



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	147
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Amelia Harding
Pupil premium lead	Kate Davenport
Governor / Trustee lead	Angie Baldwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,857
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	£76,857



Part A: Pupil premium strategy plan

Statement of intent

We remain deeply committed to ensuring that disadvantage does not determine a child's future outcomes. We believe that every pupil should receive consistently excellent teaching, timely support and the opportunity to develop the knowledge, skills and confidence needed to achieve success both within and beyond the classroom.

Our strategy is centred on strengthening the foundational skills that underpin future achievement, with a particular focus on writing and mathematics. We recognise that secure literacy and mathematical understanding provide the gateway to success across the wider curriculum and are therefore fundamental to improving long-term outcomes for disadvantaged pupils.

The Teaching the OLOTA Way provides the foundation of this strategy. Through consistent, evidence-informed teaching, responsive assessment, deliberate practice and high expectations, we aim to identify misconceptions early, adapt teaching effectively and ensure pupils develop secure understanding before moving on to new learning. Where high-quality classroom teaching alone is not sufficient, carefully targeted intervention enables pupils to receive the additional support required to keep pace with their peers.

Alongside this, we remain committed to promoting excellent attendance, positive relationships and pupils' emotional wellbeing. By working closely with families, removing barriers to learning and ensuring every pupil feels safe, valued and ready to learn, we aim to create the conditions in which disadvantaged pupils can thrive both academically and personally.

Ultimately, our ambition is that every disadvantaged pupil leaves our school with the strong foundations, resilience and confidence needed to flourish in the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Foundational skills in writing



	Many disadvantaged pupils enter school with weaker language development and fewer opportunities to develop vocabulary, communication and early literacy skills. These gaps can make it more difficult for pupils to develop secure transcription skills, sentence construction and writing fluency. As pupils move through the school, weaknesses in spelling, handwriting, grammar and the ability to organise and communicate ideas continue to limit progress across the wider curriculum, where writing is essential for demonstrating understanding.
2	Foundational skills in maths Many disadvantaged pupils begin school with less secure early mathematical understanding than their peers. Some have had fewer opportunities to develop early number sense, mathematical language, counting skills and an understanding of number through everyday experiences before starting school. These differences can affect the development of secure mathematical foundations, making it more difficult for pupils to develop fluency, automatic recall of key number facts and confidence when applying mathematical concepts. As pupils move through the school, gaps in conceptual understanding and mathematical fluency can make it harder to access new learning, reason mathematically and solve increasingly complex problems. Without timely identification of misconceptions, responsive teaching and opportunities for deliberate practice, these gaps can widen over time and impact attainment across mathematics.

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. Foundational skills in writing Disadvantaged pupils develop secure foundational writing skills through consistent, high-quality teaching, deliberate practice and responsive assessment. Pupils become increasingly fluent and accurate writers who are able to communicate their ideas effectively across the curriculum. Disadvantaged pupils develop secure foundational writing skills through consistent, high-quality teaching, deliberate	- Assessments and teacher assessment demonstrate improved attainment and progress in writing for disadvantaged pupils. - Pupils demonstrate increased accuracy and fluency in transcription skills, including handwriting, spelling and sentence construction. - Pupils apply grammar, punctuation and vocabulary with increasing independence across a range of writing tasks.



practice, responsive assessment and timely intervention.	• Classroom monitoring and book scrutiny show that misconceptions are identified promptly and addressed through responsive teaching and purposeful editing. • The attainment gap between disadvantaged pupils and their peers narrows over time.
2. Foundational Skills in Mathematics Disadvantaged pupils develop secure mathematical understanding and fluency through consistent, high-quality teaching, deliberate practice and responsive assessment. Pupils become increasingly confident in recalling, applying and reasoning with mathematical knowledge, enabling them to access age-related learning successfully. Disadvantaged pupils develop secure mathematical understanding and fluency through consistent, high-quality teaching, deliberate practice, responsive assessment and timely intervention.	• Assessments and teacher assessment demonstrate improved attainment and progress in mathematics for disadvantaged pupils. • Pupils demonstrate increasing fluency and automatic recall of key mathematical facts appropriate to their age and stage. • Pupils show improved conceptual understanding and are able to explain and justify their mathematical thinking using appropriate mathematical language. • Classroom monitoring and assessment demonstrate that misconceptions are identified early and addressed through responsive teaching, pre-teaching and same-day intervention where appropriate. • The attainment gap between disadvantaged pupils and their peers narrows over time.

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
• Embed a consistent, evidence-informed approach to teaching and learning through the implementation of the school's pedagogical framework ("Teaching the OLOTA Way"), supported by instructional coaching, professional development and regular monitoring. • Develop teachers' use of responsive assessment through half-termly pupil progress meetings, ongoing formative assessment and regular adaptation of teaching to identify misconceptions early and provide timely support. • Strengthen the teaching of foundational writing skills through explicit instruction, deliberate practice, systematic modelling, structured editing opportunities and responsive feedback across the curriculum. • Further develop mathematical fluency through daily fluency sessions, high-quality Power Maths lessons, Mastering Number (Reception, KS1 and Year 5), Claire Christie multiplication fluency materials (Year 2) and regular opportunities for retrieval and deliberate practice. • Embed responsive intervention through the consistent use of pre-teaching, same-day intervention and carefully planned follow-up support so that pupils keep pace with age-related learning and misconceptions are addressed before they become barriers. • Provide high-quality professional development for teachers and teaching assistants to strengthen subject knowledge, adaptive teaching, explicit instruction and	<i>The EEF states that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Consistent implementation of evidence-informed approaches has the greatest impact on improving attainment, particularly for disadvantaged pupils.</i> <i>The EEF recommends that assessment should be used diagnostically to identify learning needs and adapt teaching accordingly. Timely identification of misconceptions helps prevent gaps from becoming embedded.</i> <i>Evidence shows that explicit teaching, modelling, purposeful practice and high-quality feedback improve writing outcomes. Frequent opportunities to revisit and refine writing support long-term learning and independence.</i> <i>Research demonstrates that secure number sense, fluency and automatic recall underpin later mathematical understanding and reasoning. Mastery approaches have been shown to have a positive impact on attainment, particularly for disadvantaged pupils.</i> <i>The EEF highlights targeted academic support alongside high-quality teaching as an effective approach for disadvantaged pupils. Timely intervention prevents pupils from falling further behind and supports mastery learning.</i> <i>Effective professional development improves teaching quality, which has</i>	1 + 2



effective support for pupils with SEND and disadvantage. Promote the purposeful use of technology, including Atom Learning, TT Rock Stars and Power Maths online practice, to provide additional retrieval, practice and overlearning opportunities both in school and at home.	<i>the greatest potential to improve pupil outcomes. Building staff expertise ensures evidence-informed practice is implemented consistently across the school.</i> <i>Evidence suggests that technology is most effective when used to supplement high-quality teaching through additional practice, retrieval and feedback rather than replacing classroom instruction.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Provide timely pre-teaching, same-day intervention and short-term targeted support to address misconceptions before they become embedded, enabling disadvantaged pupils to keep pace with age-related learning. - Use half-termly pupil progress meetings, diagnostic assessment and ongoing formative assessment to identify pupils requiring additional support and plan targeted provision with clear success criteria. - Deliver targeted writing support through deliberate practice, structured editing, precision teaching and carefully scaffolded opportunities to rehearse the foundational knowledge and skills required for successful writing. - Provide targeted mathematical support through diagnostic teaching, small-group intervention, mathematical talk, concrete	<i>The EEF recommends targeted academic support alongside high-quality teaching. Timely intervention, informed by assessment, is more effective than allowing pupils to fall further behind before providing support.</i> <i>Effective assessment enables schools to identify learning needs accurately and match pupils to appropriate support. The graduated approach (assess, plan, do, review) is recommended within the SEND Code of Practice and EEF guidance.</i> <i>Evidence suggests that explicit instruction, scaffolded practice and high-quality feedback improve writing outcomes, particularly for pupils who require additional support. Frequent opportunities to practise component skills help secure long-term learning.</i>	1 + 2

representations and additional fluency practice to secure conceptual understanding and automatic recall. • Use Core Progression Steps to identify and monitor the small-step learning required for pupils working significantly below age-related expectations, ensuring interventions are closely matched to individual need and reviewed regularly. • Provide additional opportunities for independent retrieval and deliberate practice through carefully selected online platforms, including Atom Learning, TT Rock Stars and Power Maths online practice, where appropriate to individual pupil need.	<i>The EEF highlights the importance of securing conceptual understanding alongside fluency. Carefully targeted small-group support and the use of manipulatives and representations help pupils develop secure mathematical understanding.</i> <i>Breaking learning into carefully sequenced steps supports pupils with SEND and those requiring significant additional support. Regular review ensures interventions remain responsive and effective.</i> <i>Digital technology can have a positive impact when it supplements high-quality teaching by providing additional practice, retrieval opportunities and immediate feedback.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Continue to prioritise attendance through rigorous monitoring, weekly review meetings with the Attendance Improvement Officer (AIO), early identification of concerns and supportive partnership working with families to remove barriers to regular attendance. • Provide a graduated pastoral offer, including access to the pastoral lead, ELSA support, emotional check-ins and bespoke interventions to ensure disadvantaged pupils are emotionally ready to engage with learning. • Embed a consistent whole-school approach to emotional regulation through Zones of Regulation, trauma-informed practice and relational approaches, supported by ongoing staff professional development. • Provide a broad programme of enrichment opportunities, educational	<i>The DfE identifies good attendance as a prerequisite for successful learning and recommends robust systems for monitoring attendance alongside early intervention and strong partnerships with families.</i> <i>The EEF's guidance on Social and Emotional Learning highlights that supporting pupils' social, emotional and behavioural development can lead to improved attitudes to learning and positive academic outcomes when embedded within whole-school practice.</i> <i>Research also suggests that access to enrichment opportunities can increase</i>	1 + 2



visits and wider curriculum experiences, ensuring financial barriers do not prevent disadvantaged pupils from participating fully in school life. • Develop pupils' confidence, resilience and sense of belonging through an enhanced PSHE curriculum, leadership opportunities and structured opportunities to develop communication, teamwork and independence. • Provide targeted support during less structured parts of the school day, including playtimes and lunchtimes, where this enables pupils to develop positive relationships, self-regulation and successful participation in learning throughout the day.	<i>pupils' motivation, confidence and engagement, helping disadvantaged pupils participate fully in school life and the wider curriculum.</i>	
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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 2025 to 2026 academic year.

<i>Success Criteria</i>	<i>Progress towards Success Criteria</i>
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• 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.	High-quality teaching, responsive assessment and targeted interventions have enabled disadvantaged pupils to make improved progress across reading and writing. Teacher assessment, book scrutiny and pupil progress meetings demonstrate that pupils are developing stronger vocabulary, greater confidence in discussing texts and improved comprehension skills. Regular opportunities for retrieval, modelling and verbal feedback have supported pupils in retaining key knowledge and applying it more successfully within lessons. Half-termly pupil progress meetings have ensured that pupils requiring additional support have been identified promptly, with interventions reviewed and adapted where necessary. Across the school, there has been an increased focus on responsive teaching, enabling misconceptions to be addressed quickly before they become embedded. Teachers report improved independence, greater engagement with learning and higher quality outcomes following in-the-moment feedback and carefully scaffolded support. Strategies such as knowledge organisers, visual scaffolds and explicit modelling have further supported pupils' retention and application of learning. Targeted pupils have made measurable progress in reading and writing from their individual starting points. Improvements have been particularly evident in pupils' confidence when reading, their application of taught writing skills and the quality of independent written work. While further work remains to strengthen foundational writing skills across the school, the approaches implemented this year have established a strong platform on which to build the school's next phase of improvement.
• 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	Pastoral records and behaviour monitoring demonstrate that pupils requiring additional emotional support have been identified promptly and appropriate interventions implemented. The school's Wellbeing and Engagement Practitioner, alongside a team of trained LSAs have provided targeted support, including ELSA and nurture provision, enabling pupils to access learning more successfully.



starts, better focus and sustained engagement in lessons. Increased participation in pastoral and well-being programmes.	Staff have continued to embed relational and trauma-informed approaches, alongside Zones of Regulation, supporting pupils' emotional regulation and readiness to learn.
- 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.	Internal assessment, teacher assessment and pupil progress meetings demonstrate strong progress in mathematics for disadvantaged pupils from their individual starting points. Daily mathematical fluency sessions are now embedded across the school, supporting the development of automatic recall and mathematical fluency. Regular formative assessment and targeted intervention have enabled misconceptions to be identified and addressed promptly, helping pupils to build secure mathematical understanding. These approaches contributed to strong outcomes for disadvantaged pupils at the end of Key Stage 2, with 88% of pupil premium pupils achieving the expected standard or above in mathematics, including 25% achieving Greater Depth.
- 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.	Positive relationships between school and families have continued to be prioritised throughout the year. Staff have maintained regular communication with parents and carers of disadvantaged pupils, enabling concerns to be identified early and appropriate support offered. Parents have continued to engage with parents' evenings and individual meetings where additional support has been required. Parents and carers have continued to receive information and guidance to support learning at home, alongside access to online learning platforms where appropriate.
- 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.	The school's relational approach, alongside the consistent use of Zones of Regulation and targeted pastoral support, has continued to support pupils' emotional regulation and readiness to learn. Where required, pupils have accessed bespoke pastoral interventions to help remove barriers to learning, enabling them to engage more successfully in classroom activities. Staff have continued to embed consistent behaviour expectations and routines across the school, providing disadvantaged pupils with a calm, supportive environment in which to learn.



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	The Literacy Company
Discrete grammar teaching + French	Grammarsaurus
Read, Write Inc Phonics	Oxford Owl
Computing programme of study	Purple Mash
Geography programme of study	Oddizzi
Science programme of study	Plymouth Science
Handwriting	Letterjoin
Spelling programme	Purple Mash
Reading, grammar, spelling and maths assessment	Quest Progress
Dyslexia screening	Quest Progress
Wellbeing survey	Quest Progress

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?	

