



## Pupil premium strategy statement: St Angela's Ursuline School

1. Summary information					
School	St Angela's Ursuline School				
Academic Year	2020/21	Total PP budget	£315, 150	Date of most recent PP Review	Sept 2020
Total number of pupils	936	Number of pupils eligible for PP	330	Date for next internal review of this strategy	Sept 2021

Current attainment based on Qualifications awarded in 2020						
	Pupils eligible for PP (at St Angela's)	Pupils not eligible for PP (at St Angela's)	Gap from St Angela's non-PP students	National Att. (latest known) All Students	Gap between PP students and National all	St Angela's All Students
% achieving Grade 4+ in English & Maths	73%	88%	-15%	64%	+9	81%
% achieving Grade 5+ in English & Maths	48%	69%	-21%	43%	+5	60%
Progress 8 (estimated)	0.3	0.83	-0.47	-0.4	+0.7	(0.59)
Attainment 8	5.2	6.1	-0.9	4.7	+0.5	5.7
English Baccalaureate	4.4	5.6	-1.2	4.1	+0.3	5.0
% achieving Grade 4+ in English	89%	96%	-7%	74%	+15	93%
% achieving Grade 5+ in English	68%	83%	-15%	57%	+22	76%
% achieving Grade 4+ in Maths	77%	90%	-13%	72%	+5	84%
% achieving Grade 5+ in Maths	51%	74%	-23%	50%	+1	63%

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Achievement in Mathematics at Key Stage Four for target groups
<b>B.</b>	Ensuring KS3 gaps in English and Mathematics are minimised
<b>C.</b>	Securing of higher grades in Key Stage Four options subjects

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance and punctuality rates of target groups
<b>E.</b>	Access to super enrichment activities for target groups
<b>F.</b>	Parental engagement of target groups

## 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To close the gap in achievement outcomes at GCSE in English and Maths for students eligible for PP	Students eligible for PP in Year 11 to achieve Maths and English GCSEs above national (all students) and more in line with non PP students
<b>B.</b>	To develop a mastery entitlement programme for students eligible to PP in Key Stage Four	Ensure all targeted students have experience a stretch activity out of the classroom
<b>C.</b>	Additional provision in out of hours learning using both peer coaching and staff led intervention strategies	Examination results and student evaluation.
<b>D.</b>	Closed gap in attendance rates for three main groups (PP, PP SEN & PP BCRB), using active attendance rewards and parental engagement	Improved attendance leads to examination higher success rates in all Key Stages.
<b>E.</b>	Activity or provision that builds off spec skills and support academic and examination success	Examination results and student evaluation.
<b>F.</b>	Development of specific parent intervention launches and feedback	Parent feedback and examination success

4. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close the gap in GCSE attainment for PP students in 2021	Purchase and issue all students with Chromebooks  Targeted intervention through after school study support delivered by specialist teachers	Allows high quality provision of remote and online learning for all students during Covid times.  Analysis showed in 2019 that time with teachers in intervention had the greatest progress impact.	Monitoring of chromebook delivery and use within and outside of school; staff training through Google masterclass;; lesson observations and learning walks.  Monitoring through LM to ensure sessions run with targeted students	AM Kennedy M Johnson A Whitlock Teaching and Learning team	Delivery and issue check October 2020; use of chromebook checks throughout the year  Outcomes - Sept 2021
Closing the gap at KS3 to ensure a minimal gap at KS4	Team Up - This programme provides support to targeted students including working with external post grad student mentors to develop study skills and attitude essential for future success.	See 2019-20 Impact Statement	TLR oversight by staff with direct LM to SLT. Termly reports on the progress of students discussed at SLT	J Loxton AM Kennedy	Termly as reports arrive and at year end with final outcomes
Securing university futures for PP students	Brilliant Club- this programme includes work with post graduate mentors to develop analytical & research skills used at University	A proven programme that inspires students to university study, giving them the necessary experience and skills to do so.	Delivered by the BC company, oversight by Deputy Head - T&L	AM Kennedy	Termly as reports arrive and a final annual report
<b>Total budgeted cost</b>					<b>£164, 560</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted intervention for examination students	Additional weekly study support and holiday study support via teachers (Feb HT and Easter) for target students; support through National Tutoring Programme  Allocate PP students in Y10 and Y11 study guides for long term loan	Previous sessions/ revision resources have demonstrated that high impact support for exam preparation ensures the maximum potential of key students.	Timetabled sessions advertised with students and parents.  Targeted students directed to high impact sessions personally.	AM Kennedy	Review after each term or holiday session through data, staff evaluation and student evaluation
Reduced gaps in English & Maths for lower PA students.	National tutoring programme for Year 11 students from January 2021 until Easter 2021 (x15 hours per student).	Provision for subsidised, high impact individual online tutoring via qualified teachers. Tutoring takes place outside school so not to impact on the curriculum and our study support programme.	Maths and English LM - to ensure sessions run with targeted students. Clear targeting of students for highest impact- approx 24 students at grade 4 / 5.	AM Kennedy; T&L team	Progress checks throughout spring term; outcomes
To cover extra-curricular costs such as music lessons, cultural capital trips and programmes including Young Lawyers etc	Developing and supporting artistic/other talents of PP students	Extra curricular costs that prohibit PP students from attendance equally prohibit their development and progress both in academic and cultural development.	Music lessons are delivered by Newham Music Educational visits are monitored through EVOLVE (when resumed)	W Ramos L Ofori L Tucker (EVC)	Annual review at year end.
Ensuring students have equality of provision to complete PREP/Homework with full ICT resources.	Chromebooks for all students	Allows provision of ICT resources for students who would usually attend homework club.	Monitoring of homework completion; progress checks throughout the year; staff CPL on use of Google classroom	B McGowan SLT T Chavda	As per school assessment cycle.
Embedding the new behaviour and rewards system with targeted students and parents	Daily reward texts home through rewards log	Student voice feedback has consistently highlighted that students feel they need to be rewarded for good effort and attitude and these aspects must be consistently captured.	Analysis to be completed to ensure all target groups are captured.	S Siaw	As per school assessment cycle
<b>Total budgeted cost</b>					<b>£23, 325</b>

iii. Other approaches					
Ensuring PP students maintain standards of work, effort, attitude and attendance to allow them to succeed in line with their peers.	Learning Mentor & LSA Support	Experience shows that PP and other vulnerable groups require wider ranging support from in-class support, mentoring, counselling and home-linked attendance monitoring and support, as well as a focus from the class teacher.	Rigorous line management of key staff is vital as is student feedback and evaluation, using both academic data and attendance data	M Savva T Chavda LSA LMs F Murphy	£87, 439
	Inclusion Manager				
	Counselling Services				
	Educational Welfare Officer				
Providing single solution cloud based ICT provision so that PP students have a study anywhere anytime learning model	ICT upgrades to support Google suite and google classroom	Access to technology or up-to-date technology	Staff feedback and google classroom use for students Feedback of T&L developments specifically from google introduction.	A Whitlock AM Kennedy	£51, 891
Providing parents will 'on the day' information regarding lates, attendance and any behaviour points daily.	Behaviour log and attendance system through SIMs utilised to improve communication with parents and impact with immediate effect.	Our attendance data this term, has demonstrated that parents support instant information sharing and support the school in ensuring both punctuality and attendance.	The school is using the text mine system to inform parents on the morning of all late and attendance data is monitored and actioned as soon as a student reaches 94.9% at any point in the school year.	S Osun Admin Officer	Time
Providing CPL to develop staff skills specifically in 2020/2019 in differentiation and high challenge for all	CPL	All research demonstrates that the knowledge and skill base of staff is integral to allowing their teaching skills to improve provision for groups of students, as impact is firstly classroom based.	CPL monitoring and evaluation system (in Google) to review what CPL is based on groups of students and its outcomes tracked through lesson observations at all levels.	T&L Team	£25, 000
<b>Total budgeted cost</b>					<b>£164, 330</b>