

Pupil Premium Strategy Statement 2020/21

1. Summary Information					
School	St Hugh of Lincoln RC Primary School				
Academic Year	2020/21	Total PP budget	£65, 320	Date of most recent PP Review	Sept 2020
Total number of pupils	348	Number of pupils eligible for PP	38 Y1 – 6 0 EYFS	Date for next Strategy Review	Sept 2021

2. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)	
A	Early Years Intervention
B	Key Stage 1 Intervention for Catch Up from ELGs
C	Basic Literacy and Maths skills to be addressed for SEND in Key Stage 1 and 2
D	Emotional and Social Issues
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
E	Attendance and punctuality below national average for small number
F	Lack of involvement in school by some families
G	Some families receiving external agency support (Social Services – Addiction and bereavement services)
H	The continuing issue of COVID19

3. Outcomes	Success criteria
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In-school barriers		
A.	Early Years Intervention	Targeted children receive additional support assessed against their individual need – either one to one or small group work
B.	Key Stage 1 Intervention for Catch Up from ELGs	Children accessing appropriate aspects of the Key Stage 1 curriculum by the end of Year 1, having received individual and targeted support
C.	Basic Literacy and Maths skills to be addressed for SEND in Key Stage 1 and 2	Children receive additional support to address gaps in literacy and numeracy, both within class, small group and individually. Children can access appropriate elements of the year group curriculum
D.	Emotional and Social Issues	Social groups and discussion opportunities are given to all children but particularly those highlighted as having a social or emotional need. Improved engagement and behaviour where appropriate
External barriers		
E.	Attendance and punctuality below national average for small number	Small number of families receive additional support from school and if appropriate EWO. Attendance and punctuality particularly improves
F.	Lack of involvement in school by some families	Children have access to counselling services/outside agencies where there is an identified need and referral. Well-being of pupils and families improves
G.	Some families receiving external agency support (Social Services – Addiction and bereavement services)	Regular meetings and intervention where appropriate. Families engaging at appropriate level with school and agencies
H.	The continuing issue of COVID19, the threat/reality of Home Learning, and the	We have alerted all staff to be aware of the

	pressures (whether socially, physically, mentally or financially) that all of this brings	extra pressures that this might bring to our PP families. This will be one of our main concerns this school year to ensure these families receive all the help they can get if they are struggling.
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4. Plan including actions, expenditure and review dates 2019/20					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
A. Teaching assistant paid additional hours to work one to one and in small groups. Individual need assessed by teaching staff, delivered and planned by TAs Home learning resource packs are purchased for children to consolidate and extend learning	The scheme has operated for the last two years and is a successful way of engaging children and carers.	SLT/Teaching staff in EYFS will track and assess pupils throughout the year. Observations and monitoring of planning and impact.	EYFS Lead	£4463.40	15 th December 23 rd March 6 th July
B. Teaching assistant paid additional hours to work one to one and in small groups. Individual need assessed by teaching staff, delivered and planned by TAs	The scheme has operated for the last two years and is a successful way of engaging children and ensuring children are making adequate progress	SLT/Teaching staff and support staff in Key Stage 1 will track and assess pupils throughout the year. Observations and monitoring of planning and impact.	Key Stage 1 Lead	£2694	15 th December 23 rd March 6 th July
C.	End of key stage results for	The SENCO with support	SENCO	£43 909.40	15 th December

Quality first teaching and targeted intervention by support staff will support children identified as having gaps in either literacy and maths	the previous 12 years highlights the good progress made by children with SEND and pupil premium. In school monitoring and analysis places this as the most contributing factor	from SLT will monitor all intervention programmes and targeted activities through weekly meetings. Support staff provide detailed reports to show progress. Lesson and session observations.	SLT		23 rd March 6 th July
D. In addition to circle time support staff will plan and deliver 'social groups' to assist children who have difficulties with social situations or are experiencing emotional issues.	Previous successes over the last 6 academic years	SENCO, SLT and class teachers where appropriate will monitor the programmes and observe sessions where necessary.	SLT	£2694	15 th December 23 rd March 6 th July
E. Meet regularly and informally with individual families (small number) on punctuality issues particularly. Provide external support as and when necessary. (EWO – Family support)	Previous successes	Head and office staff to monitor attendance and punctuality	Headteacher	Covered in staff costs and job specifications of head and office staff	15 th December 23 rd March 6 th July
F. We provide open opportunities to engage with families throughout	We have proven successful relationships with all our families. Historically the informal nature of the	Headteacher and all appropriate staff monitor situations through meetings, discussions and CPOMS.	Headteacher	Covered in staff costs and job specifications of head (DSL)	15 th December 23 rd March 6 th July

the year. Where a particular family is recognised key staff will create and foster positive and informal relationships	relationships in a positive and supporting environment, helps forge strong bonds throughout school				
G. Where appropriate we support families who are having external intervention. We also refer to appropriate agencies when and if necessary.	Positive outcomes in previous cases and improved relationships and educational outcomes	Headteacher and all appropriate staff monitor situations through meetings, discussions and CPOMS.	Headteacher DDSL	Covered in staff costs and job specifications of head (DSL) and DDSL	15 th December 23 rd March 6 th July
H As a staff we have all been alerted to be aware of PP families that may struggle. We have decided to buy 50 google chrome books to assist parents at home with our new google classrooms journey. We now submit homework through this media and plan to use this if any further lockdowns are announced as a virtual classroom. We feel that if each PP child has their own device at home, this will help to bridge the gap in their education and help them access google	This is a new external barrier for our school and the country as a whole. We always support any family through difficulties which have always proven to be successful and there have been many positive outcomes. During the last lockdown as some families had no access to devices needed for homeschooling, the Headteacher reached out to families and lent them school devices.	Headteacher and all appropriate staff monitor situations PP Lead to order and distribute the Google chrome books and to offer support with parents on using them successfully at home.	Head teacher PP lead	£11,650.00 for 50 Google chrome books	15th December 23rd March 6th July

classrooms in the correct manner. We have bought 12 extra so they can access one in school too if needed, or if we have any problems with the ones at home.					
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5. Termly Review Information		
December 2020	March 2021	July 2021
We are in the process of gathering quotes for chrome books for the PP children to help them with our google classrooms journey at home/and to pre-empt a problem with lack of devices if another lockdown happens. We have alerted staff to keep an eye on the welfare of the PP children as there is no out of class intervention going on at the moment. We don't want them to struggle any further educationally or financially which is also a concern on the run up to Christmas and with COVID times in general.		

6. Attainment of Y6 pupils 2020		
Headline Measure	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving national standard in reading, writing & maths	*	*
% achieving the higher standard in reading, writing and mathematics	*	*

pupils' progress score in reading	*	*
pupils' progress score in writing	*	*
pupils' progress score in mathematics	*	*
pupils' average scaled score in reading	*	*
pupils' average scaled score in mathematics	*	*

* Testing was not carried out due to COVID19 school closures