

**St Hugh's Catholic Primary School's Pupil Premium Grant for 2018 – 19 allocation £89,420.**

<b>Expenditure</b>	<b>Area of Allocation</b>	<b>Barriers to learning</b>	<b>Desired Impact</b>	<b>Actual impact</b>
<b>£19,547</b> <i>Contribution of salary costs approx. 50%.</i>	<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.	
<b>£17,007</b> <i>Contribution of salary costs 100%</i>	<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.	
<b>£4,410</b> <i>Contribution of SLA, 100%</i>	<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.	
<b>£13,180</b> <i>Contribution to salary costs 50% (0.3 fte)</i>	<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.	
<b>£21,987</b> <i>Contribution to salary costs, 100% (0.6fte)</i>	<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.	
<b>£4,623</b> <i>Contribution to salary costs, 25% (0.9fte)</i>	<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.	
<b>£4,000</b> <i>Contribution to visit/visitor costs approx 70%</i>	<b>Educational visits/visitors</b>	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 in writing. Raised standards of writing evident in both key stages.	
<b>£3,000</b> <i>Contribution to travel costs for visits</i>	<b>Visits out of school</b>	Lack of first hand experience delays language acquisition, imagination and creativity.	Planned opportunities to bring first hand experience to enable talk and writing opportunities.	
<b>£1666</b> <i>Contribution to minibus annual costs 60%</i>	<b>Visits out of school</b>	See above	See above	