

**St Hugh's Catholic Primary School's Pupil Premium Grant for 2017 – 18 is £110,140**

Expenditure	Area of Allocation	Barriers to learning	Desired Impact	Actual impact
<b>£19,547</b> Contribution of salary costs approx. 50%.	<b>Learning Mentor</b> 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.	Learners are motivated and are keen to engage in activities. Attendance has improved, including those learners at risk of PA. All learners have made at least expected progress from their starting points. Attitudes and behaviour for learning are good.
<b>£18,460</b> Contribution of salary costs 100%	<b>Learning Support Assistant</b> Works with individuals and small groups to fill gaps and raise attainment and progress in Reception and Key Stage 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 difference is diminished between school and national in Good Level of Development, Phonics Screening check and KS1 Sats.	Phonics Screening check results improved by 13.8% from 48.1% in 2017 to 61.9% in 2018. KS1 and GLD has decreased in attainment due to the entry points, EAL and starting points of learners. All pupils however, made at least expected progress from their starting points. All learners in receipt of FSM achieved Phonics screening check. 33.3% achieved GLD and 50% achieved KS1 ARE.
<b>£12,740</b> Contribution of salary costs, 100% (0.8 fte)	<b>Interpreter and language assessor</b> support parents in understanding the importance of school attendance. Parents understand communication between school and home. Parents 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. Baseline assessments in home language enable targeted support.	Across the year, attendance has steadily improved. Overall attendance: 95.54% PA 10.92% This is broadly comparable to last years attendance. Whilst it is recognised that attendance is below LA and National averages, most attendance issues are due to families returning to Home countries.
<b>£18,987</b> Contribution to salary costs 50% (0.3 fte)	<b>Additional teacher</b> 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. KS2 results improved.	KS2 results have improved. 2017: Reading 33.3%. Writing 45.8%. Maths 45.8%. RWM 25% 2018: Reading 41.4%. Writing 48.3%. Maths 41.4%. RWM 37.9% 66.6% of learners eligible for FSM attained ARE. Those who did not had significant additional need and EHC Plans.
<b>£27,231</b> Contribution to salary costs, 100% (0.6fte)	<b>Additional teacher</b> Support KS1 learners and fill gaps due to language barriers.	As above.	As above. Accelerated progress from starting points evident in KS1 results.	This cohort is complex. 13.3% of the current cohort achieved GLD. RWM at 27.6% demonstrates accelerated progress.
<b>£5,625</b> Contribution to specialist teacher workshops cost 100%	<b>DT and Art teacher</b> 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.	Learners vocabulary and the opportunity to present their work has been invaluable in raising confidence. Activities engage learners and motivate them to use correct technical vocabulary, specifically related to age related expectations.
<b>£4,750</b> Contribution to salary costs, 25% (0.9fte)	<b>Community Welfare Officer</b> Works with families in the community to foster school readiness and attendance habits.	Lack of understanding due to EAL and cultural differences causes attendance issues leading to potential persistent absenteeism.	Improved attendance of pupils at risk. Overall attendance improves to reflect national averages.	As above
<b>£836</b> 100% Contribution to intervention resources cost.	<b>Project X Code</b> Upper KS2 reading intervention.	Comprehension skills through EAL barriers and starting points result in learners are not at age related expectations in reading.	Higher order comprehension skills acquired. Difference between technical skills and comprehension skills in reading is diminished.	All learners made accelerated progress from their baseline assessment. All should be in a good position to acquire ARE.
<b>£1,964</b> 50% contribution to resource costs.	<b>Library books (including dual language)</b> Developing a school of readers.	Lack of opportunity to read due to levels of parent literacy and resources at home.	Reading for pleasure fostered. Parents more willing to read/share a story both in school and at home. Differences in reading ages and age related expectations diminished.	Reading opportunities are enhanced evident in improved outcomes at KS2 in reading and Phonics. Learners are able to read more at home and share books with their families and therefore build confidence in ability.