

St Hugh's Catholic Primary School's Pupil Premium Grant for 2019 – 20 allocation £79,825.

Expenditure	Area of Allocation	Barriers to learning	Desired Impact	Actual impact
£19,547 Contribution of salary costs approx. 50%.	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. 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.	Up to March 2020. All pupils settled quickly and were responding well to any intervention/support.
£17,007 Contribution of salary costs 100%	Learning Support Assistant 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.	Up to March 2020, pupils were making at least expected progress from their starting points. However, many were not in line with National expectations and this could not be measured due to lack of statutory assessments.
£4,410 Contribution of SLA, 100%	Interpreter and language assessor 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.	Attendance up to 23 March 2020 indicated that 6 (10.1%) PP pupil were identified as PA. This is significantly lower than overall PA
£13,180 Contribution to salary costs 50% (0.3 fte)	Additional 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. KS2 results improved.	In the Autumn term 2019, 60% of Y6 PP pupils were on track to achieve ARE. This demonstrates the positive impact
£1058 Contribution to resource costs 100%	Oracy resources Practical, concrete resources assist with language acquisition through role play and discussion.	EAL and vocabulary levels at starting points. Lack of language development prior to entry to school. Entry points to school, e.g. each year group has a significant mobile population (approx 30% mobility)	Language development embedded leading to gaps being filled that will lead to secure acquisition of skills to assist with reading into writing. Improved knowledge and skills in problem solving and verbalising reasoning. Accelerated progress evident from starting points. Statutory results improved.	Oracy focus was timetabled and having a very positive impact on language development up to March 2020. This could not be measured due to cancellation of statutory assessments.
£4,252 Contribution to salary costs 25%	Learning Support Assistant Works with pupils on Oracy to acquire and embed skills rapidly	As above	As above	See above
£9,246 Contribution to salary costs, 50% (0.9fte)	Community Welfare Officer 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.	The majority of PP pupils up to March 2020 had improved attendance demonstrated with 93.6% attendance of this group
£6,000 Contribution to visit/visitor costs approx 70%	Educational visits/visitors	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.	Visits and visitors prior to Lockdown had a positive impact on writing, evident in book scrutiny, internal formative assessment and external monitoring.
£4,000 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 enable talk and writing opportunities.	As above but limited due to the Corona Virus pandemic
£2000 Contribution to minibus annual costs 60%	Visits out of school	See above	See above	See above
Additional costs were incurred during the period of lockdown and school closure for most pupils. The most significant costings and impact are detailed below.				
£4,035	IT resources updated to facilitate learning in school and home.	Remaining at home and access to learning during the pandemic	Pupils access some learning whilst at home. Packs are returned and online learning marked so that staff can measure engagement	40% of learners at home engaged with learning packs. 15% engaged with online activities
£3,033	Paper learning packs, stationery and craft materials	As above	As above	As above