

St Angela's Ursuline School

Pupil Premium Strategy Statement

St Angela's Ursuline School has developed a broad and balanced curriculum for all students in Year 7- 11. In line with our high expectations, all students have equal access to all learning and opportunities within our curriculum. We actively implement all national guidance and we utilise all the latest research from the Education Endowment Fund (EFF) to continuously improve the quality of education received by all our students. We actively promote a culture of all key stakeholders as learners. The intention of the curriculum at St Angela's is to provide high challenge, subject specialist learning that equip students not only for examination but future employment and life success. We are ambitious in our intention to make a significant positive impact on the life chances of those we are entrusted to educate.

School Overview

Detail	Data
School Name	St Angela's Ursuline School
Number of pupils in school	938 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	38% (359/938)
Academic year that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M Johnson Headteacher
Pupil Premium Lead	S Fontaine Assistant Headteacher
Governor / Trustee Lead	S Foster Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£408,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£408,500

Part A: Pupil Premium- Strategy Plan

Statement of Intent

Our intent for Pupil Premium students mirrors that for all students of the school. High challenge, excellent education for all, where all students reach their potential and Pupil Premium students achieve and progress on par with their non- pupil premium peers.

In the past five (non-COVID) exam years the progress of Pupil Premium students has been consistently good, through the use of Pupil Premium funding and time by teachers in ensuring Pupil Premium students achieve their expected grades.

Challenges

Challenge number	Detail of challenge
1,2 and 3	Attendance, Achievement, Personal Development and Outcomes remain a priority.
4	Study space - our experience of working with Pupil Premium students is the lack of home study space is an issue, which we feel we can fulfil in the school to support homework routines.

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.

Challenge	Intended outcome	Success criteria
One	Attendance Pupil Premium students attend school in line with non pupil premium students within Year 11, in line with all other school cohorts. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	Year 11 Pupil Premium attendance is our focus area for the academic year. We are targeting a cohort attendance of 93.1% with the cohort and to meet the DFE set target for the whole school of 94.1% overall.
Two	Academic Attainment Pupil Premium students in Year 11 to achieve GCSE grades 4+ and 5+ including English and Maths above national female Non Pupil Premium students for 2026.	Year 11 Pupil Premium attainment is our focus. Our target is for at least 75% of Year 11 Pupil Premium students to achieve grade 4+ including English and Maths. In addition to at least 55% of Year 11 Pupil Premium students to achieve grade 5+ including English and Maths
Three	Personal Development To ensure that the behaviour for learning of Pupil Premium Plus students positively engage with the wider curriculum offer.	Pupil Premium Plus students are monitored effectively through the PEP meetings (LAC) and in school reviews (PLAC). The google log, central enrichment sheet tracking, securing a reduction in concern logs and 100% engagement of Pupil Premium Plus students in the wider curriculum offer, is monitored to ensure progression and cultural capital opportunities.
Four	Study Space Provision All Premium Pupils participate in enrichment and extracurricular activities	Secure teaching staff support for leading Study Spaces that ensures high quality outcomes for homework completion and exam preparation

Year 11 Potential Grades for Summer 2026

KS4 - GCSE	Target 2026	Results 2025	National (Female) 2025
Grade 4+ inc Eng/Ma	80%	76.4%	67%
Grade 5+ inc Eng/Ma	62%	52.7%	47%
Disadvantaged students Grade 4+ A* - C inc Eng/Ma	75%	70.9%	48%
Disadvantaged students Grade 5+ A* - C inc Eng/Ma	55%	49.4%	28%
Attainment 8	5.5	5.4	4.8
EBacc Average Point Score	4.6	4.74	

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

Budgeted cost: £ 135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition	<p>Year 11 target students are provided with additional support after school for 1 hour in all subject areas, building confidence, examination skills, supporting mindsets and closing the COVID gaps.</p> <p>EEF: Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	One, Two and Three.
School CPD	Staff are provided with core training to focus on Tier 1, high quality teaching strategies to improve student	One, Two and Three.

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>attainment. Training sessions focus on adaptive teaching, ordinarily available provisions and metacognitive strategies.</p> <p>EEF Metacognition and self-regulation + 8 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF High quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
Holiday time subject sessions	<p>Sessions to support students offered in February half term, Easter and May half term in both booster and mastery sessions.</p> <p>EEF: Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF: Summer schools + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	One, Two and Three
Inclusion Roles	<p>The school has introduced newly developed inclusion roles to further support targeted students, overseeing a school based social worker alongside the learning mentor, counselling and key worker provisions in school.</p> <p>EEF: Teaching Assistant Interventions + 4 months</p>	One, Two and Three.

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF: Social and emotional learning + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Careers Support	<p>Our in-school Careers Advisor supports Pupil Premium students throughout their school journey with high quality impartial careers information, advice and guidance. All Pupil Premium Students receive personalised 1;1 careers guidance appointments and are targeted for wider opportunities such as employer mentoring and work experience building their confidence and skills.</p> <p>https://inspire-ebp.org.uk/work-for-us/</p>	Three and Four
EAL co-ordinator lead	<p>Our EAL specialist teacher supports a number of students on Pupil Premium to develop their oracy and reading skills and ensure quick acquisition of the English language</p> <p>Bell Foundation: Educational outcomes of Child with English as an Additional Language https://www.bell-foundation.org.uk/our-work/with-schools/research/educational-outcomes-of-children-with-english-as-an-additional-language/</p>	Two and Three

Targeted Academic Support

Budgeted cost: £27,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study Space	<p>Provide a study space for Pupil Premium students from 3:30pm - 5:30pm for spring and summer terms</p> <p>EEF: Extending School Time + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	Two and Four
Team Up	<p>Team Up runs weekly across Key Stage 3 and supports students in both Maths and English. Pupil Premium students are given priority to this programme. Each term has a different year group. It was originally aimed at supporting the students with lowest attainments however this has since been expanded to offer a further group of tuition for the more able in Maths and English. The work completed here supports the students to be able to continue progressing through the sequence of learning for both Maths and English by closing any gaps.</p> <p>EEF: Mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	One, Two and Three.
Brilliant Club	<p>The school runs a fully integrated Brilliant Club provision with students from across all year groups participating in different school terms. The programme is overseen by school staff but led by a tutor from the Brilliant Club. Our success in this programme has been recognised nationally with students' final essays being selected to be published in their national magazine. The Programme helps KS3 and 4 Pupil Premium students develop the knowledge, skills and confidence to</p>	Three and Four

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>progress to the most competitive universities.</p> <p>EEF: Aspiration interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Sutton Trust: Social Mobility Report https://www.suttontrust.com/wp-content/uploads/2025/05/What-is-Social-Mobility.pdf</p> <p>https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/</p>	
Debate Mate	<p>The Debate Mate Programme now runs in each Key Stage. Pupil Premium students are targeted to join the scheme, which is run by both internal and external staff. The teams are regularly taking part in National Level Competitions, developing oral and written skills for formal debate.</p> <p>EEF: Oral Language Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://debatemate.com/schools/</p>	Three and Four
Flash Academy	<p>The Flash Academy Programme now runs in each key stage. Pupil Premium students with EAL are targeted to use this programme within their smaller groups or in a one to one session.</p> <p>EEF: one to one tuition +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF: Oral Language Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	Two, Three and Four

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://flashacademy.com/?utm_source=google%20ppc%20adwords&utm_medium=cpc&utm_campaign=FlashAcademy-Branded&utm_content=responsive-homepage&gad_source=1&gad_campaignid=12743298892&gbraid=0AAAAADe5z00irScIIYq8xQ8VugiRPzdbA&gclid=Cj0KCQiAxJXJBhD_ARIsAH_JGjjsb999IkmgH8Evst_rvcz0dWhl3tzZauJSVUZIJMOMQtnwvOtlWNwaAi4PEALw_wcB	
Launch Academy	The Launch Academy programme is designed to raise aspirations, build confidence, and remove obstacles to success. Pupil Premium students are targeted to join the programme run by external staff. Pupil Premium students will attend workshops, cursive and a reward trip.	Three and Four

Wider Strategies

Budgeted cost: £ 236,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to education utilising Chromebooks	<p>Each student in the school has been allocated a chromebook, to ensure access to all learning in the classroom and at home utilising google classroom. All families indicating any issues with internet connectivity have been supported through the central mobile phone scheme or school purchased dongles. Our provision of a digital device for all ensured that no learner is ever digitally deprived.</p> <p>EEF: Using digital technology https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>EEF: Homework + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/home-work</p>	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital / Enrichment Opportunities	<p>Reduced access to cultural capital opportunities outside school can impact the ability of Pupil Premium students to fully access the aspirational and varied curriculum and have high personal aspirations for life beyond school. Cultural capital experiences are provided, monitored and evaluated through Rise Up Day visitors, St Angela's Day activities and targeted trips to ensure Pupil Premium students experience a range of experiences in addition to those connected with their curriculum.</p> <p>EEF: Arts participation + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	Three
Rewards	All achievement points are rewarded in termly assemblies from Year 7- Year 11. All certificates of achievement are emailed home to students, parents and carers, maintaining student motivation and supporting home learning.	Three and Four
Staffing support - Mentors/LSA, Inclusion Manager, Counselling service	The school ensures that sessions take place in person (and only if required via telephone and also through individual students' Google classrooms). Students are allocated to provision through the Pastoral and Safeguarding team.	Three and Four
Jack Petchey	<p>The school is a member of the Jack Petchey Award Scheme and takes an active role in all aspects. Targeted students and Pupil Premium schemes are rewarded through the scheme to enhance motivation and learner pride and ensure that all students have all the necessary resources required for academic study.</p> <p>https://www.jackpetcheyfoundation.org.uk/</p>	Three
Rise Up Days	The Rise Up Day Programme has been designed to cover all National Guidelines and to ensure that targeted positive mental health including mindfulness, and safeguarding	One and Three

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>aspects are explored with students on a rolling programme through the academic year.</p> <p>The curriculum design explores specific aspects that affect our Pupil Premium students and supports development through the student journey in the school.</p>	
Uniform	<p>Uniform support is offered to all Pupil Premium students, both for the school uniform and PE Kit on a rolling programme throughout the academic year.</p> <p>EEF: School Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	Three
Well-Being and Mindfulness Booklets	<p>The School Counsellor and School Mental Health Lead have developed both well-being and mindfulness booklets to support students in expressing concerns and anxieties.</p> <p>EEF: Metacognition and Self-Regulation + 7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	Two
Reading Programme	<p>All targeted students completed a NGRT reading test. The results of these tests are used to implement a targeted intervention programme for those with the lowest reading age. Students that require phonic support are in a smaller group with a LSA phonics teacher. Further support is provided to all teachers so that they can embed effective literacy improvement strategies within their lessons ensuring a disciplinary approach to reading across the curriculum.</p> <p>EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF: Reading Comprehension Strategies + 7 months</p>	One, Two and Three

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF: Phonics + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
PE Coaches	<p>External PE coaches are utilised to provide a full breath of experience for students including athletics and dance in addition to the PE curriculum.</p> <p>EEF: Physical activity +2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity </p>	Three

Total budgeted cost: £ 408,562

Part B: Review of Outcomes in the Previous Academic Year

St Angela's Ursuline School has developed a broad and balanced curriculum for all students in Year 7- 11. In line with our high expectations, all students have equal access to all learning and opportunities within our curriculum.

Challenges

Attendance

The school employed a range of strategies to ensure that all Pupil Premium Students attended school for the academic year in line or above the National Average of 92% for all secondary schools. Year 11 is the school's target area for next academic year.

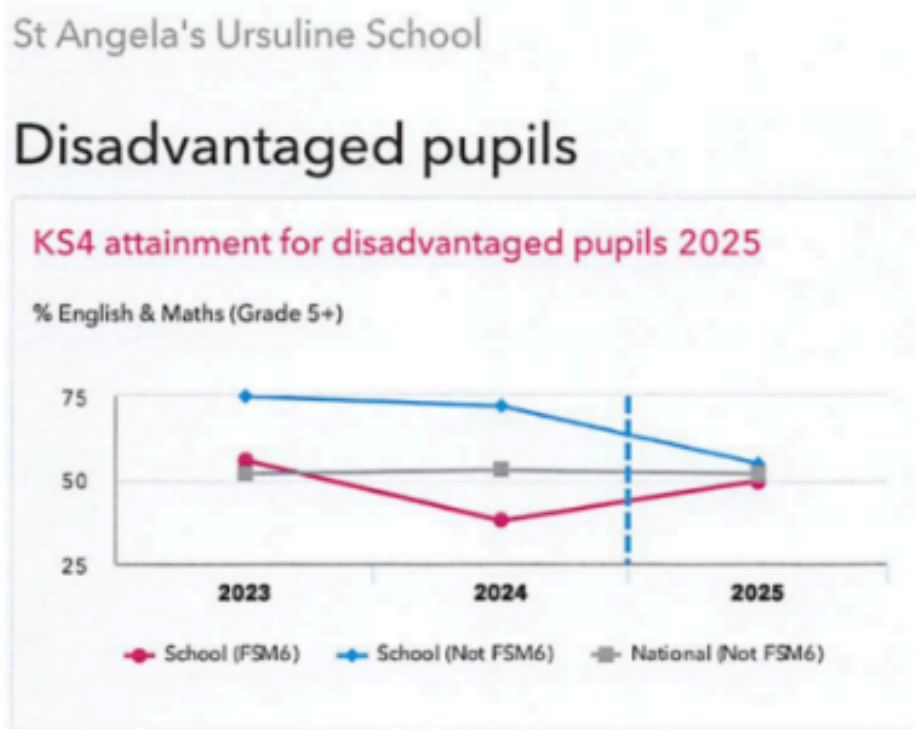
Year Group	School Attendance (all)	PP Attendance	National Attendance Rate (All)
Year 7	96.8%	96.5%	92%
Year 8	94.7%	93.5%	
Year 9	95.3%	94.5%	
Year 10	94.4%	93.8%	
Year 11	91.9%*	90.3%*	

**please note the Year 11 data is reflective of attendance to the examination series*

To secure the attendance of Pupil Premium students the following strategies were utilised;

- First Day Absence Calls for Pupil Premium students first from admin team in allocated year groups
- Targeted HOY calls for students
- Parental nudge letters
- Celebration of success through letters home, reward points, never absent never late, plasma and weekly attendance boards
- Weekly communication to staff through the bulletin
- Termly meeting with the LA though Working Together Framework to secure attendance of vulnerable learners

Academic Achievement



The table above demonstrates the strong attainment of Pupil Premium students in Year 11 in relation to the actual national attainment of disadvantaged students (nationally that comparison is made against all non-disadvantaged students).

The data shows how strong the attainment at 5+ English and Maths was for Pupil Premium students last year rising from 2024 to meet the national figure for non-disadvantaged students. This must be set in a school context against the decline in attainment not for our non Pupil Premium students.

Our achievement gap has closed which is very positive, however, we now need to ensure that the trend of overall achievement rises for all students in the academic year 2025/ 2026.

The school's achievement was published in a national article by curriculum thinkers exploring the gap in progress between disadvantaged and non-disadvantaged students in 2025 as outlined below.



2. What was the gap in progress between disadvantaged and non-disadvantaged students in 2025?

- 9 of the 75 schools (12%) had a gap of less than 2.0 between the attainment of disadvantaged and non-disadvantaged students, which compares with a national gap of -11.0 and average A8 for disadvantaged students of 34.9.
- Within these there were four schools with an attainment gap of less than 1.0:
 - Ark Globe Academy in Southwark with a gap of -0.3 and average A8 for disadvantaged students of 48.0.
 - Plashet School in Newham with a gap of -0.4 and average A8 for disadvantaged students of 55.9.
 - Oasis Academy South Bank in Lambeth with a gap of -0.6 and average A8 for disadvantaged students of 53.7.
 - St Angela's Ursuline School in Newham, attainment gap of 0.7 and average A8 for disadvantaged students of 53.3.

Personal Development

All teachers have Pupil Premium students as a targeted group within their class data. The school utilises a bespoke google system for reporting concerns and allocating rewards. All aspects are immediately reported to parents utilising our WEDUC Parental App.

Each member of staff utilises the reporting system to log concerns regarding individual students within each of the cohorts. The number of reported incidents for Pupil Premium students is in line with the overall percentage of Pupil Premium students in the cohort. The Google log is analysed against each individual grouping that is targeted within the school. All; aspects are discussed in our Behaviour and Academic meeting bi-weekly with the Headteacher for analysis and action. It must be noted that this data is due to individual students in these cohorts with a number of repeated allocated points and in line with the full year group according to group number.

Year group	Number of reported incidents / concerns 2024/25	Number of reported incidents for PP students
7	1336	665
8	2483	1299
9	2171	1104
10	3007	1800
11	2009	980
Total	11006	5848

Enrichment

The school has in place a comprehensive enrichment tracking system for tracking enrichment and extracurricular activities. Each student's events are tracked and Pupil Premium students are a specific target group. Whole year events secure access for students. Each half term, the HOY team analyse Pupil Premium student attendance to enrichment events and run workshops and external trips to secure enrichment experiences for all students, last year that included university opportunities for example a Year 8 trip to UCL to explore higher education with a tour of the campus. Rise Up Days events are targeted to ensure that Pupil Premium students have the opportunity to develop their capital culture.

Year Group	PP attendance at school enrichment event 2024/25
Year 7	100%
Year 8	100%
Year 9	100%
Year 10	100%
Year 11	100%

Pupil Premium Plus

Year group	Child Looked After	Previously Child Looked After	Special Guardianship Order
7			
8	1	2	1
9			
10		2	2
11	1		

*Numbers show children in categories at any point last academic year

The table above identifies students who are Looked After Children (LAC) or Previously Looked After Children (PLAC). The Designated Safeguarding Lead (DSL) fulfils the role of designated teacher for LAC and PLAC students. In this capacity, the DSL ensures:

- Close collaboration with the Virtual School, social workers, carers, and Independent Reviewing Officers.
- The child's voice remains central to all decisions regarding their education and wellbeing.
- Appropriate academic and pastoral support is identified and implemented.

Each LAC and PLAC student receives tailored support through:

- An allocated Learning Mentor who provides day-to-day guidance and advocacy
- A designated member of the safeguarding team who oversees their progress and wellbeing
- Access to targeted interventions, including IT resources, academic support, and wellbeing services, informed by student voice and identified needs

Personal Education Plan (PEP) meetings are held in conjunction with the Designated Teacher (in most cases this is the Designated Safeguarding Lead), the Virtual School teacher and the child's Social Worker and carer. These meetings take place termly (or more frequently as required) using a flexible approach combining face-to-face and online formats. Student voice is at the heart of the meetings. At the end of the meeting SMART targets are agreed on by all, which are regularly reviewed and inform classroom practice, this ensures Pupil Premium Plus funding is used effectively to remove barriers to learning.

The school maintains comprehensive personalised education plans for each LAC and PLAC student, which are updated regularly to track:

- Academic progress and attainment
- Strengths and challenges- both academic and wellbeing
- PEP targets and interventions
- Attendance and behaviour patterns

Regular communication between the designated teacher, virtual schools, social care, carers, and

students ensures a coordinated approach of support. The school has established strong, collaborative relationships with all partner agencies involved in supporting these vulnerable learners.