

St Hugh of Lincoln Impact Report 2020-21

The Pupil Premium Grant (PPG) is additional government funding allocated to schools according to the number of pupils known to be eligible for free school meals (FSM). PP funding is also given for any child who is looked after or previously looked after by the Local Authority.

This Data covers 2020-2021 academic year.

The report will be published on the school website.

Pupil Premium Designated Teacher	Mrs Claire Jackson
Pupil Premium Link Governor	Mrs Helen Kirwan

PP Pupil Summary	October, 2021	November, 2020
Number of PP/EYPP Pupils (% of total pupil number)	Still waiting for numbers	38 (10.9%)
Number of LAC/ PLAC Pupils	Still waiting for numbers	0
Total number of disadvantaged Pupils	Still waiting for numbers	38 (10.9%)

Number of pupils and pupil premium grant (PPG) received 2020-1

<u>Total number on roll</u>	348
<u>Number of pupils receiving PP Grant</u>	38
<u>Total amount of PPG received</u>	38

Areas in need identified for spending PPG:

We identified barriers to learning both internally and externally

- Early Years Intervention
- KS1 Intervention for Catch Up from ELGs
- Basic Literacy and Maths skills to be addresses for SEND in Key Stage 1 and 2
- Emotional and Social Issues
- Attendance and punctuality below average for small number
- Lack of involvement in school by some families
- Some families receiving external agency
- The continuing issue of COVID19

In meeting these objectives we look to put in actions around these four key questions -

- A. Who are our PP children or PLAC children and are they in school?
- B. Are they ready to learn?
- C. Are they learning and making progress?
- D. Are their lives enriched?

Summary of PPG spending 2020-21 Action (a link to each question above will be in brackets)

- Funding for extra teaching assistant hours to work one to one and in small groups (C)
- Support staff will plan and deliver 'social groups' to assist children who have difficulties with social situations or are experiencing emotional issues (C)
- Meet regularly and informally with the small number of families with punctuality issues. Providing external support as and when necessary (A)
- Quality first teaching and targeted interventions by support staff will support children identified as having gaps in

St Hugh of Lincoln Impact Report 2020-21

- literacy/maths (C)
- Google chrome books to assist children accessing home learning via Google classrooms (B C)
- To provide all children with the opportunity to experience forest school experience. Concentrating on fresh air, well-being and friendship building skills (D)
- Subsidising trips and visits so that no child misses a trip due to financial reasons (D)

Breakdown of Spending

<u>Income 2020-21</u>	
<u>38 PP Children</u>	£65.320
<u>Expenditure: April 2020- March 2021</u>	£51,066.80
<u>Staffing Costs in Support of PP Children in relation to support with intervention, progress and staff training.</u>	
<u>Resources in Support of PP Children including equipment, enrichment opportunities and extended learning.</u>	£10,200
<u>Total spend</u>	£61,266.80

Impact of spending evidence end of KS2

Due to the Covid pandemic the figures below are based on Teacher assessments and are unvalidated. Also, the National data is based on 2019 as there were no National scores in 2020 or 2021.

The figures in the first table relate to the data that shows how the children have achieved through school. From this we can see that Pupil Premium (PP) pupils at St Hugh of Lincoln performed better than the national (2019) in all areas.

As SATS weren't completed there are no standardised scores – however, our in school progress data shows that all 3 PP children made expected progress in all areas. (See table below).

When comparing the PP attainment figures to the PP achievement figures nationally our schools percentages compare well in reading, writing and maths. It is important to bear in mind that in this cohort we had a small group of PP children (just 3 in Year 6 KS2). Therefore each child's attainment carries a large weighted percentage.

Area	School 3 PP Children	School 43 Non PP	National Data Results
End of KS2 - Reading expected or above	3/3 (100%)	39/43 (91%)	71% (PP 62%)
End of KS2 - Writing expected or above	3/3 (100%)	41/43 (95%)	76% (PP 68%)
End of KS2 - Maths expected or above	3/3 (100%)	43/43 (100%)	75% (PP 67%)
End of KS2 – Spelling Punctuation and Grammar	3/3 (100%)	42/43 (98%)	****

Progress results - no scores available due to Covid. However, when we look at the prior attainment of the PP children, 100% made expected progress in RWM while some made better than expected.

St Hugh of Lincoln Impact Report 2020-21

Impact of spending evidence since end of KS1

The gap in the attainment of the 2 PP children and that of their peers is not widening – they have made mostly expected progress in their attainment when comparing attainment at the end of Key Stage 1 and Key Stage 2. The child who didn't reach expected in reading was 'emergent plus' so very close (and had made progress). When comparing the PP attainment figures to the PP achievement figures nationally our schools percentages compare well in reading, writing and maths. It is important to bear in mind that in this cohort we had a small group of PP children (2 in KS1). Therefore each child's attainment carries a large weighted percentage.

Key Stage 1 Data (teacher assessments)

Area	Y2 –2PP Children	Y2 - 42 Non PP	National 2019
End of KS1 Reading	1/2 (50%)	40/44 (91%)	76%
End of KS1 Maths	2/2 (100%)	37/44 (84%)	68%
End of KS1 Writing	2/2 (100%)	34/44 (77%)	75%

Phonics Screening

Phonic screening has been delayed until autumn 2 2021 therefore no data is available.

Impact of spending evidence on attendance

Overall attendance across school in 2020-1 was 96.25% which is just above our school target of 95%. Pupil premium falls slightly under this at 93.36%.

Area	School PP Children	School
Attendance	PP 93.36% (Non-PP children: 96.25%)	96.25%

Impact of spending evidence of impact on other areas

Provision	Comments	Next Steps 2020-21
Funding for extra teaching assistant hours to work one to one and in small groups.	Working well as results above show. The gap in the attainment of the PP children and that of their peers is not widening – they have made expected progress in their attainment when comparing attainment at the end of Key Stage 1 and Key Stage 2.	Continue 2021-22
Support staff will plan and deliver 'social groups' to assist children who have difficulties with social situations or are experiencing emotional issues	Due to the increasing restrictions of COVID and not mixing bubbles this became hard to deliver out of the classroom setting. Furthermore, with the increasing needs of our school and children experiencing emotional issues (especially since the aftermath of COVID) we decided to look at delivering this in a different way next school year. Our TA's are also so desperately needed within the classroom setting to help with COVID catch up.	To employ a CARITAS counsellor to help address our social, emotional and mental health needs.
Meet regularly and informally with the small number of families with punctuality issues. Providing external support as and when necessary.	Ongoing. This support for many parents during lockdown was invaluable.	Continue in 2021-2
Quality first teaching and targeted interventions by support staff will support children identified as having gaps in literacy/maths.	Ongoing. Working well as results above show. We find the tiered approach works well in our school, with first quality teaching	Continue in 2021-2

St Hugh of Lincoln Impact Report 2020-21

	always being at the head of our approach.	
Google chrome books to assist children accessing home learning via Google classrooms	These were invaluable to many families during lockdown. We conducted a survey with the PP parents and every replying parent reported that this has helped them not only with home learning but with accessing homework via Google classrooms too. A great success.	A few replies from parents also requested the use of a printer and stationary/workbooks to write their Google classroom homework in.
To provide all children with the opportunity to experience forest school experience. Concentrating on fresh air, well-being and friendship building skills	We managed 4 weeks of this before the school closure. For those 4 weeks children were engaged with their instructor and really enjoyed the sessions. We will book this in again for next school year.	Continue in 2021-2
Subsidising trips and visits	No child missed a trip due to financial reasons.	Continue in 2021-2