



Pupil premium strategy statement 2024-27

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 2024-27

This statement details our school's use of pupil 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 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	150
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	24th November 2025
Date on which it will be reviewed	November 2026
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	£ 82,517
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	£ 82,517

Part A: Pupil premium strategy plan

Statement of intent

We remain deeply dedicated to our disadvantaged pupils, striving to ensure that their early circumstances do not dictate their future outcomes. We recognise that strong reading skills are central to long-term success, and as such, reading is placed at the forefront of our school priorities. Our wider curriculum offers frequent opportunities for pupils to engage with reading: to practise and refine decoding, build fluency, and extend their vocabulary. Alongside this, a structured approach to assessment and targeted intervention enables us to identify pupils who need additional support and help them to keep pace with their peers.

A further key element of this plan is strengthening Quality First Teaching so that it effectively addresses the challenges faced by pupils with limited language skills, low retention, and reduced working memory. When high-quality classroom teaching is not sufficient on its own, we aim to deliver well-designed individual and small-group interventions that help pupils to secure knowledge, improve recall, and gain the fluency needed to achieve mastery across subjects.

We are equally committed to promoting strong attendance among our disadvantaged pupils by working closely with families and developing a clear understanding of the challenges they encounter. Finally, we seek to equip every child with the tools required to support their well-being, offering additional guidance where necessary to foster 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	1. Cognitive and Learning Needs Many PP pupils present with additional learning needs that affect their ability to make expected progress. These include limited early language skills, poor retention of information, and reduced working memory. Some pupils also enter school with weaker fine motor skills, and others may have moderate or specific learning difficulties, all of which can hinder early literacy and numeracy development.
2	2. Social, Emotional and Mental Health Challenges PP pupils are more likely to experience stressors such as family instability, financial pressures, emotional dysregulation, anxiety, and low self-esteem. These factors can significantly affect their ability to concentrate, form positive relationships, and approach learning with confidence and readiness.

3	3. Gaps in Core Knowledge and Skills As a result of the cognitive and emotional challenges above, some PP pupils struggle to develop secure foundations in key areas, particularly mathematics. Difficulties in grasping core concepts and building mathematical fluency can slow progress and widen the attainment gap as pupils move through school.
4	4. Variable Parental Engagement Some PP families face barriers that make it harder for them to support learning at home. These may include demanding work patterns, limited confidence in helping with schoolwork, or negative past experiences of education. This can reduce opportunities for reinforcement of learning outside the classroom.
5	5. Behavioural and Self-Regulation Difficulties Unmet emotional needs, inconsistent routines, or turbulence at home can contribute to difficulties with behaviour and self-regulation. This may lead to challenges such as struggling to follow expectations, increased disruption in class, and reduced learning time, all of which impact overall achievement.

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
1. Cognitive and Learning Needs PP pupils with additional learning needs (e.g., weak language skills, reduced working memory, poor retention, or specific learning difficulties) receive targeted, high-quality first teaching that enables them to access the curriculum and make good progress from their starting points.	<ul style="list-style-type: none"> Assessments and teacher observations show improved vocabulary, comprehension, and retention over time. Identified pupils keep pace with their peers through effective use of tailored interventions. Improved work quality and task completion observed in class due to stronger working memory and learning strategies. Measurable progress in phonics, reading, and writing for targeted pupils.

<p>2. Social, Emotional and Mental Health Challenges</p> <p>PP pupils experiencing emotional or family-related stressors develop improved emotional regulation, resilience, and confidence through the school's trauma-informed approach, the support of the pastoral lead, and the consistent use of PACE practices, enabling them to engage more positively with learning.</p>	<ul style="list-style-type: none"> • Reduced incidents of emotional dysregulation tracked through behaviour logs. • Positive pupil voice feedback indicating increased confidence and well-being. • Improved readiness to learn, demonstrated through settled starts, better focus and sustained engagement in lessons. • Increased participation in pastoral and well-being programmes.
<p>3. Gaps in Core Knowledge and Skills (particularly mathematics)</p> <p>PP pupils develop secure understanding of key mathematical concepts and improved fluency, enabling them to make sustained progress and close the attainment gap with non-PP peers.</p>	<ul style="list-style-type: none"> • Rising attainment in mathematics for PP pupils, evidenced through internal assessments and classroom outcomes. • Increased accuracy and speed in core fluency tasks. • Gaps in prior learning are reduced through targeted support. • PP pupils demonstrate greater confidence when tackling reasoning and problem-solving activities.
<p>4. Variable Parental Engagement</p> <p>Parents and carers of PP pupils are more effectively engaged in supporting home learning, resulting in increased consistency and reinforcement of skills outside school.</p>	<ul style="list-style-type: none"> • Improved attendance at parent meetings, workshops, or engagement events. • Increased frequency of home reading or completion of basic skills tasks. • Positive parent feedback showing increased confidence in supporting learning. • Improved communication between school and families, demonstrated through regular contact and follow-up.
<p>5. Behavioural and Self-Regulation Difficulties</p> <p>PP pupils develop stronger behaviour regulation and classroom habits, resulting in improved participation, reduced learning loss, and better overall achievement.</p>	<ul style="list-style-type: none"> • Reduction in behaviour incidents and time out of class for PP pupils. • Improved learning behaviours observed (e.g., perseverance, independence, organisation). • Increased lesson engagement and reduced low-level disruption. • PP pupils demonstrate improved self-regulation strategies taught through pastoral or class-based approaches.

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"> • Half-termly pupil 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). • Promote the use of Atom Learning and TTRS in KS2 and all children to access the individual practice games on Power Maths 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. • High-quality, in-the-moment verbal feedback is used to address misconceptions quickly, practise more accurate learning behaviours, and refine their work before errors become embedded. For pupils who may struggle with retention, language difficulties, or working memory challenges, timely verbal prompts ensure that new learning is reinforced while it is still fresh and meaningful. As a result, PP pupils are better equipped to keep pace with their peers, make sustained progress, and develop greater independence in their learning. 	<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 + 3.</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). • Atom Learning and TTRS in KS2 and individual practice games on Power Maths to be used as an intervention tool to allow children to practise and overlearn new concepts. • 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. • Refine and sequence the curriculum (including Pathways, PSHE, English and maths) so that key knowledge and skills are revisited and built on over time, with clear scaffolding for PP pupils. • Provide long-term and yearly overviews so teachers can plan for progression and adapt content for disadvantaged learners. • Adjust units (e.g. environment) to create space for additional PSHE, fieldwork and practical DT, enriching PP pupils' cultural capital and real-life learning experiences. • Read and summarise updated national frameworks for reading, writing and maths, and translate these into clear implications for classroom practice that particularly benefit PP pupils. 	<p><i>EEF recommendations for SEND pupils:</i></p> <p><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>	<p>1 + 3.</p>

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"> Engaged the services of an AIO to review attendance weekly – phone calls to parents where there are concerns. Attendance plans to be completed. Penalties will be issued where appropriate. Supportive approach to work alongside parents and overcome barriers with attendance. Pastoral lead to monitor use of, and where needed, deliver training on Zones of Regulation across the school to support with identifying and regulating own emotions. Programme of enrichment activities with some funding to subsidise PP pupils. Regular check-ins with key adults (e.g., pastoral lead, class TA) to support daily emotional readiness and reflection. Use of PACE and trauma-informed approaches embedded in daily practice, with refresh training for staff and new joiners. Social skills groups / nurture groups with pastoral lead for PP pupils who benefit from structured support with turn-taking, friendships, and communication. Playtime and lunchtime support (e.g. organised games by trained play leaders) for pupils who find unstructured times difficult. Trained peer mentors to support with social difficulties on the playground. An enhanced PSHE curriculum designed to strengthen pupils' social and interpersonal skills, while also developing key attributes such as resilience and independence. Access to pastoral lead and ELSA sessions for pupils who require additional emotional support. Calm corners or sensory spaces in classrooms to help PP pupils self-regulate safely and appropriately. Leadership opportunities for PP pupils (e.g., eco team, librarians, sports ambassadors) to build confidence, responsibility, and belonging. 	<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> <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."</i> (NSPCC)</p> <p><i>"Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy."</i> (EEF Toolkit)</p>	<p>1, 2, 3, 4 + 5.</p>

Part B: Review of outcomes in the previous academic year 24–25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Success Criteria	Progress towards Success Criteria
<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>	A mathematical fluency programme continues to be followed 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. Knowledge organisers are used by all KS2 classes to support independence in maths. All children have access to Active Learn, the online platform that mirrors the learning taking place in Power Maths lessons. All children in KS2 have access to TTRS to support in the rapid recall of times tables.
<p><i>The proportion of PP children overall working at ARE will increase year on year from their Sep 24 starting points:</i> <i>Reading: 16 out of 58 pupils 30%</i> <i>Writing: 13 out of 58 pupils 22%</i> <i>Maths: 12 out of 58 pupils 21%</i></p> <p><i>PP children with SEND will make strong progress from their starting points.</i></p>	<p>The number of PP children achieving ARE in reading, writing and maths has been maintained from the previous year. Making improvements in this area is being addressed through additional fluency teaching in all year groups and focused assessment and intervention in particular in reading and maths.</p> <p>End of year data is as follows: <i>Reading: 26 out of 58 pupils 45%</i> <i>Writing: 14 out of 58 pupils 23%</i> <i>Maths: 17 out of 58 pupils 29%</i></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.</i> <i>The gap between overall attendance for PP children and the national average decreases year on year.</i></p>	<p>Attendance of PP children has improved significantly from the previous year and was at 92.7% for 24–25 compared to 88.8% from the previous year.</p> <p>A high priority has been placed on improving attendance through the following strategies:</p> <ul style="list-style-type: none"> - A weekly tracker and monthly statistics report is completed - Attendance is reported weekly in the school newsletter/Attendance banner in reception - Attendance is discussed in school reports/parents evenings - We buy in to Attendance Service through Devon CC-regular meetings to discuss cases and arrange meetings with parents if needed

	<ul style="list-style-type: none"> - Parents invited in for meetings with HT. These meetings are supportive and explore barriers to school attendance – Actions highlighted and referred into supporting agencies if required. If no significant improvement, then meetings scheduled with AIO Service (Devon CC) - School will refer into other agencies such as EH, MASH, School Nurse and have had MHST in supporting pupils/families
<i>High levels of well being are demonstrated through increased engagement in enrichment activities and through pupil voice.</i>	All staff received ongoing training in trauma informed responses to behaviour management as well as 'demand avoidance' training. Our pastoral lead began bespoke training for the LSA team looking at ACEs, emotional systems and relational skills. All pupils in all year groups attended at least one curriculum enhancement trip. Development of the role of foundation subject leaders led to pupil voice being sought more frequently and feeding into action planning in all areas of the curriculum. In year 6, 13/14 pupils with PP attended an outdoor pursuits focused residential trip in October.

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
Atom Learning	Atom Learning
Power Maths	Pearson Publishing
Pathways to Reading, Writing & Spelling	The Literacy Company
Discrete grammar teaching + French	Grammarsaurus
Read, Write Inc Phonics & Talk Through Stories	Oxford Owl
Computing programme of study	Purple Mash
Geography programme of study	Oddizzi
Science programme of study	Plymouth Science
Handwriting	Letterjoin

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?	