

## St Hugh's - Pupil premium strategy statement 2026-2029

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2026 academic year.

It outlines our long term strategy, how we intend to spend the funding and the effect that the previous strategy had within our school. Our strategy is purposely designed to align with our school vision and to support its achievement.

Approaches within St Hugh's School advocate those identified within the Teaching and Learning Toolkits promoted by The Sutton Trust & Education Endowment Fund as well as DFE and government research and guidance. Using this approach enables us to identify how best to use our current and potential resources in order to improve the outcomes of disadvantaged pupils.

Interventions are designed and implemented so that students are best prepared and readied to access their learning and also so they can make the best progress possible in achievement towards their EHCP outcomes.

### School overview

Detail	Data
School name	St Hugh's
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils as per 25/26 October census	53.13%
Academic year/years that our current pupil premium strategy plan covers	Sept 2026 – July 2029
Date this statement was first published	Spring 2026
Date on which it will be reviewed	Spring 2027
Statement authorised by	Headteacher- Jonathan Kenyon
Pupil premium lead	Tom Thatcher
Governor	Emma Smithen

### Funding overview for 24/25

Detail	Amount
Pupil premium funding allocation this academic year	£99620
Recovery premium funding allocation this academic year	N/A
Pupil premium and recovery funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,620</b>

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of students
2	Achievement of EHCP outcomes
3	Emotional well-being, behavioural and mental health needs of the students
4	Access to appropriate activities to support readiness for learning
5	Attendance

### Intended outcomes

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

Intended outcome	Success criteria
Students will meet or be on track to achieve 80% of their EHCP outcomes	There will be a consistent achievement of 80% EHCP outcomes across all areas of need
Targeted students' EHCP outcomes will improve as a result of participating in identified interventions.	No area of need will demonstrate a lower level of EHCP outcome achievement
Students will have good school attendance and the majority will have at least 90% attendance, and many will have above 95%	Persistent absence will be lower than the national average (as per the DFE dashboard)  Persistent absence in St Hugh's will be comparable between PP and non-PP students Daily check-in/follow-up calls relating to attendance. Close relationships and regular meeting with the education inclusion officer. Strong relationships with family to be support but provide challenge on absences from school. Working closely and challenging external professionals to support the attendance of our young people.

### 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.

## Targeted academic support

Budgeted cost: £45,714

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
HLTA targeted intervention	And in small groups: <a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1&2

## Wider strategies

Budgeted cost: £53906

Activity	Evidence that supports this approach <i>Please click on the hyperlink to read through the evidence base</i>	Challenge number(s) addressed
Targeted interventions for those identified or at risk of/or have had a deterioration in their emotional or behavioural presentation.	<a href="#">Behaviour interventions</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	2,3&4
Mentor with responsibility for whole school mental wellbeing	<a href="#">Social and emotional learning</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a> <a href="#">What works well to improve wellbeing (publishing.service.gov.uk)</a> Social inclusion, page 5 & 6	3
Mentor with responsibility for attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#:~:text=apply%20rewards%20and%20sanctions%20consistently,early%20and%20help%20set%20targets">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#:~:text=apply%20rewards%20and%20sanctions%20consistently,early%20and%20help%20set%20targets</a>	5
Targeted sensory intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1-3
Targeted social and emotional learning (SEL) seeking to improve students' interaction with others and self-regulation	<a href="#">Social and emotional learning</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a> <a href="#">What works well to improve wellbeing (publishing.service.gov.uk)</a> Social inclusion, page 5 & 6	1-4

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact of our previous pupil premium strategy.

Intended outcome	Success criteria
Students demonstrated an increased engagement within their academic progress through the 3 pathway curriculum. This resulted in over 80%+ achievement in EHCP outcomes.	
Targeted students positively engaged in enrichment opportunities and other experiences beyond the classroom, in and away from the school site.  All students who were identified as requiring targeted intervention participated in a targeted intervention.  Progress was demonstrated in the areas of motivation, self-esteem/emotional awareness, resilience and social interaction. These also contributed towards the achievements of the target young people's EHCP outcomes.	
In the academic year of 2024/25 there was a whole school attendance average of 93.5%. This exceeded our target of 90% and the national average within SEND maintained schools (87.1%). Our persistent attendance (20.8%) was in the top 5% in the country of all special schools.	