

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Guardian Angels RCPS
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (this is the 3 rd of the three years)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Dave Jackson (CofG)
Pupil premium lead	Joanne Davies
Governor lead	Graham Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,740
Recovery premium funding allocation this academic year	£1,688
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	£39,428

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary school, our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following COVID-19 pandemic, notably in its targeted supported through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning lost as a result of periods of time spent out of school during the pandemic.
2	Oral language skills and development are lower for pupils eligible for PP than for other pupils. EYFS have noticed that children have come in with more Speech and Language difficulties than previous years. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
3	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
4	Several children eligible for pupil premium are affected by social, emotional and mental health issues.
5	A small number of children eligible for pupil premium also have SEND (9.1% of children eligible are SEND).
6	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
All children eligible for pupil premium funding will receive additional teaching to ensure that any gaps in learning are addressed.	Class teachers to carry out baseline assessments for all Pupil Premium children during the initial weeks of school reopening fully in September 2020. This will identify gaps in learning from previous years. Appropriate interventions will then take place using pathway trackers to monitor specific gaps in learning for reading and mathematics. This will be monitored by the Head of School, particularly those children who are eligible for Pupil Premium funding.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the 2020 lockdown.	Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.

Children who have SEND to make expected progress in line with their individual learning needs.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. The progress of these children will be monitored at pupil progress meetings. The SENCO will meet with staff to support Quality First Teaching and inclusive teaching throughout the year, focusing on specific needs of the children in our school.
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	There will be Forest School provision for all children and additional opportunities for children eligible for Pupil Premium funding. A designated Inclusion Lead will work with children requiring additional pastoral support and interventions. Increase parental engagement in their children's learning for families eligible for PP and address any issues of attendance.
More-able children eligible for pupil premium will make better than expected progress in reading, writing and mathematics.	Increased understanding of how best to meet the needs of more able children will enhance provision within Quality First Teaching. Revised curriculum overviews for all subjects outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential.
A broad and balanced curriculum will be delivered to all children, including a range of opportunities for children to take the learning 'outside the classroom', making maximum use of the local environment.	Pupils will experience residential trips and educational visits. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where appropriate. Each class is have a small fund for enrichment of the curriculum. This is to be used to provide an increased range of learning opportunities for all pupils.

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.	1
Subject leaders to map out a progression of vocabulary for their subject areas and present this to staff in staff meetings. All vocabulary will be progressive and sequential.	Documents such as 'Speak for change' and 'Voice 21' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1, 2
Purchase of additional reading books to supplement the Read, Write Inc phonics scheme for children in Reception – Year 3.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1, 5
Purchase the new revised PSHE and RSE scheme and adapt long term plans, Ensure that new staff are supported in the delivery of this curriculum.	PSHE curriculum has been implemented in the previous year, this is based on the Ten Ten scheme of work. Lessons are taught on a weekly basis Monitoring has consisted of staff moderation of work, learning walks and pupil interviews. PP children have a progressive RSE curriculum from across the school which provides them with content such as consent and reproduction.	1, 3, 4
Enhancements of our Maths teaching and curriculum planning in line with DFE and EEF guidance.	NCETM programme that supports the foundations of understanding number in EYFS and KS1.	1, 5

We will pay for a consultant to carry out staff training on Teaching for Mastery and progression of vocabulary.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties.	In Autumn Term some children will be identified as needing further support to bring them up to Age Related Expectation with regards to reading. WellComm is a tailored programme to increase children's early reading experiences. School will also use the Early Talk Boost (Nursery) and Talk Boost KS1 (Reception) language Intervention to gain more information on children's language skills and who would benefit from intervention. This will be completed as a baseline at the beginning of the year and then an end of year assessment.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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.	1, 2, 5
National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 5

including those who are high attainers.		
The Inclusion Team, including SEN and pastoral support, work to continue to implement a range of social and emotional based interventions, including emotional literacy, drawing and talking and Rainbows.	EEF (Education Endowment Foundation) shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	3, 4, 5
Support staff continue to deliver social and emotional interventions such as Lego therapy, Forest School interventions and Sensory circuits.	As above - this is also the case for children who need further support to interact with others	2, 3, 4, 5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE's guidance on working together to improve attendance. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Fund cost of out of school trips/experiences.	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.	6
Implementation of the revised Wellbeing and Readiness to learn Policy to set high expectations for Behaviour for Learning.	All staff follow the mantra of the policy as a blueprint for a consistent approach in dealing low level behaviours that may affect learning. Children learn that excellent behaviour is expected and recognised rather than rewarded.	1, 3, 4

This is supported by a whole-school approach to trauma-informed practice.		
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Total budgeted cost: £57,500

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own summative and formative assessments.

The data demonstrated that it is very difficult to compare the end of Year 6 data due to Guardian Angels' only having one pupil premium child in Year 6. This pupil achieved GD in Maths, SPAG and Reading and EXP in writing. As this is only one child, it is not comparable with previous years or national or local data.

In Year 1, there were only two pupil premium children. One did not pass the phonics screen but this pupil also has additional needs. Again, the numbers are too low to make comparisons.

In Year 2, all pupil premium children were at expected by the end of the year. There were five pupil premium children in this cohort. This is above the national figure.

Our internal tracking has identified three out of seven year 4 children have SEND and are pupil premium. Two of these children are working significantly below age related expectations.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that half of our persistent absences are pupil premium children. This is a target for the Inclusion team to work with these families as the absence will impact on the attainment of these children if it continues.

We have had no exclusions in this academic year.

Based on all the information above, the performance of our disadvantaged pupils met expectations and we are on course to achieve the outcomes set out to achieve by 2024/25

Our evaluation of the approaches delivered last academic year indicates that the interventions implemented and the robust monitoring impacted greatly on children's outcomes.

We have further developed our evaluations by analysing the number of pupil premium children involved in events such as sporting competitions. Pupil premium children have priority in attending extra curricular clubs and we ensure all pupil premium children represent the school in sporting events.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year whilst continuing to embed changes made last year. The progress made with the curriculum has been excellent and this will continue to be embedded this academic year.

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
White Rose Maths Premium Resources	White Rose Maths
Life to the Full Plus	Ten Ten Ltd
Reading Gladiators	Reading Gladiators

Service pupil premium funding N/A