
Our Lady of the Angels Pupil premium strategy statement 2018-19

**“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.

1. Summary information					
Academic Year	2018-19	Total PP budget	£95038	Date of most recent PP Review	
Total number of pupils	175	Number of pupils eligible for PP	60	Date for next internal review of this strategy	December 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
40	19	0	1

**Current Academic Year
(Percentages are for each cohort and the totals across the school) 2018-19**

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3 (14%)	2 (9%)	1 (5%)	0 (0%)	0 (0%)
Year 5	9 (35%)	4 (15%)	5 (20%)	0 (0%)	0 (0%)
Year 4	10 (36%)	3 (11%)	7 (25%)	0 (0%)	0 (0%)
Year 3	6 (33%)	3 (17%)	3 (16%)	0 (0%)	0 (0%)
Year 2	11 (38%)	8 (28%)	3 (10%)	0 (0%)	0 (0%)
Year 1	10 (42%)	9 (38%)	0 (0%)	1 (4%)	0 (0%)
Reception	11 (39%)	11 (39%)	0	0 (0%)	0 (0%)
Total	60 (34%)	40 (23%)	19 (10.5%)	1 (0.5%)	0 (0%)

2. Current achievement			
End of KS1 & 2 Attainment for: July 2018	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	38%	63%	
% achieving expected standard or above in reading	50%	75%	
% achieving expected standard or above in writing	50%	81%	
% achieving expected standard or above in SPAG	50%	81%	
% achieving expected standard or above in maths	38%	69%	
Progress score in Reading			
Progress score in Mathematics			
Progress score in Writing			
% achieving expected standard or above in reading at KS1	33%	67%	
% achieving expected standard or above in writing at KS1	33%	67%	
% achieving expected standard or above in maths at KS1	50%	67%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Children's additional learning needs such as: special education needs, low oral language skills, low resilience, low motivation, low confidence and low retention rates

B. Children have low aspiration and engagement with learning

External barriers (issues which also require action outside school, such as low attendance rates)

C. Deprivation

D. Attendance and Punctuality

E. Parental Engagement

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																								
A.	<p>Children’s additional learning needs such as: special education needs, low oral language skills, low resilience, low motivation, low confidence and low retention rates</p> <ul style="list-style-type: none"> Develop teaching to maximise pupil outcomes in Reading, Writing & Maths 	<ul style="list-style-type: none"> Teaching across the school is deemed to be good overall Targeted children receive consistently high-quality feedback so they know what they need to do improve and are frequently encouraged to do so Children will be able to talk about their learning and the progress they are making Half termly progress meeting records and children’s books will evidence targeted children making accelerated progress All PP children that are not working at ARE have an Individual Education Plan with specific targets to accelerate progress in Reading, Writing and Maths All PP and SEN children meet at least 75% of the targets identified on their Individual Education Plans Reduction in number of PP children (without SEN) not achieving ARE in Summer 2019 <table border="1" data-bbox="1261 970 2036 1246"> <thead> <tr> <th data-bbox="1261 970 1444 1034">Summer 2018</th> <th colspan="4" data-bbox="1444 970 2036 1034">No of PP children not currently achieving ARE (without SEN)</th> </tr> <tr> <th data-bbox="1261 1034 1444 1066">Year Group</th> <th data-bbox="1444 1034 1624 1066">Reading</th> <th data-bbox="1624 1034 1771 1066">Writing</th> <th data-bbox="1771 1034 1888 1066">Maths</th> <th data-bbox="1888 1034 2036 1066">Combined</th> </tr> </thead> <tbody> <tr> <td data-bbox="1261 1066 1444 1098">Y6</td> <td data-bbox="1444 1066 1624 1098">2</td> <td data-bbox="1624 1066 1771 1098">2</td> <td data-bbox="1771 1066 1888 1098">2</td> <td data-bbox="1888 1066 2036 1098">2</td> </tr> <tr> <td data-bbox="1261 1098 1444 1129">Y5</td> <td data-bbox="1444 1098 1624 1129">2</td> <td data-bbox="1624 1098 1771 1129">4</td> <td data-bbox="1771 1098 1888 1129">3</td> <td data-bbox="1888 1098 2036 1129">5</td> </tr> <tr> <td data-bbox="1261 1129 1444 1161">Y4</td> <td data-bbox="1444 1129 1624 1161">4</td> <td data-bbox="1624 1129 1771 1161">4</td> <td data-bbox="1771 1129 1888 1161">5</td> <td data-bbox="1888 1129 2036 1161">5</td> </tr> <tr> <td data-bbox="1261 1161 1444 1193">Y3</td> <td data-bbox="1444 1161 1624 1193">4</td> <td data-bbox="1624 1161 1771 1193">4</td> <td data-bbox="1771 1161 1888 1193">3</td> <td data-bbox="1888 1161 2036 1193">6</td> </tr> <tr> <td data-bbox="1261 1193 1444 1225">Y2</td> <td data-bbox="1444 1193 1624 1225">0</td> <td data-bbox="1624 1193 1771 1225">2</td> <td data-bbox="1771 1193 1888 1225">0</td> <td data-bbox="1888 1193 2036 1225">2</td> </tr> <tr> <td data-bbox="1261 1225 1444 1246">Y1</td> <td data-bbox="1444 1225 1624 1246">6</td> <td data-bbox="1624 1225 1771 1246">6</td> <td data-bbox="1771 1225 1888 1246">6</td> <td data-bbox="1888 1225 2036 1246">6</td> </tr> </tbody> </table>	Summer 2018	No of PP children not currently achieving ARE (without SEN)				Year Group	Reading	Writing	Maths	Combined	Y6	2	2	2	2	Y5	2	4	3	5	Y4	4	4	5	5	Y3	4	4	3	6	Y2	0	2	0	2	Y1	6	6	6	6
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Y1	6	6	6	6																																						

<p>B.</p>	<p>Children have low aspiration and engagement with learning</p> <ul style="list-style-type: none"> The school's curriculum & provision inspires, motivates and supports children to engage in their learning 	<ul style="list-style-type: none"> A broad, balanced and progressive curriculum is in place across the school The curriculum is enhanced by a range of engaging trips, visitors, clubs, residential visits, inter-school competitions and themed activity days and weeks Children engage well with school and are excited about their learning opportunities The THRIVE programme ensures that children make strong progress in their social, emotional and mental health that enables them to engage with their learning
<p>C.</p>	<p>Deprivation</p> <ul style="list-style-type: none"> School policy ensures that all children can access learning and are not prevented from doing so by social deprivation factors 	<ul style="list-style-type: none"> Pupil Premium children attend all the curriculum enhancement opportunities that are offered to them All pupil premium children have a 'new style' school uniform and PE kit All pupil premium children complete homework tasks by attending the school's homework club where necessary
<p>D.</p>	<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> Attendance increases for the PP group and the number of late arrivals reduces 	<ul style="list-style-type: none"> Children who are deemed 'at risk' are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. The PSA will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required
<p>E.</p>	<p>Parental Engagement</p> <ul style="list-style-type: none"> Parents engage fully with all opportunities to share and celebrate their children's learning and take up opportunities to further their own knowledge in order to support their children 	<ul style="list-style-type: none"> Children who are deemed 'at risk' are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child.

5. Planned expenditure				
Academic year	2018/19			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Maintain single form entry of school	School could adhere to 1:30 teacher to pupil Ratio with 6 x FTE teachers. Sutton Trust Toolkit: Reduced class size +3 months	Monitoring	AH
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £30000
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	All PP children that are not working at ARE have an Individual Education Plan (and termly meeting with teacher and parents) with specific targets to accelerate progress in Reading, Writing and Maths (to include cover costs)	Mentoring the child with parents present will support the parents to engage further in their child's learning and encourage the teacher to think carefully about the specific provision that is needed by the child	HT to quality assure plans and monitor their implementation	AH

Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£1350
c. 1-1 Intervention - Social					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Attendance increases for the PP group and the number of late arrivals reduces	Subscription to SW Family Values & Door Knocking Service £2706	Specifically trained professionals have the expertise to meet with parents and offer support or discuss legal procedures to maximise attendance	Fortnightly meeting to discuss progress	AH	
The school's curriculum & provision inspires, motivates and supports children to engage in their learning	FT Pastoral Support Worker to deliver THRIVE programme and support children & families as required £17000	Targeted children will build their resilience and feel more secure, confident and able to learn. Sutton Trust: Social and emotional aspects of learning +4 months	To be mentored and supported by SENCO	TC	
Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£19706
d. Group Intervention - Academic					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Oral Language Screening £425 and Intervention £4000	Sutton Trust Toolkit: Oral Language Intervention	SENCO to monitor and quality assure	TC	

Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£4425
e. Group Intervention - Social					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£
f. Learning Resources					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Use of IRIS connect £1989 to develop quality first teaching	Sutton Trust: Metacognition & Self-Regulation +7 months Feedback +8 months	Staff questionnaire Review impact on teaching	AH	
	Subscription to Accelerated Reader Programme £2537	Learning resources based on accurate assessment and feedback that are carefully matched to the children's needs will ensure that progress is maximised.	English Leader termly review of reading data	SH	
	RWI Resources including subscription to Oxford Owls £8616	Learning resources based on accurate assessment and feedback that are carefully matched to the children's	English Leader termly review of phonics data	SH	

		needs will ensure that progress is maximised.		
The school's curriculum & provision inspires, motivates and supports children to engage in their learning	Purchase and set up of 30 IPADs and 30 chrome books £10000	Sutton Trust Toolkit: Digital Learning + 4 months	ICT leader monitors effectiveness and usage	KT
	Subscription to Rockstars £160	Sutton Trust Toolkit: Digital Learning + 4 months	Maths Leader termly review of data	SG
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£23302
g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Training from Babcock Literacy Team – Rethink Reading Grammar £600	Sutton Trust: Reading Comprehension Strategies +6 months	Monitoring of planning and teaching	SH
	Fortnightly sharing session at staff meeting for teachers with a focus on improving the quality of feedback to children	Sutton Trust: Metacognition & Self-Regulation +7 months Feedback +8 months	Regular review Monitoring work in children's books	AH
	Attendance on Primary Writing Project (£8000)	Sutton Trust: Reading Comprehension Strategies +6 months	Monitoring planning, teaching and work in children's books	SH
	RWI Training (£1200)	Sutton Trust: Phonics +4 months	Monitoring Phonics sessions and children's application of their phonic knowledge back in class	SH

The school's curriculum & provision inspires, motivates and supports children to engage in their learning	Train new THRIVE practitioner (£600)		SENCO to mentor & support	TC
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£9800
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
School policy ensures that all children can access learning and are not prevented from doing so by social deprivation factors	Provide financial support for extracurricular activities, school uniforms, etc. Provide breakfast and/or breakfast club for children as required	To remove the barriers to learning that are linked to deprivation for PP children	Through discussion with staff, parents and children	AH

Parents engage fully with all opportunities to share and celebrate their children's learning and take up opportunities to further their own knowledge in order to support their children	Parent Workshops	Sutton Trust: Parental Engagement +3 months	Parent questionnaires & feedback	AH
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Outcomes of Mid-Year Review:

Total Planned Expenditure:	£5655
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j. Other, not captured by any of the above

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Educational Psychologist hours to provide support/ training and strategies for children with complex learning needs £800	50% of PP children also have identified additional needs.	SENCO to ensure that advice is implemented within the classroom.	TC

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£800
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6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.

