

St Hugh's Catholic Primary School's Pupil Premium Grant for 2021-22

School context:

St Hugh's Catholic Primary School is a diverse, one form entry primary school. Our school provides a welcoming, safe and secure environment for all. We aim to be a community which reflects real gospel values of love and forgiveness. A community in which each, child can learn in an atmosphere of mutual respect and understanding; so as to broaden their appreciation of the world, its cultures and its people. Our school promotes independence, self-esteem, academic achievement and a desire to learn.

Pupil Premium Grant: Recovery Allocation: Carry forward from previous year: Total:	£109,945 £ 11,600 £ 1,000 £122,545	November 2021 Number of pupils entitled to PPG funding 47 out of 184 (25 %)
<u>Entitlement by Year Group</u>	<u>September 2021</u>	<u>%</u>
Reception	0 Pupils	(%)
Year 1	8/25 Pupils	(32%)
Year 2	6/29 Pupils	(21%)
Year 3	9/29 Pupils	(31%)
Year 4	8/26 Pupils	(31%)
Year 5	9/23 Pupils	(39%)
Year 6	7/24 Pupils	(29%)

Mobility:

Due to the high levels of mobility within the school, exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis. The below shows...

Year	Classes	Pupils new to school (not including Rec Class Starters)	Leavers (not including transfer to H/S)
2019 – 2020	Rec – Y6	68	Rec – Y6 68 <ul style="list-style-type: none"> • 58 Left the country • 10 IYT
2020 – 2021	Rec – Y6	139	Rec – Y6 53 <ul style="list-style-type: none"> • 12 Left the country • 41 IYT

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Research:

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Explore, Prepare, Deliver and Sustain and believes quality teaching helps every child.

St Hugh's Catholic Primary continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

- Teaching – a focus on professional development to prioritise teaching missed content for pupils, across the school.
- Targeted academic support – close links between intervention support and classroom teaching
- Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.

Barriers to Learning:

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas which remain a focus of a 3-year plan:

- Low baselines of attainment on entry to school
- Limited experiences of life outside immediate environment
- Attendance and Punctuality
- Language Acquisition
- Self-Belief and Confidence.

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Pupil Premium Allocation:

Expenditure	Area of Allocation	Barriers to learning	Desired Impact	Actual impact
£22,971 <i>Contribution of salary costs 100%.</i>	LSA/Pastoral Support Worker 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 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.	Many pupils have become less anxious, gained confidence and built successful relationships. This is reflected in improved attendance and pupils making good progress.
£20,293 <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.	The pandemic, mobility and lost learning continued to impact. It is recognised results were significantly below National averages with 28% achieving the check, however, 85.7% achieving were eligible for FSM. Internal data demonstrates that pupils make good phonic progress from their starting points.
£20,293 <i>Contribution of salary costs 100%</i>	Learning Support Assistant Works with EAL pupils on oracy to acquire and embed skills rapidly	As above	As above	As above 40 % of pupils out of those achieving ARE were eligible for FSM
£24,852 <i>Contribution of salary costs, 100%</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.	The school was in the top 10 of Liverpool schools for attendance with 96.5% attendance and 6.9% PA.
£3,000 <i>Contribution 100%</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.	More children did access learning when bubbles were closed. Gaps were therefore filled more quickly.

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<p>£3,000 Contribution 100%</p>	<p>Phonics and reading resources Additional resources to promote reading for pleasure and home. Greater number of phonologically linked books</p>	<p>Lockdown and issues relating to the pandemic have resulted in gaps in learning through engagement at home.</p>	<p>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.</p>	<p>The majority of books are now phonologically linked. There are plans to buy more for home reading.</p>
<p>£11,310 Contribution 100%</p>	<p>Additional teacher To promote recovery curriculum in upper Key Stage 2</p>	<p>Lockdown periods have resulted in pupils having gaps in learning.</p>	<p>Gaps identified and filled. Impact seen in KS2 SATs. Pupils transition to Secondary school knowing more and being able to do more.</p>	<p>Unfortunately, on provisional data, impact was not seen for some pupils. This was due to mobility, pandemic, EAL and processing time.</p>
<p>£5,000 Contribution to visit/visitor costs approx 50%</p>	<p>Educational visits/visitors Culture Capital activities planned in each year group to enhance pupils' life experiences</p>	<p>Very limited social and cultural experiences due to low income families. Limited first hand experience limits imagination and creativity. Lockdown has impeded this further.</p>	<p>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.</p>	<p>Of the pupils who achieved ARE 66% ARE fsm eligible.</p>
<p>£4,281 61% of costs</p>	<p>Colomendy Educational residential</p>	<p>Very limited social and cultural experiences due to high levels of deprivation. Lockdown periods have limited opportunity for social and cultural interaction.</p>	<p>Learners build resilience and independence. Learners have experience of a green space and how important the outside world is for physical and mental health and wellbeing.</p>	<p>All pupils attended. Pupil voice indicated that they built resilience and confidence and felt more able to mix with pupils on their transition to secondary school.</p>
<p>£3,000 100% of cost</p>	<p>Interpretation Services Interpreters support parents' staff and pupils in understanding the importance of school attendance, curriculum and keeping safe. Parents understand communication between school and home.</p>	<p>EAL and cultural differences create barriers to understanding communication and school routines and the importance of regular attendance</p>	<p>Attendance figures continue to remain broadly in line with National averages. Persistent Absenteeism reduced. Parents understand the ethos and culture of the school. Pupils are able to access school curriculum and make progress from starting point in language acquisition. Parents are able to support pupils in their work at home.</p>	<p>Attendance is a strength due to parents now comprehending the impact on learning. Attendance was 96.5% and 6.9% PA.</p>

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	Parents are able to support learning at home.			
£6,000 <i>50% of cost</i>	Breakfast Club Staff salaries and training. Range of resources purchased such as play dough, felt tips and other art equipment, board games and jigsaws replenished.	Wider strategies of social and emotional wellbeing supported. Family support for vulnerable and working parents	Pupils social skills enhanced. Interactions are positive and pupils are able to turn take, share and develop independence. Pupils receive a meal and therefore readiness to learn is improved	Pupils are less hungry and ready to learn. The impact of this can be seen in positive behaviours for learning and interactions in less structured times of the day.
£2,500 <i>50% of cost</i>	Attendance Initiatives Prizes and vouchers to encourage consistently good attendance (96 %) and reduce persistent absenteeism	Differing cultural expectations result in poor attendance and punctuality in some groups and families.	Reduced PA across the school. Attendance overall figures reach and stay constant at 96%. Families targeted for support to ensure punctuality. Parents understand the importance of good attendance on educational outcomes for their children.	Achieved. Annual school attendance 96.% and PA reduced to 7%
£1,500 <i>100% of cost</i>	Uniform Support pupil and family wellbeing	High levels of deprivation result in uniform not being purchased by families. Uniform can also look very worn which can impact on pupil self esteem.	Pupil self esteem and self belief raised. Pupils feel valued and equal to peers. Parents feel supported that the school can help them.	Pupil voice and parent questionnaire demonstrates both pupils and parents really appreciate this and feel like they belong.
£500 <i>100% of cost</i>	Beanstalk	Reading for pleasure and sharing stories at home is a barrier due to EAL and lack of resources.	Love of reading fostered in reluctant readers. Reading at home promoted with pupils taking books home to keep.	The majority of pupils now take books home to read for pleasure and return them. Pupil voice indicates they enjoy reading alone and also sharing stories and books with siblings.

Please note that any additional spending will come from alternative budget lines.