

1. Summary information					
School	Our Lady of the Angels Catholic Primary School				
Academic Year	20-21	Total PP budget	£104,185	Date of most recent PP Review	Sept 19
Total number of pupils	154	Number of pupils eligible for PP	59 (42%)	Date for next internal review of this strategy	Feb 21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	33%	71%
% achieving expected standard or above in reading	67%	78%
% making expected progress in reading (as measured in the school)	9.76	0.32
% making expected progress in writing (as measured in the school)	1.04	0.27
% making expected progress in mathematics (as measured in the school)	3.45	0.37

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	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.
B.	Teaching and learning opportunities to accelerate learning in classes are not always used consistently across the school.
C.	The additional learning needs of some PP pupils and those PP pupils with identified SEND such as poor oral language skills, poor retention of information and poor working memory.
D.	Some PP pupils have a weaker understanding of mathematical concepts and poor mathematical fluency and this slows their progress.

External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Low attendance rates and high proportion of persistent absenteeism reduce the learning time that some pupils have at the school and results in gaps in learning progress.
F.	High levels of attachment disorders, ACEs and relational trauma issue / involvement with social care have a detrimental impact on children's readiness to learn.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Rosenshine principles will be consistently embedded in teaching and learning across the school.	Evidence from coaching and drop-ins demonstrates consistently high quality teaching and learning across the school.
B.	Forensic assessment processes will have identified where PP children have gaps in their learning and these will be addressed through intervention.	All PP children without SEN in each year group will achieve at least the age-related expectation in Reading, Writing & Maths.
C.	PP children with SEND will make strong progress from their starting points.	Data from interventions and book scrutiny evidence all PP children with SEND making strong progress and meeting their Individual Learning Plan targets.
D.	A mastery approach in Maths will be embedded in teaching and learning across the school.	All PP children will develop a deeper understanding of mathematical concepts and all PP children without SEN or EAL will achieve at least the age-related expectation in Maths at KS2.
E.	Increase the rate of attendance of PP children and reduce the number of children that are persistent absentees.	Reduce the number of persistent absentees among pupils eligible for PP from 22/77 (29%) (up to 20.3.20) Overall attendance increases and the gap between the PP group and the non PP group decreases from 5.2%.
F.	Children with attachment needs, ACEs and relational trauma needs will become more resilient, secure and confident.	Targeted PP pupils will have built up their resilience and confidence and be ready to learn. Pupils with behavioural/SEMH needs will make strong progress from their starting points.

Previous Academic Year 19-20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
CPD for staff will develop their understanding of the importance of the development of Early reading skills and provide strategies for managing this.	Developed teacher knowledge and tailored intervention ensures that all children have the opportunity to become competent readers.	Teachers have implemented strong provision for reading across the school. The school is on track to see an increase in the number of PP children working at both ARE and GD.	We will continue with this approach this year.

SENCO to support headteacher during pupil progress meetings with teachers.	Quality first teaching ensures that the needs of all individuals are met through strategic planning.	Pupil progress meetings with the SENCO ensured that there was a shared understanding of each child's needs and their required provision. This also identified key areas for CPD. Children with additional needs have their needs identified and addressed promptly.	This was well received by staff and enabled a joined up approach. We will continue with this approach this year.
All staff to take part in Precision Teaching research project led by the EP. CPD for staff on reducing the working memory load by providing vocabulary support. Literacy leader to attend Devon vocabulary project. CPD for staff to develop and implement the use of knowledge organisers in class.	Children will be taught specific strategies for developing their vocabulary and retaining information.	All teaching staff took part in a Precision Teaching research project led by the EP. Unfortunately after two sessions it was halted due to the lockdown. Nevertheless Precision is being widely used across the school to support children in developing fluency in reading, spelling and basic number facts. Staff have had the first three sessions of the Devon Vocabulary project – this will be completed this Autumn term. The environment evidences good use of supporting vocabulary around the school and teachers are teaching vocabulary explicitly in a number of lessons. This is further enhanced by the use of knowledge organisers in class.	We are still developing this further to incorporate Widget online and Colorful semantics.
Staff to take part in the Teaching for Mastery Programme (TfM) and then disseminate to all staff.	Teachers will have a better understanding of how to deliver Mastery in Maths across the school.	Staff have begun to deepen their understanding of Mastery through this project and the school is on track to see an increase in the number of PP children working at ARE and GD.	This will be further developed and embedded in practice through the work on PowerMaths and the second year of the mastery programme due to take place this year.
EY leader to work with staff in the EY provision to develop strategies.	EY provision will provide the best possible environment for children to develop their vocabulary and early metacognitive skills to ensure they make the best possible start to their education.	The EY leader has worked consistently with her team to provide more opportunities for children to develop their vocabulary and metacognition skills. Standards in the EY have raised significantly and % of children achieving the ELG were on track to be in line with National prior to the lockdown.	This will be further embedded through the EY teaching and learning policy and EY vision.

ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Reading intervention for fluency and decoding such as Nussy, Paired reading and Precision Teaching is delivered for those that are not achieving ARE.	Quality first teaching ensures that the needs of all individuals are met through strategic planning.	A specialist reading intervention teacher was employed last year. All children achieved greater fluency and confidence and were on track to make on average 3+ months accelerated reading progress.	A graduated response to poor progress in reading has been set up to support the continuation of reading intervention this year.
Offer free trips to families with children on FSM. Liaise with other families where needed to provide additional financial support where needed.	All children in receipt of PP will attend trips and residential visits to enhance their cultural capital and inspire their learning.	Trips took place in the Autumn term but then placed on hold due to lockdown. This is an effective approach to raising cultural capital and will be continued and budgeted for each year.	This policy will continue when the Covid pandemic is back under control.
School continues with work to improve their own mental health.	Children have strategies to improve their own mental health.	All children have been taught the ten strategies for mental health. The strategies are also incorporated into the Ten Ten programme.	We will continue this year.
Children that are identified as needing Thrive support make strong progress.	Thrive practitioner delivers a Thrive programme.	This was offered up until lockdown.	We would like to continue to offer Thrive this year if possible.
iii. Other approaches (CPD/Resources/Enrichment/Raising Aspirations/Family Support)			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned. (and whether you will continue with this approach)

Attendance office and HT to meet fortnightly to discuss attendance and take actions such as letters, invitations to meetings etc. with a view to improving attendance.	Parents and carers understand the importance of their children attending school and are supported to achieve this.	Attendance in January 2020 significantly increased to 96.6% for the whole school and we were on track to achieve the highest overall attendance rate for the year since 2014. PP attendance data showed a similar upward trajectory at 94.1%.	Placing a high emphasis on attendance at every opportunity: assemblies, newsletter, website, termly awards, physical reminder in the Reception area etc. had the desired effect.
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6. Planned expenditure					
Academic year		20-21			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Action	Intended outcome	What is the evidence and rationale for this?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality of Teaching for All					
● Fully implement the Read, Write Inc scheme to include the writing components (Get Writing).	Broaden the effectiveness and success of the RWI programme to incorporate writing.	The school has successfully embedded the reading elements of the RWI programme into its phonics provision and have found that the rigour, repetition and in built scaffolding of the programme has been highly beneficial to our PP pupils. We have therefore decided to introduce the writing elements too.	<ul style="list-style-type: none">● Book scrutiny● Drop-ins	SH	Spring term 2021
● CPD for staff in providing effective feedback to pupils.	Feedback to pupils is effective and maximises progress.	EEF stipulates that quality feedback increases progress by	<ul style="list-style-type: none">● Coaching● Drop-ins● Pupil conferencing	AH	Spring term 2021
<ul style="list-style-type: none">● Training for teachers to deliver Power Maths and develop a mastery approach to the teaching of maths across the school.● Maths lead to continue with the Teaching for Mastery	A mastery approach in Maths will be embedded in teaching and learning across the school.	Large quantity of research on the high positive impact of mastery learning. EEF stipulates that mastery learning approaches can increase learning by five months.	<ul style="list-style-type: none">● Book scrutiny● Lesson drop-ins● Pupil conferencing● Mastery Programme evaluation	KD	Spring term 2021

Programme (2nd year), work with TRG and cascade good practice to all staff.					
<ul style="list-style-type: none"> • A robust plan for CPD will be delivered to teachers based on the Rosenshine Principles. • Weekly coaching and CPD for all teachers. • Weekly CPD for all teaching assistants. 	Rosenshine Principles will be consistently embedded in teaching and learning across the school.	The effectiveness of 'Rosenshine Principles' has been endorsed through a body of educational research about how children learn best. EEF evidence that raising the quality of teaching is the most effective way to improve outcomes for pupils.	<ul style="list-style-type: none"> • Coaching records • Lesson drop-ins • Pupil conferencing • Book scrutiny • Level of teacher and teaching assistant engagement 	AH/KD	Spring term 2021
<ul style="list-style-type: none"> • Training for teachers to implement the use of online tools for diagnostic purposes e.g. Nessy, IXL • Ensure teachers effectively use online assessment tools to identify pupil gaps in learning e.g. No More Marking, IXL, school systems, Accelerated Reader 	Teachers effectively use online assessment tools to identify gaps in pupils learning so that they can be addressed through intervention.	EEF provide evidence of the positive impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement.	<ul style="list-style-type: none"> • Lesson drop-ins • Pupil conferencing • Assessment data 	AH	Spring term 2021
<ul style="list-style-type: none"> • CPD for all staff will develop the teaching of vocabulary <ul style="list-style-type: none"> ◦ Using the environment ◦ Teaching strategies ◦ Developing a strong class vocabulary ethos 	Carefully planned provision and the explicit teaching of vocabulary across the curriculum will raise the quality of language used in writing from Reception to Y6.	EEF provides evidence of the positive impact that metacognitive strategies can have. EEF stipulates that mastery learning approaches can increase learning by eight months.	<ul style="list-style-type: none"> • Book scrutiny • Lesson drop-ins 	SH	Spring term 2021
Total budget cost: £33185					

Targeted Support					
<ul style="list-style-type: none"> • Class teachers to complete forensic assessment of children not on track to achieve ARE to ensure that crucial areas for intervention are highlighted. • Each class teacher to develop an intervention map to map the targets and support required for each child in their class. • Interventions to be delivered by teachers and teaching assistants as detailed. 	PP children with SEND (21 out of 59) will make strong progress from their starting points.	EEF provides evidence of the positive impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	<ul style="list-style-type: none"> • Monitoring of intervention plans and book scrutiny • Intervention drop-ins • Pupil conferencing 	AH	Spring term 2021
<ul style="list-style-type: none"> • Teaching assistant to provide in-class support, targeted intervention and SATS skills for Y6 PP children (13) 	Y6 PP children make accelerated progress in Reading, Writing & Maths.	EEF evidence shows that small group tuition is effective and can accelerate progress by four additional months. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	<ul style="list-style-type: none"> • Monitoring of intervention plans and book scrutiny • Intervention drop-ins • Pupil conferencing 	AH	Spring term 2021
<ul style="list-style-type: none"> • Daily Nesy intervention for identified children. (Nesy is a highly structured, sequential, cumulative and systematic phonics based online learning program.) 	PP children who are struggling with the acquisition and application of phonics knowledge receive effective and timely intervention so that they catch up.	Nesy Reading & Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs.	<ul style="list-style-type: none"> • Listen to children read. • Monitor progress through ILP targets. 	TC	Spring term 2021
<ul style="list-style-type: none"> • Implement dyslexia screening tools to ensure early identification of need. • Purchase additional EP support to assess PP children making slow progress. 	PP children with SEN have their needs identified and this information is used effectively to personalise learning for them.	We have found that EP reports and screening information is extremely useful in identifying the needs of learners and how we can best ensure their progress.	<ul style="list-style-type: none"> • Lesson drop-ins • Progress meetings • Monitor ILPS 	TC	Spring term 2021
<ul style="list-style-type: none"> • Purchase and Implement Language Link • Screen children from Reception to Y2 • Provide language intervention as 	PP children with a delay in their language development are identified and receive intervention to support	EEF stipulates that language intervention approaches can increase progress by eight months.	<ul style="list-style-type: none"> • Monitor screening and intervention • Progres meetings 	AH/TC	Spring term 2021

required. ● Staff in EYFS to take part in Nelli training.	them to catch up.				
Total budgeted cost: £23000					

Other Approaches					
<ul style="list-style-type: none"> Teachers read daily quality text to children. 	Children will be exposed to rich language and literature through quality texts. This will support their vocabulary development and enable them to internalise further language patterns to support their writing.	A wide range of research evidences the positive impact that reading to children on a daily basis can have e.g. improved language acquisition, internalisation of language patterns, love of reading and improved focus.	<ul style="list-style-type: none"> Improved vocabulary Pupil conferencing 	AH	September 2020
<ul style="list-style-type: none"> Offer free trips to families with children on FSM. Liaise with other families where needed to provide additional financial support where needed. 	All children in receipt of PP will attend trips and residential visits to enhance their cultural capital and inspire their learning.	Historical evidence and soft data has proved that trips and residential visits develop children's independence, self-esteem resilience and social skills as well as increasing their engagement and success with learning as a result of the additional experiences they have received.	<ul style="list-style-type: none"> Monitoring of attendance on trips and residential visits. Pupil conferencing 	AH	Ongoing
<ul style="list-style-type: none"> Ensure that the school clearly demonstrates an 'Attendance Matters' approach. Provide coaching and support for parents. HT/Admin to provide fortnightly monitoring and to issue frequent letters and reminders for parents. 	The attendance of PP children will increase in line with at least national averages.	Historical evidence proves that this approach has a positive impact on attendance.	<ul style="list-style-type: none"> Review CPOMS logs 	AH	Ongoing
<ul style="list-style-type: none"> Provide a daily lunch club for children that find the playground difficult. Thrive practitioner to support play every lunchtime. 	Playground incidents are reduced and pupils can engage effectively in the afternoon learning.	Historical evidence shows us that problems in the playground can have a detrimental impact on learning in the afternoon.	<ul style="list-style-type: none"> Review CPOMS logs Pupil conferencing Lesson drop-in 	AH	Ongoing

<ul style="list-style-type: none"> ●Vulnerable child lead to coordinate and lead Team Around the Family (TAF) meetings and family liaison 5+hrs weekly. 	<p>Joint partnership working with parents and multi-agency produces the best possible outcomes for children in relation to their relationships, environments and ability to access education.</p>	<p>Historical evidence proves there are improved outcomes from effective partnership working.</p>	<ul style="list-style-type: none"> ● Review CPOMS logs ● Progress meetings with teachers ● Safeguarding meeting minutes 	<p>AH</p>	<p>Ongoing</p>
<p>Total budgeted cost: £48,000</p>					