

Guardian Angels Catholic Primary School Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Guardian Angels
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Milligan (Interim Executive Head Teacher)
Pupil premium lead	Andrew Spindlow (Interim Head of School)
Governor / Trustee lead	Mary Higgins (Chair of Local Governing board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129495
Recovery premium funding allocation this academic year	£13920
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	£143415

Part A: Pupil premium strategy plan

Statement of intent

At Guardian Angels Catholic Primary School, we have high expectations for all pupils and believe that, with quality first teaching, outstanding pastoral support, effective engagement with parents/ carers and a personalised approach to meeting children's needs, every child can fulfil their individual academic, emotional and cultural potential.

The focus of our Pupil Premium Strategy is to support disadvantaged children to meet these goals however, implicit in our intended outcomes is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged pers. Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas.

We recognise that disadvantaged children can face a wide range of barriers which can impact on their learning and we want to ensure and support disadvantaged pupils to achieve their goals.

We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:

- Limited life experiences
- Lack of exposure to a wide range of rich vocabulary across various contexts
- Low aspirations for their futures
- Lack of social and emotional wellbeing to develop resilience
- Low levels in literacy especially speech and language

Quality first teaching is the principle strategy of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, not just pupil premium, foster a love of learning, achieve goals and make progress

Target intervention and support to quickly address gaps in learning will also ensure that the attainment gap between disadvantages and non-disadvantaged children is reduced.

Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with qualified professionals.

We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set

- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.
- Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed.

Challenges

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

Challenge number	Detail of challenge															
1	Low levels of literacy – particular speech and language. Children enter EYFS below and well below national. Poor oral and social communication skills upon entry to school (this could have a potential effect upon reading and writing progress)															
2	Pupils often have limited life experiences.															
3	In doing regular work around aspirations and futures, it has become apparent that children from disadvantaged backgrounds have a less aspirations for their futures. Although the situation is improving for the children, a regular and consistent approach to this is necessary to ensure this is not a future problem															
4	<p>Although the gap between FSM and non FSM children's scaled score has closed in Year 6 in 2023 this gap is not closing as quickly in other key stage 2 classes and the 2023-2024 cohort are FSM children are vulnerable to falling behind their peers.</p> <p>Internal assessments in KS2 indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap was reduced by the end of KS2 and in some subjects FSM children out performed non FSM children</p> <p>Year 6 SATS Scaled score Data 2023</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Disadvantaged</th> <th>Non - Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>102.4</td> <td>101.8</td> </tr> <tr> <td>Writing</td> <td>102.1</td> <td>101.7</td> </tr> <tr> <td>Maths</td> <td>100.9</td> <td>100.1</td> </tr> <tr> <td>Spelling and Grammar</td> <td>104.9</td> <td>103.1</td> </tr> </tbody> </table>	Subject	Disadvantaged	Non - Disadvantaged	Reading	102.4	101.8	Writing	102.1	101.7	Maths	100.9	100.1	Spelling and Grammar	104.9	103.1
Subject	Disadvantaged	Non - Disadvantaged														
Reading	102.4	101.8														
Writing	102.1	101.7														
Maths	100.9	100.1														
Spelling and Grammar	104.9	103.1														
5	Pupil attendance is lower than our expected 96% and punctuality is an issue for some children. Attendance for disadvantaged pupils is lower than for non-															

	disadvantaged pupils. Attendance to date disadvantaged 89.8% non-disadvantaged 94.7%
6	Social and emotional issues for pupils and/or families have created barriers for some children to attend school.
7	Research suggests that children who are exposed to considerable stress or trauma in their home life experience detrimental consequences on their cognitive function (BMC Neurology.) Through observations, monitoring and discussions with pupils, we have recognised that children's memory retrieval and knowledge retention is often poor. Therefore, a curriculum is needed which is expertly planned to provide our children with the knowledge and skills required whilst avoiding cognitive overload.

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 vocabulary for disadvantaged pupils	<p>Involvement in DLP Project (Wellcomm and Talk Boost)</p> <p>Use of NELLI and Wellcom resources to be across EYFS (and entire school) to raise standards in Communication and Interaction. Language rich environment. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary. High quality texts also available for access through reading schemes.</p> <p>Duel coding added to classrooms</p> <p>Assessment through WelComm 'book looks', lesson observations, discussions with children and classroom environments oral language amongst disadvantaged pupils will be significantly improved</p> <p>Effective interventions provided which ensure rapid progress in speech and language skills</p> <p>The majority of children leave EY with speech and language skills which are appropriate to their age</p>
Improve children's experiences of the world/life through planning vocabulary rich experience days	<p>Children access a wider range of life experiences to help improve their reading, writing and understanding of the world. Implementation of the OLAAS Children's Charter to ensure equality of experiences.</p>
Improve attendance of statutory school aged disadvantaged pupils to National average (96%)	<p>School follow policy and work with families and outside agencies to improve</p>

	<p>attendance. 5 pillars of attendance introduced and followed.</p> <p>Absence is regularly tracked and actions are taken to address poor attendance PA absent families are supported and challenged to improve attendance</p>
To give children a broad range of options as prospects for their future careers	<p>Children are exposed to life opportunities through the curriculum and through Skills Builder which will lead them to be enthused and aspirational about their future careers. Vocations weeks and speak opportunities</p>
Improve attainment among disadvantaged pupils with a focus on Year 6 maths and writing in particular	<p>KS2 maths outcomes in 2023-2024 show that disadvantaged pupils are below other pupils in maths and writing</p>
<p>Progress in reading, writing and maths- Targeted PP pupils who were at ARE at end of Summer 2023 to achieve ARE or GDS, Of those PP pupils who were below ARE at end of Summer 2023, 100% to make accelerated progress to close the gap.</p>	<p>Teachers in all year groups have a list of objectives and areas of the curriculum that were not achieved last academic year and need to be taught alongside the current year's objectives. Analyse data from summer term and identify children that need additional support in reading, writing and maths through conferencing. School and teachers have accurate baseline data for reading for all pupils in the school so that we can assess progress.</p> <p>Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a ARE standard this needs to be a focus in other classes now.</p>
The whole school has a strong focus on reading for pleasure with a core spine of increasingly challenging texts to ensure the children's resilience and reading stamina increases as they progress through the school	<p>Children screened using Accelerated Reader to check work reading and comprehension (Y2-Y6). Early readers provided with quality texts that perfectly match or revise current or recently required phonemes. Reading rewards and incentives successfully introduced to nurture an enthusiasm for reading. A collection of quality texts, that progress in terms of complexity, content and understanding, purchased for each year group to form a core reading spine</p>
Effective strategies are in place to ensure all PP children on the SEND register are given equality of opportunity and ambitious provision	<p>Rigorous monitoring through lesson visits, 'book looks' and pupil interviews show that all SEND children receive their curriculum entitlement. Monitoring shows that appropriate adjustments are made to ensure all SEND children receive a broad and balanced curriculum. SEND pupils, particularly those who are PP, make at least expected progress</p>
Parents and carers are supported in the essential skills of phonics and reading to enable them to fully support their children at	<p>Phonics and early reading workshops for parents. Parents and carers are supported in the essential skills of phonics and reading</p>

home. Parental workshops which relate to our chosen phonic scheme and early reading books, held at least twice throughout the year for EYFS and Year 1. Parents/carers are upskilled to support effective reading at home.	to enable them to fully support their children at home. Parental workshops which relate to our chosen phonic scheme and early reading books, held at least twice throughout the year. Parents/carers are upskilled to support effective reading at home.
--	--

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: £95000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle letters and Sounds CPD</i>		1, 4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition CPD training will help teachers ensure they are modelling and teaching these skills and helping children identify the strategies that support them the most. EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE guidance The	Enhancement of our maths teaching and curriculum planning in line with DfE guidance The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches	4,5

<p>DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches</p>	<p>EEF toolkit Mastery learning EEF (educationendowmentfoundation.org.uk) Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics.</p>	
---	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language introduce and establish small group interventions across KS1 following baseline assessments</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention (2021-2022)</p>	<p>Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up package announced in June 2020</p> <p>Highest caseload in the city for Speech and Language support with Speech Therapy.</p>	1
<p>Welcomm speech and language</p>	<p>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Communication and Language approaches =+6months</p>	1
<p>Establish small group intervention for disadvantaged pupils falling behind age-related expectations.</p> <p>Accelerated Reader</p>	<p>EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool</p>	1,

	for supporting these pupils when they are used carefully.'	
Effective deployment of staff, Cover Supervisor, Unqualified instructors and HLTA to support key children and year groups.	EEF research guidance: 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1, 4, 5
Teaching Assistant timetable reevaluated to deliver, intervention, pastoral groups, positive play at lunchtimes and targeted speech and language intervention	When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils	1, 4, 5
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'	1, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. – Project X Phonics Keep up Catch up	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
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	1, 2, 4, 5

education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
National Attendance Framework Implementation - Guardian Angels School adopts the 5 Foundations of Effective Attendance Practice framework, The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive.	<p>We are now working to implement an attendance framework working in partnership with a number of other schools to improve attendance.</p> <p>The Foundations framework has most recently been reviewed by the Department for Education. The Foundations framework received an excellent report following the four-day review. "The Foundations approach is an excellent example of best practice; there are very clear and detailed systems and procedures in place to manage absence and attendance consistently".</p>	6, 7
Daily Maths intervention (Year 2) 1 st Class or number	<p>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit'</p> <p>Small group tuition = +4 months</p>	4,5

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Visits	Many pupils do not have access to activities which promote cultural capital.	2, 3
Well-targeted and outstanding pastoral care, e.g. TIAAS, ensures that our most vulnerable disadvantaged pupils are fully engaged in	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Behaviour interventions = +4	6, 7, 8

all aspects of school life		
Attendance support and introduction of attendance framework	The DfE guidance 'Improving School Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6
Subsidised Before / After School clubs	Many pupils do not have access to activities and sports clubs. This will also improve attendance.	2, 3
Skills Builder		2,3
Learning mentor to support children with Mental health (MINDS EYE)		3,6,7
Additional SEMH hours		3,6,7

Total budgeted cost: £ 142000

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.

Attainment						
Table 1 to show the percentage of PP children working at ARE in at the end of 2022/23 compared to the end of 2021/22.						
	Reading		Writing		Maths	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
Year 1	67	78	50	72	55	72
Year 2	50	55*	50	45*	67	45*
Year 3	50	77	38	69	69	50
Year 4	80	80	70	67	80	60
Year 5	74	74	67	70	73	80
Year 6	42	64	58	71	58	64

- 2 children non verbal SEND with EHCP included in data

Green indicates that value has been added and more children are now working at ARE.

Attainment

Table 2 to show the percentage of PP children working at ARE compared with all children working at ARE at the end of 2022/23.

	Reading		Writing		Maths	
	All	P	All	PP	All	PP
Year 1	83	78	76	72	76	72
Year 2	69	55*	66	45*	62	45*
Year 3	83	77	77	69	73	50

Year 4	83	80	76	67	76	60
Year 5	76	74	70	70	76	80
Year 6	59	64	79	71	55	64

Light green indicates attainment of PP similar or better than attainment of all children.

Wellcomm assessments for the entire school were used to identify amber and red children- appropriate intervention was put in place to ensure rapid catch up for children.

Daily phonics Keep up and catch up was used to ensure all children were identified and supported to make the best progress possible.

Baseline assessments were conducted and additional support was given for children who required this. 100% of PP children (not SEND) who had been at Guardian Angels for EYFS and Year 1 passed the phonics screening check.

There has been an improvement in the proportion of parents attending parent-teacher consultation meetings due to a proactive approach to engage with all parents and set the expectation that all parents attend these events. Parent phonics learning workshops have been well attended for both Year 1 and EYFS

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
MyMaths	
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Oxford Reading and Project X	
SPAG.com	
WellComm	
NELI	Nuffield Early Language
Boxhall Profile	

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?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.