

Pupil premium strategy statement 2021 - 2024 St Hugh of Lincoln RC Primary School overview

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	ST HUGH OF LINCOLN RC PRIMARY SCHOOL
Number of pupils in school	2021-22 - 334 2022-23 - 333
Proportion (%) of pupil premium eligible pupils	2021-22 - 16.1% 2022.23 – TBC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 (specified in this colour) 2023-2024
Date this statement was published	December 2021 Updated Sept 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Mountcastle/ Maureen Atherton/Adrian Smith
Pupil premium lead	Claire Jackson
Governor allocated to pupil premium	Helen Kirwan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,940 2022-23 - £76,175 Sep-April (7/12) £44,435
Recovery premium funding allocation this academic year	£7,540 2022-23 - £8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,480 2022-23 – £84,440

Part A: Pupil premium strategy plan

Statement of intent

At St Hugh of Lincoln Roman Catholic Primary School we pride ourselves on being a happy, caring and welcoming community, where the learning environment and the wide range of opportunities offered, help every child reach their full potential and make the most of the gifts and talents given to them by God.

Our Mission Statement, Equality policy and Pupil Premium policy underpin our dedication to ensuring that every child gets the best possible start in life regardless of their situation. We are committed to breaking down barriers and providing a curriculum that is accessible to all. The Government's introduction of the Pupil Premium Grant allows us to further our quest for equal opportunities for every child where they all receive and achieve a good education. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The DFE has given us the freedom to use the Pupil Premium Grant as we see fit, based on the knowledge of our pupils' needs. Every year this is assessed by the SLT and Pupil Premium Lead and adapted depending on the current cohort and the needs of the children receiving a Pupil Premium Grant. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the areas of teaching, academic support, and also a wider non academic approach. So this is what we aim to achieve. As a staff we identify barriers to future attainment. We look at internal barriers (issues which require action by the school: poor language skills, resources, inexperienced staff). We also look at external barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.) From this we develop an action plan which incorporates our ideas with the three tiered approach.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Over the previous years, this money in our school has been used to help provide many initiatives. Below are just a few examples:

- One to one and small group support for children within the classroom, to help children reach their full potential in Numeracy and Literacy
- Employing teaching assistants to work with individual children, groups and classes
- Providing music lessons for children whose families would be unable to pay for them
- Pyramid Club, an art and crafts initiative to support pupils' self esteem, attitudes to learning,
- Cookery club
- Funding educational trips and visits
- Funding club activities - To ensure the children are able to participate and to give children a sense of well-being and enjoyment of school
- Forest School – To allow children to get outside in the fresh air and assist in concentrating on the opportunity to experience new and challenging activities their emotional health and well being
- Providing PP children with a Google Chrome Book to assist them at home with their online learning
- Providing children with homework and stationary packs to assist them in being well equipped when completing work at home successfully via Google classroom
- Employing a CARITAS counsellor to help with pastoral care and SEMH issues within our school

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

2022-23 Update – We believe as a school these are still the challenges we are facing. We will continue with the targets set and any update we have we will be in this colour.

Challenge number	Detail of challenge
1	Children have low attainment on entry to Early Years Foundation Stage in all areas – Assessments and observations display that children come to us with low attainment, which immediately puts them at a disadvantage when striving to achieve their EYFS goals by the end of Reception. Observations and assessments (EYFS baseline and WellComm) identify a low baseline all areas, especially in oral communication, language and Literacy. Our internal evidence shows this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on average writing progress. Entry analysis in September 2021 shows that only 20% of the children are on track to make a good level of development.
2	The need for Key Stage 1 Intervention for Catch Up from low attainment in ELGs – Baseline assessments and observations display that children come to us with low attainment, which immediately puts them at a disadvantage when striving to achieve their EYFS goals by the end of Reception. They are subsequently behind when reaching Key Stage 1.
3	Post COVID catch up to reduce gaps, particularly in early reading and lowest 20% - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Post COVID basic Literacy and Maths skills for SEND in Key Stage 1 and 2 –

	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas.
5	Impact on children's mental health and well being following the impact of COVID and school closures – Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxieties during and resulting from the school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support have markedly increased during the pandemic. We have a number of children currently requiring additional support with social and emotional needs, with the waiting list growing weekly.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Rapid progress made by the children in reception to overcome the low starting point on entry	Baseline and Wellcomm assessments to be used with all EYFS pupils and will show an increase in the number of children reaching ELGs Update 22/23 - to assist with this in the academic school year of 2022-23 we have employed a SAL therapist to assist with the Speech and Language difficulties identified in EYFS and impacting beyond.
2. To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving 'high standard' at KS2	In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2. Update 22/23 – Ongoing target which will continue to be assessed termly by SLT/SENCO/Assessment lead.
3. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than disadvantaged children are achieving in line with their peers. Update – It is hoped that by employing a new scheme for the delivery of phonics in KS1 'Monster Phonics' the reading attainment amongst all children should improve.
4. Improved Literacy and Maths attainment for all pupils (especially disadvantaged pupils) at the end of KS2.	KS2 maths outcomes in 2024/25 show that there is no attainment gap between that of disadvantaged pupils and their peers, with the same amount meeting the expected standard. Update – Ongoing target which will continue to be assessed termly by SLT/SENCO/Assessment lead.

<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals to our CARITAS counsellor and improved overall wellbeing <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Update 22/23 – This is going very well. We currently have 2 counsellors working alongside our children who present with SEMH needs. The system has worked well with children receiving an initial 8-10 weeks of intervention, they after a needs assessment and review and there is scope to carry on with the support if deemed as necessary.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>EP involvement and CPD Precision teaching Training (for all staff)</p>	<p>EEF Evidence ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.’</p> <p>Update 22-23 - CPD will continue this year concentrating on curriculum enrichment.</p> <p>The TAs will receive WELLCOMM Primary training and will work alongside the new speech therapist to develop their CPD of S&L.</p> <p>All staff are currently being trained on the new Monster Phonics scheme (see below)</p>	<p>2 3 4</p>
<p>EP involvement and CPD Emotional Coaching training - Improve the quality of social and emotional SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Update 22/23 - We are possibly looking at extending this to introducing Zones of Regulation throughout the school. Our new speech therapist has recommended the approach alongside EP and SENAS practitioners.</p>	<p>1 2 3 4 5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57, 146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Support - Funding for extra teaching assistant hours to work one to one and in small groups across the school.</p>	<p>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</p> <p>EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.'</p> <p>Update 22/23 - Continuing</p>	<p>1 2 3 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils in KS1 who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Update 2021/22 - We have bought in the Monster Phonics scheme which is aligned to the National Curriculum. It is a systematic synthetic phonics programme with easy-to-follow lessons plans, resources and assessment to teach Reception, Year 1 and Year 2. Letters and Sounds was published by the DfE in 2007. This guidance helped to embed and unify synthetic phonics teaching in primary schools with a detailed and logical curriculum. However, effective teaching of Letters and Sounds relied on the schools to build a programme around the Letters and Sounds handbook. In many cases, this did not happen resulting in inconsistency between year groups and classes. In March 2021, the DfE stated that the Letters and Sounds 'isn't a full Systematic Synthetic Phonics programme'. We have decided to employ this SSP to help us implement Letters and Sounds effectively through EYFS and KS1.</p>	<p>2 3 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School - The school has an outside agency 'We are Adventurers' come into school to provide the children with a forest school experience. We have done this in previous years and the children involved really enjoyed it and benefited from their experience. It was previously shortlived due to COVID restrictions, but this is due to start up again in Jan 2022.</p>	<p>The aim is to help children to build relationships. This enables the development of confidence and resilience as well as widening understanding of the world.</p> <p>EEF research and evidence - interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>

<p><u>Counselling Service - Employing a CARITAS Counsellor to help address our SEMH problems within school.</u></p>	<p>The counsellor will help children to identify and address issues which are preventing them from experiencing optimum mental health and wellbeing. This will have a positive impact on the mental health of the children. If children's wellbeing is a barrier to their learning, then these sessions will in turn facilitate them to achieve.</p> <p>EEF - interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2 3 4 5</p>
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<p><u>Extra curricular clubs and activities access for all PP children to ensure affordability and equal access for the children who are disadvantaged.</u></p> <p>The school will subsidise day trips and clubs where it is deemed necessary.</p>	<p>We carried out an audit of all PP and SEN children to see if these disadvantaged children are accessing clubs and extra curricular activities if they want to. We are committed to making sure as many children as possible have access to an interest outside of daily school life.</p> <p>School trips and clubs will be subsidised to allow affordability and equal access to the children who are disadvantaged and need assistance to help to engage pupils in their learning.</p> <p>We hope to inspire children to take an interest in a variety of topics and give high expectations of achievement.</p> <p>EEF research and evidence - interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF research and evidence – EEF think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Click HERE for more information.</p> <p>Update 22/23 - Continuing</p>	<p>1 2 3 4 5</p>
<p>Providing a Homework pack for Pupil Premium children to assess more successfully their Google chromebook homework</p>	<p>A Pupil Premium parental survey conducted at the end of the last school year 2020-21, resulted in numerous parents expressing a need for stationary and exercise books at home to help their children with their Google chrome book homework assignments.</p> <p>Update 22/23 - Continuing</p>	<p>2 3 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Update 22/23 - Continuing</p>	<p>1 2 3 4 5</p>

Total budgeted cost: £79, 646

2022-2023 - TBC

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact 2021-22

Last academic year, we identified the following issues as barriers to learning both internally and externally as

- Children being poor on entry into EYFS and not achieving their ELGs
- The subsequent need for KS1 Intervention with catch up from ELGs
- Poor 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 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 2021-22 Action and its impact (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)

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.

- Counselling Service (C A)

We have employed 2 school based counsellors to work with children from our school who are struggling with SEMH and surrounding issues. We started off with one counsellor from CARITAS, and as the need grew we employed a second one privately. The counsellor will help children to identify and address issues which are preventing them from experiencing optimum mental health and wellbeing. This will have a positive impact on the mental health of the children. If children's wellbeing is a barrier to their learning, then these sessions will in turn facilitate them to achieve. We currently have a waiting list for children to be worked with, and it is very well received by the parents.

- Meet regularly and informally with the small number of families with punctuality issues. Providing external support as and when necessary (A) The school has good relationships with parents.
- Lack of involvement in school by some families. (A) The school encourages good relationships with parents. Parents Evenings, Open Evenings.

- Some families receiving external agency (A)

This is always a strength in our school with the Head and staff maintaining very good relationships with Parents. This support for many parents during lockdown was invaluable.

- Quality first teaching and targeted interventions by support staff will support children identified as having gaps in literacy/maths. This will continue into 2022/23. Our TA targeted interventions always

work really well, we are finding this even more so as the majority of support is now class based. The small intervention work that takes place can be reemphasised in class support too. Helping with continuity and improvement. (C)

- To provide all children with the opportunity to experience forest school experience. Concentrating on fresh air, well-being and friendship building skills (D). This is a massive success and will be carried on next year. The children go in groups of 15 and change throughout the year. Based on their needs, and enjoyment of the club some children have accessed this for a term, some for a full academic year.
- Subsidising trips and visits so that no child misses a trip due to financial reasons (D)
- We provided PP children with learning packs for at home (EYFS to Year 6) this was tailored to their Year groups and needs and ranged from reading books to sound mats to pens and rulers. (
- Attendance

PP 93.44%

Non-PP children: 94.36%

Teacher Assessment Results

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was very good. 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 gap in the attainment of the our 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 at the end of Key Stage 2.

Area	Y2 -7PP Children	Y2 - 37 Non PP	National Data 2022
End of KS1 Reading expected or above	3/7 (42.8%)	26/37 (70.2%)	67%
End of KS1 Maths expected or above	3/7 (42.8%)	24/37 (64.8%)	68%
End of KS1 Writing expected or above	3/7 (42.8%)	23/37 (52.2%)	58%

Phonics Screening

Phonic screening 2022 - Yr 1 - 93%

PP - 6/6 (100%) NPP - 36/39 (92.3%)

Yr2 - Phonics Screening Resit (100%)

It is important to bear in mind that the Yr2 2022 cohort have had significant disruption due to Covid and lockdown. The 4 PP children who did not achieve the expected level have individual education plans (SEND register) . They are part of the 6 children in Yr2 who resat their Phonics Screening and have now passed. Intervention will include the newly appointed Speech Therapist who supports children with their comprehension understanding. One of these children has already been referred to SALT and is under a specific programme. Maths and Reading Interventions from a qualified teacher will take place to target PP children who have not achieved expected.

Area (KS2)	Year 6 - 11 PP Children	Year 6 - 34 Non PP	National Data 2022
End of KS2 - Reading expected or above	9/11 (81.8%)	32/34 (94.1%)	74%
End of KS2 - Writing expected or above	9/11 (81.8%)	32/34 (94.1%)	69%
End of KS2 - Maths expected or above	11/11 (100%)	30/34 (88.2%)	71%
End of KS2 - Spelling Punctuation and Grammar	9/11 (81.8%)	32/34 (94.1%)	72%

The Year 6 Pupil Premium (PP) pupils at St Hugh of Lincoln performed better than the national (2022) in all areas. The 2 PP children who didn't achieve the expected in reading, writing and spelling have an EHCP. They achieved expected in Maths.

Area (whole school performance)	Year 1-6 56 pupils
Reading expected or above	39/56 - 70%
Writing expected or above	35/56 - 63%
Maths expected or above	44/56 - 79%
Spelling Punctuation and Grammar	29/56 - 52%

This table shows the collective performance from the school as a whole, and that all Pupil Premium children have made progress.

Impact 2020-21

Last academic year, we identified the following issues as barriers to learning both internally and externally as

- Children being poor on entry into EYFS and not achieving their ELGs
- The subsequent need for KS1 Intervention with catch up from ELGs
- Poor 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 –

- E. Who are our PP children and are they in school?
- F. Are they ready to learn?
- G. Are they learning and making progress?

H. Are their lives enriched?

Summary of PPG spending 2020-21 Action and its impact (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)

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.

- Support staff will plan and deliver 'social groups' to assist children who have difficulties with social situations or are experiencing emotional issues (C)

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. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We are building on the support we provide for our children by employing a CARITAS counsellor

- Meet regularly and informally with the small number of families with punctuality issues. Providing external support as and when necessary / (A)
- Lack of involvement in school by some families (A)
- Some families receiving external agency (A)

This is always a strength in our school with the Head and staff maintaining very good relationships with Parents. This support for many parents during lockdown was invaluable.

- Quality first teaching and targeted interventions by support staff will support children identified as having gaps in literacy/maths (C)

This will continue into 2021/22. Our TA targeted interventions always work really well, we are finding this even more so as the majority of support is now class based. The small intervention work that takes place can be reemphasised in class support too. Helping with continuity and improvement.

- Google chrome books to assist children accessing home learning via Google classrooms (B C)

As evidenced in schools across the country, school closure and the impact of COVID 19 was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and fantastic planning and preparation by our teaching staff. We provided each PP children with Google chrome books in the hope this would assist with the home learning. 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. It was a great success and we hope that the children continue to use their device for homework and enriching their studies.

- 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)

Both of the above were unfortunately halted due to COVID closures, then subsequent restrictions.

- Attendance

With a very different year PP Attendance has fell just below our school percentage.

PP 93.36%

Non-PP children: 96.25%

Teacher Assessment Results

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was very good. Due to the Covid pandemic the figures below are based on Teacher assessments and are invalidated. Also, the National data is based on 2019 as there were no National scores in 2020 or 2021.

The gap in the attainment of the our 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 at the end of Key Stage 2.

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

Phonics Screening

Phonic screening has been delayed until end of Autumn 2 2021 therefore no data is available.

The 2 PP children in Year 2 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.

Area (KS2)	Year 6 - 3 PP Children	School 43 Non PP	National Data 2019
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%)	3/3 (100%)	42/43 (98%)

The Year 6 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 in Year 6 made expected progress in all areas. 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 (whole school performance)	Year 1-6 37 pupils
Reading expected or above	24/37 - 65%
Writing expected or above	21/37 - 56%
Maths expected or above	24/37 - 65%
Spelling Punctuation and Grammar	27/37 - 73%

This table shows the collective performance from the school as a whole. With hopefully a normal school year ahead of us, it will be interesting to see how full year of schooling impacts of these results.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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