism.	Pupils at risk of becoming Persistent Absentees targeted and families made aware of importance of attendance.	Overall attendance has improved from 95.1% in 2016 to 95.8% in 2017. PA has also decreased over the year but is still an issue due to the transient population of the school.
£4,750 25% of salary	Community Welfare Officer	As above.	Improved attendance of pupils at risk. Overall attendance improves to reflect national averages.	As above.
£4000 (approx) Contribution to travel costs for visits	Visits out of school.	Lack of first hand experience delays language acquisition, imagination and creativity.	Planned opportunities to bring first hand experience to learners to enable talk and writing opportunities.	All enrichment activities have resulted in confident, happy learners across the school with first hand experience to draw upon when writing and developing other skills.
£2059 Contribution to minibus annual costs	Visits out of school.	See above	See other curriculum enhancements	As above
£11,333	Additional LSA support EYS and KS1	EAL and starting/entry points are barriers especially to those with no pre school experience or who are new to the country.	Specific targeting ensures gaps closed and learning accelerated. EAL groups continue to match national progression data.	GLD rose from 16.6% in 2016 to 46.7% in 2017. All KS1 pupils made at least expected progress from their starting points.
£2743	Additional contribution to IT resource costs.	Lack of range of media, due to starting points and mobility causes gaps in knowledge and skills.	Pupils are confident in using IT as a resource independently.	Pupils confidence and skills are improving. However, due to two burglaries in the school year, full potential has not been realised due to lack of equipment.