

St Hugh's Catholic Primary School's Pupil Premium Grant for 2020 – 21 allocation £80,700.

Expenditure	Area of Allocation	Barriers to learning	Desired Impact	Actual impact
£24,596 <i>Contribution of salary costs approx. 70%.</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. Impact of Lockdown	Pupils return from Lockdown and settle quickly. 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.	Pupils who were identified have made a smooth transition from home to school. Further support identified in THINc activities and outside agencies
£18,802 <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 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.	6 pupils achieved Autumn check. A further 5 achieved the check when assessed during Summer term. Ongoing phonic assessments indicate pupils are making at least good progress from their starting points
£4,252 <i>Contribution to salary costs 25%</i>	Learning Support Assistant Works with pupils on oracy to acquire and embed skills rapidly	As above	As above	Pupils make rapid progress in vocabulary development from starting points.
£12,266 <i>Contribution to salary costs, 50% (0.9fte)</i>	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. Reduced Persistent absence across the school. Overall attendance improves to reflect national averages.	There were 134 in-year admissions. Attendance from 8 March 2021 to July was Persistent absenteeism was and continues to be closely monitored.
£4,000 <i>Contribution to the purchase of IPADs for remote learning</i>	Computing Additional resources to enable pupils to access remote learning	Lockdown and ongoing pandemic. Bubble closure and periods of isolation.	Pupils access learning at home via learning platform Seesaw and live Zoom lessons to reduce the gaps in learning.	48 devices were distributed during Lockdown. Impact of engagement can be seen on an individual basis in internal tracking.
£3624 <i>Purchase of additional reading books for in school and at home</i>	Phonics and reading resources	Lockdown and issues relating to the pandemic have resulted in gaps in learning through engagement at home.	More reading resources phonologically linked to phonics strategy. Staff all well trained and confident to identify gaps so that tailored intervention is quickly established. Bank of home reading books to reinforce phonological knowledge.	
£13,160 <i>Contribution to salary costs 50%</i>	Recovery teacher	Lockdown and issues relating to the pandemic have resulted in gaps in learning.	Speech and language, phonics, reading and maths gaps identified and pupils given small group and 1:1 support to make progress	Phonic progression is evident in half termly formative assessments. Pupils have benefitted from language development for readiness for learning and can demonstrate increased knowledge of mathematical vocabulary and application.
£1,000 <i>Contribution to visit/visitor costs approx 50%</i>	Educational visits/visitors	Very limited social and cultural experiences due to low income families. Limited first hand experience limits imagination and creativity. Lockdown has impeded this further.	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.	Very limited impact due to Covid 19 Pandemic. Local trips within the immediate environment have enhanced language development.