



Pupil premium strategy statement 2021-24

Expenditure evaluation and Strategy plan

**“I was disadvantaged as a child, yet
I had the advantage of being in the
company of great teachers.”**

(A.P.J. Abdul Khan, 11th President of India)

***“Every one of our children is carrying something the world is waiting
for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure 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.
- In 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Our Lady of the Angels
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 September 2021
Date on which it will be reviewed	At least annually
Statement authorised by	Amelia Harding
Pupil premium lead	Kate Davenport
Governor / Trustee lead	James Beamish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,653 £50,925 is confirmed by the DfE (Sept 23 – Mar 24) the remainder of the amount is a an approximation until the DfE release the PP figures for April 24 – March 25.
Recovery premium funding allocation this academic year	£ 8,700
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	£ 97,353

Part A: Pupil premium strategy plan

Statement of intent

We are strongly committed to our disadvantaged pupils to ensure that their start in life does not determine their future. We know that reading ability has a huge impact on the future success of our pupils. Reading is therefore given the highest priority within our school; our wider curriculum provides ample opportunities for pupils to read: to apply and hone their decoding skills, develop fluency and broaden their vocabularies; a system of assessment and intervention is also in place to identify those that are struggling and support them to keep up.

Another major focus of this plan is to ensure that Quality First Teaching effectively overcomes the key challenges of teaching pupils with poor language skills, poor retention and poor working memory. Where this is not enough, the aim is to provide high quality tailored individual and small group intervention which supports pupils to know and remember more as well as providing ample opportunities to develop the fluency required for every child to achieve subject mastery.

We are also highly committed in enabling the best attendance for our PP pupils by supporting families and developing a strong understanding of the issues being faced at home. Finally we strive to equip every child with strategies to enhance their well-being and provide further support, where needed, to develop positive mental health for the future.

Challenges

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

Challenge number	Detail of challenge
1	Learning time missed during the Covid pandemic has resulted in a high proportion of PP children requiring intervention to catch up and gain fluency in the core areas of the curriculum.
2	The additional learning needs of some PP pupils such as poor language skills, poor retention of information and poor working memory.
3	A high proportion of PP children have multiple disadvantages. For example, typically PP boys have poor fine motor skills on entry; others have moderate or specific learning difficulties.
4	Low attendance rates coupled with a high proportion of PP persistent absenteeism has reduced the learning time that some pupils have at school and has resulted in gaps in learning progress.
5	Due to the above, some PP pupils also have a weak understanding of mathematical concepts and poor mathematical fluency; and this slows their progress.
6	Some PP pupils have experienced adverse childhood experiences and this negatively impacts their motivation and ability to learn.

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
Incremental coaching, pupil progress meetings and teacher conferencing will continue to raise the effectiveness and consistency of Quality First Teaching and a mastery approach to learning across the school.	Teaching and provision for pupils with PP and SEND is consistently strong across the school. All PP children will develop a deeper understanding of mathematical concepts and better mathematical fluency.
Forensic assessment processes will identify where PP children have gaps in their learning and these will be addressed through quality intervention where reading is given the top most priority.	<p>The proportion of PP children overall working at ARE will increase year on year from their Sep 21 starting points:</p> <p>Reading: 29 out of 62 pupils 47% Writing: 24 out of 62 pupils 39% Maths: 27 out of 62 pupils 44%</p> <p>PP children with SEND will make strong progress from their starting points.</p>
The reasons behind poor attendance of all PP children continues to be fully explored and every opportunity taken to increase the attendance of identified pupils.	<p>Increase the individual annual attendance rate of recurring PP persistent absentees compared to the previous year.</p> <p>The gap between overall attendance for PP children and the national average decreases year on year.</p>
Achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	High levels of well being are demonstrated through increased engagement in enrichment activities and through pupil voice.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • An incremental fortnightly coaching programme for every teacher. • Termly maths progress meetings with teachers will ensure that PP children are making strong progress from their starting points. • Frequent CPD so that all staff (teachers and teaching assistants) are able to support and enable lower attaining pupils in the most effective ways. • Continue with daily mathematical fluency sessions for all pupils (in addition to the daily maths lessons) alongside implementing the new WRMH version of Power Maths. • Promote the use of Maths Flex as a tool to support children's understanding and to give them time to practise and, where needed, overlearn what they are being taught in class. • The use of maths key area assessments and reading fluency assessments to identify areas of weakness within classes and individual children who require additional support. 	<p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" (EEF 2019)</i></p> <p><i>"Teachers should develop a repertoire of strategies they can use flexibly in response to the needs of all pupils.</i></p> <ul style="list-style-type: none"> – flexible grouping; – cognitive and metacognitive strategies; – explicit instruction; – using technology to support pupils with SEND; – scaffolding." (EEF 2020) <p><i>"Schools should aim to understand an individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach." (EEF 2020)</i></p> <p><i>"Year 1 pupils who received Mathematics Mastery made an average of +2 months' additional progress in maths compared to children in comparison schools." (EEF 2023)</i></p> <p><i>"Developing a sound understanding of maths when we are young is essential. If children have a good early mathematical understanding they are more likely to do better later in school. It is also connected to their educational progress, and life outcomes." (EEF 2023)</i></p>	<p>1, 2, 3, 5 + 6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Graduated and timely intervention with clear success criteria based on the outcome of the maths keys area and reading fluency assessments (as mentioned above). Maths Flex to be used as an intervention tool to allow children to practise and overlearn new concepts. Look at investing in an online reading intervention scheme to target the bottom 20% in reading. The use of knowledge organisers and manipulatives to scaffold learning and foster independence. Each teacher will complete a Core Progression Steps assessment for each pupil that is working well below Age Related Expectations to ensure they have carefully identified next steps to work towards. This will be reviewed each half term. 	<p><i>EEF recommendations for SEND pupils:</i> <i>“Complement high-quality teaching with carefully selected small-group and one-to-one interventions. Interventions should be carefully targeted through identification and assessment of need. Effective deployment of teaching assistants (TAs) is critical. Build an ongoing, holistic understanding of your pupils and their needs.”</i></p> <p><i>“The EEF’s Early Years Toolkit estimates that effective early numeracy approaches / interventions typically increase children’s learning by about seven months.” (EEF 2023)</i></p> <p><i>“There’s a large body of research that suggests worked examples can be an effective way to reduce cognitive load and boost outcomes in maths and science, particularly among secondary school students. The use of well-targeted scaffolds and schema-based supports has also proven to support key stage 2 to 4 pupils (8- to 16-year-olds) with problem solving and completing complex tasks across a range of different subject areas.” (TES report based on EEF research)</i></p>	1, 2, 3, 4, 5 + 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> HT to review attendance weekly – phone calls to parents where there are concerns. Attendance plans to be completed. Penalties will be issued where appropriate. Engaged the services of the EWO to support with persistent absentees. 	<p>Dept. of Education 2015</p> <p><i>“In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.”</i></p>	4

<ul style="list-style-type: none"> • EP to deliver training on Zones of Regulation and roll out as an intervention programme across the school to support with identifying and regulating own emotions. 	<p><i>"Harmful stress affects child development and mental health. The effects of harmful stress can be long lasting and damaging. Harmful stress cannot be made positive, but its effects on a child or young person can be lessened and/or repaired through adequate support and removal from situations that are causing this stress response." (NSPCC)</i></p>	6
<ul style="list-style-type: none"> • Programme of enrichment activities with some funding to subsidise PP pupils. 	<p><i>"Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy." (EEF Toolkit)</i></p>	3 + 6

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Success Criteria	Progress towards Success Criteria
<p><i>Teaching and provision for pupils with PP and SEND is consistently strong across the school. All PP children will develop a deeper understanding of mathematical concepts and better mathematical fluency.</i></p>	<p>A mathematical fluency programme has been introduced across the school and all pupils now receive a daily fluency session. This is reducing the cognitive load for all learners enabling them to develop confidence and become more successful in Maths. The proportion of all pupils working at age related expectations or above has increased as follows:</p> <p>Reading: 59% (21/22) to 65% (22/23) Writing: 54% (21/22) to 58% (22/23) Maths: 52% (21/22) to 55% (22/23)</p>
<p><i>The proportion of PP children overall working at ARE will increase year on year from their Sep 21 starting points: Reading: 29 out of 62 pupils 47% Writing: 24 out of 62 pupils 39% Maths: 27 out of 62 pupils 44%</i></p> <p><i>PP children with SEND will make strong progress from their starting points.</i></p>	<p>The number of PP children now working at ARE has increased in English. There has been a slight dip in maths which is being addressed through additional fluency teaching in all year groups and focused assessment and intervention.</p> <p>Reading: 68% Writing: 56% Maths: 41%</p> <p>(Data based on pupils remaining on role from Sept 21 starting points to allow for comparison.)</p> <p>Individual Learning Plan data evidences all PP children with SEND making good progress towards their individual learning targets.</p>
<p><i>Increase the individual annual attendance rate of recurring PP persistent absentees compared to the previous year. The gap between overall attendance for PP children and the national average decreases year on year.</i></p>	<p>Impact of EWO has been seen in the year 22-23 attendance for PP children has gone up to 90.35% from 88.4% the previous year.</p> <p>The proportion of PP children considered to be persistently absent has dropped from 38/71 (54%) the previous year to 23/65 (35%) last year. An improvement of nearly 20%.</p>
<p><i>High levels of well being are demonstrated through increased engagement in enrichment activities and through pupil voice.</i></p>	<p>All staff received training in trauma informed responses to behaviour management. All staff received PIPs training. All pupils in all year groups attended a curriculum enhancement trip. All Y6 pupils with PP attended an outdoor pursuits focused residential trip in May.</p>

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
Accelerated Reader	Renaissance Learning
IXL	IXL
Power Maths	Pearson Publishing
Pathways to Reading, Writing & Spelling	The Literacy Company
Nessy	Nessy Learning
Read, Write Inc Phonics & Talk Through Stories	Oxford Owl
White Rose Maths	White Rose Maths Hub

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?	
What was the impact of that spending on service pupil premium eligible pupils?	