# Pupil Premium Statement 2018-19 Review and 2019-20 Outline Plan

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| 1. **Summary information** | | | | | |
| **School** | **St Gabriel’s RC High School, Bury** | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £199,025 | **Date of most recent PP Review** | Nov 2018  Nov 2019 |
| **Total number of pupils** | 1080 | **Number of pupils eligible for PP** | 208 | **Date for next internal review of this strategy** | Feb 2020  May 2020 |

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| 1. **Current attainment** | | | | | | | |
|  | | | | Pupils eligible for PP  (St Gabriel’s) 2019 | | Pupils not eligible for PP St Gabriel’s 2019 | National score 2018 all |
| **% achieving 9-5 in Maths and English** | | | | 29 | | 51 | 43 |
| **% achieving 9-4 in Maths and English** | | | | 45 | | 79 | 65 |
| **Progress 8 score average** | | | | -1.15 | | -0.34 | -0.02 |
| **Attainment 8 score average** | | | | 34.3 | | 48.58 | 46.5 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | |
|  | | | Meeting high standards in quality first teaching and learning and pupil work to overcome previous lack of rigour and challenge (Ofsted 2019) | | | | |
|  | | | Meeting high standards of behaviour, attendance and punctuality to ensure learning is maximised for PPG pupils | | | | |
|  | | | Pupils taking responsibilty for their learning. | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | |
| **D.** | | Improving parental engagement in raising aspirations and achievement | | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | Success criteria | | |
|  | More rigorous and consistent standards in lesson planning and delivery. QA schedule (whole school and external) reviews and informs. Whole school CPD programme weekly focussed on high quality T&L strategies and new AHT and coaching team to develop leadership of T&L and target support for individual staff. Improved transition between KS2 and KS3 curriculum using CPD and cross phase partnership work with Core and Foundation subjects. | | | | Quality of education will be graded as no less than requires improvement by July 2020. Subject level implementation plans will be in place at KS3 building on prior learning by Summer 2020. Inadequate Teaching and learning will be eradicated by Feb 2020. The large majority of lessons will be judged as good or better by July 2020, with student progress being the key performance indicator. | | |
|  | Overt classroom focus on PP pupils. Focus 5 pupils for each class selected by subject teacher with priority for PPG underachievers. Focus 5 are the priority for progress measurement, first 5 books marked, questioning throughout the lesson and support with learning tasks - evidenced through PP voice, book scrutiny, lesson visits and progress data. Focus 5 names reviewed each term and prioritised for all intervention. | | | | Progress 8 PP pupils at national average (2020 target -0.44, future target to align with National Other)  (2019 St Gabriel’s PP pupils P8 -1.15) | | |
|  | Improve the quality and consistency of marking across the school to ensure that pupil response to feedback drives improvement in PP pupils. Focus 5 students prioritised for feedback first and in QA schedule (PP voice, book scrutiny and lesson visits) | | | | Marking and feedback will consistently focus upon the knowledge or skills to get to the next level. Book scrutiny each month of PP pupils will reflect students consistently addressing feedback in their responses. | | |
|  | Improve outcomes for Higher PPG students by increased pace and challenge in lessons, individual mentoring, masterclass programs running in first Y10 (November) and then Y9 and targeted study support for Grades 7-9 across subject areas. | | | | Progress Target High PPG 2020 +0.25 [source 4matrix]  2019 St Gabriel’s High PP pupils -2.08) | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019/20** | | | | |
| 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. | | | | | | |
| 1. **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?** |
| Establishing and maintaining High standards of T&L  Increased rigorous accountability for PPG Progress and Strategies. | Introduction of 7 part lesson (Do now, Big picture, Learning outcomes, Activate, Model, Resilience and Plenary) to ensure more rigorous and consistent standards in lesson planning and delivery. QA schedule (whole school and external) review and inform.  Whole school CPD programme weekly focused on high quality T&L strategies.  Development of coaching team to develop leadership of T&L.  Curriculum Mapping to ensure fluency and cohesion and building on knowledge and skills from KS2 to KS4.  Overt classroom focus on PP pupils. Focus 5 pupils for each class selected by subject teacher with priority for PPG underachievers. | | ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. EEF Toolkit 2019.  Ofsted 2019 stated that  ‘Teaching overall is inadequate. Leaders have not given teachers clear enough guidance on how to teach more effectively. Leaders lack an understanding of teaching strategies to support pupils from differing social and economic backgrounds, and those from different prior-ability groups’  Improvements outlined in post Ofsted school improvement plan and SEF Sept 2019.  Individual coaching CPD session helps to support teachers in subject specific areas of delivery.  Targeted intervention with staff improves practice and expands upon pedagogical range and quality.  Responding to new Ofsted approach and research about the need for more emphasis on rich and diverse curriculum to meet the needs of pupils at St Gabriel’s. Curriculum is key to narrowing the gap in cultural experience by disadvantaged students.  EEF research suggested positive impact from targeted academic support within quality first teaching. Increasing staff accountability for the progress of PPG pupils as key pupil group.  Narrowing the gap for disadvantaged pupils is most effective when PPG sits at the heart of a whole school effort with all staff understanding the strategy and their role within it. Focus 5 initiative ensures under-achieving PP students are targeted for intensive support. | * Use of weekly CPD session and Thursday briefing to ensure consistency and re-enforcement of practice. * Scheduled lesson observations (MLT and then SLT each half term) and PPG work scrutiny by MLT and then SLT (each 4 weeks with a year group focus) with standardised pro-forma and feedback to SLT * Next steps in training identified and follow up with individual staff - to ensure consistency of standards. * Scheduled pupil voice (each half term with 2 year groups) with PP pupils to provide feedback on classroom teaching and learning quality. * QA training for SLT/MLT using Loreto teaching school support. * Support, audit and action planning support from external source (Loreto).     Increase capacity for leadership of T&L by appointment of AHT to drive improvements and train coaching team.   * Focus 5 are the priority for progress measurement, first 5 books marked, questioning throughout the lesson and support with learning tasks - evidenced through PP voice, book scrutiny, lesson visits and progress data. * Focus 5 names reviewed each term to ensure PPG pupils with the highest needs chosen for more intensive support in lessons. * Focus 5 prioritised for all intervention and progress closely monitored by HOD and reported to SLT link manager. * Display board for Headteacher updated with current progress of Y10 and Y11 PPG at 3 review and assessment points. Y11 Underachievers follow up with mentoring scheme and gap lead. Y10 under-achievers follow up by gap lead /HOY. * Software developed to identify PP progress and AtL on subject and year group level at KS3. KS4 to continue to develop 4matrix. | HT  New AHT T&L (Jan 2020)  AHT Progress & intervention  AHT Progress & intervention  AHT Progress & intervention  AHT Progress & intervention  DHT (Q of E) | Agenda at weekly SLT strategic meeting and QA feedback and actions in weekly T&L briefing.  Review against school improvement plan to map progress at the end of each half term. HT feedback to IEB.  COST: 0.5 AHT T&L [£13,800] Jan - Aug  Half termly coaching plans reviewed by AHT and feedback to HT about staff performance. Follow up with QA lesson observations, work scrutiny and student voice with a PP focus. AHT  COST AHT Progress and Intervention: £26,400 50% leadership role  Focus 5 scrutiny of progress at half termly review for each year group. Review meeting with HOY /SENDCO to decide next steps.  Focus 5 progress reported to SLT meeting each half term.  Underachieving pupils follow up and actions reported to SLT each half term. |
| Improve the quality and consistency of marking across the school to ensure that pupil response to feedback drives improvement. | Training to all staff on blue box response marking and standards across the whole school. | | EEf evidence suggests that effective feedback makes the most impact in terms of narrowing the gap in achievement. Success depends on the ownership of pupil response to feedback and their next steps to improving skills and learning. | * QA scheduled to ensure consistency of marking and feedback across the school year with Focus 5 the first priority for feedback. * MLT Scheduled monitoring and conclusions checked by link manager /SLT book scrutiny with Focus 5 first priority. * Pupil work quality check in   any learning walks by MLT / SLT with Focus 5 first priority   * Follow up actions and monitoring with staff where practice needs to improve. | HT  DHT Quality of Education | Review against school improvement plan to map progress at the end of each half term. HT Feedback to IEB. |
| Improved academic and pastoral KS2-KS3 transition for PP pupils | AHT Behaviour & Inclusion and AHT progress and Intervention - meetings with Y6 staff at 8 main feeder schools to establish true baseline.  Build on Primary partnership work across 3 primary schools for English. Extend to further 2 feeder schools for maths and 2 feeder schools for English.  Core and Foundation HOD primary school visits to see level of stretch and challenge in Y5/6 classrooms and increase awareness of T&l strategies used and KS2 curriculum to ensure rapid and sustained rate of progress in Year 7 and KS3 curriculum with focus on PP.  Y6 teachers to visit their ex PPG Y7 students in school to scrutinise performance in relation to progress since KS2. Feedback for individual pupils and English/Maths/Science and Humanities departments about curriculum transition from KS2 to Y7. | | KS3; The wasted years HMI report 2015 highlight the need for better transition from primary school curriculum and T&L to ensure rapid and sustained progress.  Work on Bury LA SSIF project by St Gabriels’ English staff with 2 feeder primaries presented at Improving transition Conference and primary transition highlighted at Ofsted (Feb 2019) as good practice. | * Learning needs and intervention best practice from primary shared and disseminated to HOD and Y7 subject teachers along with pastoral information to year 7 team. * New record for expected progress in Y6 distributed via HT to Y6 staff to highlight gaps in skills and knowledge and use for planning new Y7 curriculum. (June 2020) * On-going Scheduled programme to participating primary schools to improve transition in Maths and English. * Cross phase CPD arranged in English and Maths using expert practitioners in Y5/Y6. * Respond to additional requests for primary visits e.g. Science. Primary DHT to spend day CPD with HOD Ma, En, Sci. Hum and RE. * Primary curriculum day to be held in St Gabriel’s. DHTs from feeder primaries to work with Core leaders (Sci, Maths, English, History, Geography) on Curriculum implementation. | AHT Behaviour & Inclusion and AHT Progress and Intervention  AHT progress and Intervention  English KS3  Lead / Maths Intervention Lead  AHT Progress and Intervention. | Primary visit reports collated with action points to inform curriculum planning and presented at sept PAD day on curriculum and follow up at link meetings Term 1.  Feedback by AHT to SLT of progress of primary partnership work and follow up actions needing further CPD/ curriculum review.  Dec 2019.  Nov 2019  Dec 2019  Nov 2019  COST 5 deputy Heads 1 day cover £2000 / 5 HOD cover  £1250 |
| Focus on reading across the school | Whole school reading initiatives developed by TLR for Literacy.  CPD provision on reading techniques to all staff.  Targeted support for KS3 pupils with reading ages significantly below expectations. | | EEF Guidance reports on improving literacy to apply across a range of subjects. Disadvantaged pupils nationally have more limited vocabulary and exposure to reading at home. Embedding best practice to model reading skills in subjects across the school and create an engagement and enthusiasm for reading is another key component to make successful leaners.  Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack. | * Appoint TLR post to develop literacy with Reading being the first priority: Ensure Focus 5 are first in all aspects of intervention. * Review reading ages across the school and WRAT tests (conducted for any pupils not meeting 100 standardised score at KS2) to determine intervention priorities for reading support with PPG pupils as priority * Deliver reading comprehension support using teachers with intervention capacity on their timetable. * Implement Accelerated Reader or other on-line programmes as a way to structure and assess impact of intervention. * Deliver quality CPD on reading for comprehension strategies using primary expertise across all staff. * QA reading intervention lessons and measure impact on reading age. * QA common reading approaches in learning walks and lesson observations. * Hold a Whole school reading event / day each term to stimulate interest in reading for pleasure. | TLR reporting to AHT Progress & Intervention. | COST TLR 2a £3,900  AHT Feedback to DHT Quality of Education and QA feedback and actions.  Review against CPD plan to map additional support and next steps each half term.  Reading age analysis provides baseline for Literacy TLR planned intervention for PPG pupils starting Nov. Data analysis evidence each term of impact of interventions on reading ages via on line tool (Accelerated reader, Jan 2020)  COST: On line programme e.g. Accelerated Reader  £2000 |
| Improving standards of behaviour, attendance and punctuality to maximise learning opportunities. | Positive Discipline strategy training and launch to all staff July and Sept 2019. Higher standards of uniform, behaviour and punctuality. A whole school approach where low level disruption and defiance is not acceptable.  Increasing capacity to support - pastoral managers /KS3 and KS4 inclusion managers.  Attendance monitoring focus on PPG students and close tracking of punctuality and attendance by Attendance Officer. | | Higher standards of behaviour meaning more effective learning environments and supports quality first teaching. Strong message from new Headteacher about high standards expected and consistent use of Positive Discipline strategy by all staff to ensure consistency which is the key to success. There is an ethos for improving learning for all including PPG. | * New system for recording sanctions and rewards via the terms passports. Record logged by pupils and checked by form teachers weekly. * QA by learning walks and passport checks. All staff follow procedure and follow up to ensure consistent and fair use of protocols at weekly operational staff briefing. * Appoint 5 Progress leaders for close mentoring and intervention of PPG pupils in each year group. Jan 2020 * Analysis of behaviour, punctuality data for PPG pupils by Progress leader for each year group. Action implemented by Progress leaders supported by pastoral managers to ensure high quality first level intervention. * Focus 5 in every form for attendance, equipment, punctuality and use of passport. * At half termly pastoral team meetings with form teachers Focus 5 are top of the agenda. * Attendance officer works with PPG parents and students to improve attendance and punctuality. Weekly meeting with HOY to flag up pupils causing concern * Realign work of HOYs during restructure to elevate status of academic performance of year group. Hold to account via presentations at SLT. | DHT Behaviour, and personal development.  DHT Behav &  Personal development  AHT progress and Intervention  AHT Progress and Intervention  Attendance Officer  HOY  Gap lead | QA feedback to SLT each half term.  Weekly agenda item at SLT and measurement each half term against progress in the improvement plan. HT Report back to IEB meetings  COST (5 xTLR 3b) £11,420  Line management meetings of progress leaders each month. With AHT Progress and Intervention. Focus 5 feedback to SLT meeting each half term.  COST:2 Pastoral Managers (30% role) £14,600  Line management meetings of seclusion managers and attendance officer with DHT Behaviour and report back to SLT meeting each month.  Focus 5 feedback to SLT meeting each half term.  COST: Attendance work (30% of role) £8,250  COST: Inclusion work 2 staff 30% time) £19,500 |
| **Total budgeted cost** | | | | | | £103,120 |
| 1. **Targeted support** | | | | | | |
| **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?** |
| KS3 Targeted intervention  KS4 targeted intervention | Implement Y7 and  Y8 PPG underachievers programme.  1 extra Maths and English lesson for students not taking French in Y9 ( pupils, PPG pupils)  2 small Learning Skills groups not taking MFL in Year 8 (pupils, PPG pupils)  Targeted Small group support in Maths, English and Mu, Art, MFL, RE delivered for 8-10 week blocks in PE time from October 2019.  Review use form time to deliver 1 hour Maths /1 hour English to Y11 high/mid PPG and mid/low PPG groups. | | Statutory funded strategy to help narrow gaps in achievement.  Capacity in the timetable to deliver booster programmes to PPG students in Y8 who are under-achieving in Maths and English.  Available specialist staff Ma, Eng, RE (MFL, Art, Music) deliver intervention for small group sessions in Y11 PE time. Start October 2019 with priority for Focus 5 /PPG pupils in all intervention groups. Maths intervention for 2 groups (low/mid and mid /high) Focus 5 PPG pupils in each band.  Make use of longer form time during split lunch timetable to work intensively on exam question practice using Mock exam performance as baseline and rational for topic/skill intervention in Maths and English. | * Ensure subject specialists used to deliver Maths and English support where possible. * Standard pro-forma to log pupils and measurement of impact of the intervention on their grades and skills. * HOD/Subject Co-ordinators involved in targeting of pupils (with Focus 5 PPG priority group) and design of intervention strategies and resources based on best practice and to address gaps in skills or knowledge. * Evaluation of impact of intervention collated with any progress at data points (2 each year for each year group) and next steps reviewed across subjects to decide priorities for specific Focus 5 students. Feedback to AHT Progress | AHT Progress and Inclusion | After each 8-10 week intervention period report back to DHT Quality of Education.  COST of Y7 intervention  2 lesson x 2 teachers  Year 8 8 x 1 teacher  Year 9 8 x 1 teacher  Year 9 3 x 1 Maths teacher  Year 9 3 x 1 English  COST of MATHS/ENG Y11 Intervention  2 lessons x 2 teachers (Ma)  2 lessons x 1 teacher (Eng)  £36,000 M6 teacher scale  =1.6 FTE = £57,600  Intervention impact for PPG pupils reported to SLT each half term |
| Target support for mental well-being and resilience at most vulnerable pupils | Conduct PASS for PPG and SEND pupils across Y7-11.  Pastoral support managers and inclusion managers provide support for targeted vulnerable students identified by PASS survey. | | ACE and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support | * PASS training for pastoral team and staff involved. * HOY analysis of needs and liaise with pastoral managers and seclusion managers to decide support plans and actions. Recording of all support and impact provided in MIS. * Analysis and Follow up actions discussed at scheduled progress review meetings for each year group with progress leader and SENDCO. * DHT & AHT Behaviour and personal development /AHT Progress and Intervention hold PPG review meeting each half term.   Supplementary next steps   * Use of PASS survey phased in across year groups and trialled with Y11 November 2019. Y7-Y10 by Dec 2019 | SENDCO  AHT Progress and Intervention | SENDCO reports back to SLT at monthly meeting with SLT  COST PASS survey for PPG /SEND pupils £1,500  Feedback from PPG review meeting each half term to SLT meeting.  Feedback from PPG review meeting each half term to SLT meeting.  Caritas Support (30%) = £5,000 |
| Increase uptake of Study Support by PPG students. | Develop whole school Logging system for Y11 study support. Develop an incentive scheme where time spent on on-line independent study and attendance at study support is rewarded by incentives linked to attendance and cost of the Leavers prom.  Close scrutiny of Focus 5 PPG study support attendance with follow up actions for non-attendance.  Resource Centre available as a base for on-line independent learning 4 nights a week and Room 7 on Wednesday afternoons.  Late and Positive discipline detentions held in computer rooms | | Independent learning directly correlates with exam success. Rigorous monitoring allows staff to measure the impact of the additional help and to reward pupils taking responsibility for their learning.  Attendance at the leavers prom is a reward to be earned.  Emphasis of achievement for all embedded to assemblies and any communication with parents and students.  Availability of on line resources for students from homes where internet access or internet or on line resources is limited.  To encourage harder to engage PPG students to use time constructively for learning and support them where necessary. | * Inputting attendance at study support is the responsibility of the HOD and ensuring follow up actions /phone calls home when Focus 5 PPG students not engaging. * Focus 5 key underachievers in y11 each supported by an identified voluntary mentor member of staff to centralise communication home and organise priorities for pupils involved. Proforma to record actions and support. Launched Nov 2019 until GCSE exams. * Study support data shared on reports and 2 parents’ evenings. * Study support incentive scheme high profile in Y11 assemblies with attendance figures shared over the weeks * Trial Y7-11 Access of study area for 1 hour 4 nights per week. If increasing demand set up at 2 locations. Support with TA staff and monitor attendance via whole school log Supplementary next steps.   Supplementary next steps   * Focus 5 non-attendance at KS4 parents evening followed up by parental phone calls/interviews AHT Progress and Intervention. * Key Y11 Focus 5 PPG underachievers across subjects non-attendance followed up by mentors/ gap lead – parental contact (17 pupils identified at Oct 2019 for mentoring , a further 6 students after Mocks for Y11 gap lead mentoring) | AHT Progress & Intervention  AHT Progress and Intervention | Feedback to DHT line manager.  Feedback of progress measures at data review at SLT.  Mentor action reported to Gap leads via standard pro-format. Impact collated in PPG report each half term to SLT.  COST Study Support staffing and refreshments £7,700  COST: Incentive scheme cost for Y11 PPG pupils attending study support: £750 |
| Improving High ability progress and outcomes. | Deliver High ability PPG masterclass programme in Y9 and Y11.  Closely monitor progress of high ability PPG pupils across year groups and deliver/ organise mentoring sessions for students who are underachieving.  Liaise with Bury College and Holy Cross to establish links with departments and organise CPD input for all subject areas. | | High ability PPG group progress weak in 2019 (-2.08 progress 8 residual).  Providing staff with CPD on teaching strategies for higher order thinking and pedagogical approaches for higher ability pupils to ensure stretch, challenge and differentiation at the top end of ability range.  Individual support for high ability PPG pupils to support achieving their potential.  Greater staff awareness of post 16 courses and improve progression of skills and content for Al levels. Use information to help curriculum planning especially for high ability themes and topic areas. | * Senior leader to take lead for high ability initiatives and strategy across the school. * High ability improvement plan written to include targets for improvement and initiatives success criteria. * Planning and delivery of Y10 most able masterclass sessions with high ability PPG key priority on Wednesday afternoons 2 - 3.15pm using sixth form college employers and subject masterclasses on a rota basis. Start Nov 2019 * Planning and delivery of Y9 most able club using subject masterclasses and GM higher University masterclasses. Launch at Y9 RAP day and Easter 2020 * PPG high ability mentoring sessions for underachievers about their progress across all subjects or organised with a specific subject. | High ability senior lead  High ability senior lead  High ability senior lead  High ability senior lead  High ability senior lead | Progress and outcomes measured against High ability improvement plan. Target +0.25  Report to AHT Progress and Intervention  COST: £9000 Senior leader (fraction of leadership role)  Refreshments £300  Feedback progress measures at data review points to SLT meeting |
| PPG Pupils with absences of 1 week or more supported with catch up work | KS4 inclusion manager mentors pupils and guides catch up work.  Launch catch up ambassador and wall in classrooms Nov 2019. | | Attendance is the biggest factor in not achieving GCSE results and potential. Missed teaching and learning input results in extensive gaps which widen the gap further. This was a factor for 6 PP pupils in the 2019 Y11 cohort. | * Catch up Support logged on MIS as part of support plan. Reported to monthly BASS meetings. * KS4 inclusion manager liaises with subject teachers. | KS4 Inclusion Manager | Support plan documentation.  Report back to AHT Progress and Intervention and monitored at DHT line management meeting. |
| High quality Independent on line Resources used significantly by PPG pupils  All Y11 PPG pupils have a full set of detailed information to facilitate revision  All Y10 PPG pupils have a full set of detailed information to facilitate revision for Y10 Mocks in January. | Access to on line resources via the school website – GCSE Pod, Educake, Mathswatch and Vocab express to support Eng/Sc/Ma/MFL.  Supply revision guides for all subjects to Y11 PPG pupils.  Supply revision guides for all subjects to Y10 PPG pupils. | | Trial the use of Century tech as a diagnostic tool to aid targeting of independent work to ability and existing knowledge.  A specific tool to support pupils with gaps in attendance  To ensure that information to fill any gaps in T&L or catch up from absences is readily available in a pupil friendly format (that doesn’t rely on internet access) | * Century tech use guided for PPG pupils returning from absence by KS4 inclusion manager. * Monitoring of Century tech, GCSE Pod, Educake use each month by KS4 progress leaders and follow up support for any pupils with low use-age. * Independent work incentive scheme linked to rewards – prom tickets, vouchers. Distributed each half term. * See parents of key Y11 underachievers in school to outline study support, on line resources and provide revision materials. At Y11 parents evening before Mocks Nov 2019   Supplementary next steps  Follow up of non-attendance of any targeted PPG students by AHT Progress and Intervention post mocks. | AHT Progress and Intervention | Report back to SLT each month on use of on-line resources.  COST: Century Tech for PPG pupils £2,000 (30% cost)  GCSE Pod: £1,295 (30% cost)  Educake £150 (30% cost)  Vocab express £150  Cost in next section  COST: Revision Guides and Workbooks for Y11 PPG £2,500  COST: Revision Guides Y10 PPG students (Maths /Eng/Sc already distributed to 60% PPG at celebration of Y9 catch up programme)  £2,000 |
| Use of employers to increase aspirations of PPG pupils to support appropriate choices of future pathways. | Careers Survey of all pathway interests of pupils across Y7-11  Careers café employer 45min sessions each fortnight. Targeted attendance of PPG pupils and Focus 5.  Support for PPG students on CV and application writing by Careers Advisor (Postive steps)  Future pathways Careers fair organised October 2019 for Y10 and Y11 parents and students. | | Raising aspirations is key to ensuring pupils move on to appropriate chosen future pathways in education, employment or training.  To provide future pathways information to inform and inspire college and apprenticeship application process. | * Careers survey used to target attendance at Careers Café for PPG Y8-Y10 students. Attendance logged. * PPG pupils and Focus 5 targeted as priority for careers interviews in Y10 and Y11. * Additional support provided for PPG and Focus 5 when more time is needed to support their application and future pathway choice is needed. * Careers advisor weekly update by careers lead and follow up actions via weekly appointment list.   Supplementary next steps   * Follow up of non-attendance of any targeted PPG students by careers Co-ordinator. | Careers  Co-ordinator | Careers Co-ordinator report back at line line management meetings with AHT progress and Intervention every 3 weeks.  Destination data and patterns including close analysis of NEETS shared with SLT in October. |
| Increase opportunities for PPG pupils to address the deficit in cultural capital | Increase the uptake of Duke of Edinburgh scheme by PPG pupils  Offer financial assistance to PPG pupils to encourage uptake of trips and learning opportunities e.g. music lessons, theatre, concerts, university visits and summer schools. | |  | * Target PPG pupils as priority for 50% of D of E places. D of E enrichment TLR to support their successful completion of the Bronze Award. * Support PPG pupil uptake of school trips, events and trips abroad by financial subsidies. * Support resources to aid learning for PPG pupils eg music tuition. * Support PPG families where uniform provision is financially difficult |  | COST: TLR for D of E and outdoor education 50% £1,950  COST £5,000 Allocated trip, resources, uniform subsidy for PPG pupils. |
| **Total budgeted cost** | | | | | | £96,895 |
| **OVERALL PLANNED PPG SPEND** | | | | | | **£**200,015 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | |  | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Increased achievement of boys | Relaunch of Whole school focus on boys using national expert  Continue to work with different grouping model with more mixed ability groups and 1 or 2 top sets  Increase boys group aspiration initiatives and target PPG boys trialled in Summer 2018 (Craig Omerod) and Mountain biking course. | | Boys achievement is still a whole school focus for 2019/20 St Gabriel’s reflects the national picture.  KS3 maths gap is minimal in Y7 at 0.3 of a sub level, increasing to 0.7 at Y8 of a sub level and a gap of 0.5 sub level by the end of KS3.  In KS3 English the gap 0.3 in Y7, 0.4 Y8 and 0.7 Y9 shows some impact of the boy targeted teaching approaches and curriculum and 2 years of different grouping model  In 2019 KS4 progress for boys continued to behind that of girls but by a lesser extent (though this could be explained by a drop in girls’ performance. When comparing boys to girls between 2018 and 2019 the Progress 8 scores are: Subject [boys 2018, boys 2019; girls 2018, girls 2019] - Maths [-0.49, -0.47; -.021, -0.43], English [-0.25, -0.37; 0.59, 0.03], EBacc [-0.47, -0.77; 0.08, -0.74] and open [-0.71, -0.84; 0.14, -0.36]. Ofsted (Feb 2019) highlighted the poor progress of boys from low expectations by staff.  Improved levels of engagement from harder to reach boys but limited impact on academic profiles. | Staff CPD successful in raising issue and leading to curriculum development to engage boys. However, KS4 data still reflects the national picture for boys’ achievement. Continue to keep this as a whole school priority embedded into teaching and learning developments and curriculum mapping. Identify teachers with least boy girl gap and use for targeted CPD sessions to other staff with larger gaps.  Research evidence (EEF) suggests that increasing mixed ability teaching improves aspirations and achievement of middle and low ability pupils (where majority of PP boys are found). Keeping 1-2 top sets provide opportunity for challenge and success seen in research studies (EEF). Core and RE, Humanities at KS3 all implement new grouping model.  New approach to inclusion by new HT and use of 2 inclusion managers to deliver personalised learning support. Consider alternative curriculum and courses when North Bury menu is diseminated. | Event Cost £1,000  25% (25% PPG pupils) Boys Group funding £3750  Mountain biking funding £540 |
|  | | Year 9 Creative teaching Booster programme in Maths, English and Science | 6 week intensive booster programme to be GCSE ready for 50 Y9 boys in Y11 time completed successfully by 40 boys showing an increase of 2 engagement scores in internal monitoring from their baseline (for a significant number of core lessons ) through weekly engagement reports home to parents. Impact from assessments showed an average increase of 1 sub level in English, 0.4 sub levels in Maths and 0.5 in Science. | Good student and parent voice and attendance at Celebration event to showcase work. Most positive feedback and narrowing of the gap in achievement for English where most creative T&L approaches trialled. Success also dependent on time to create engaging lesson activities and resources. Staffing of the group with staff skilled with getting the best out of boys crucial to success. Repeat booster programme to Y9 in last half term in 2020 with lessons learned. |  |
| Development of new resources for new GCSE specifications leading to improvement in technique for new GCSE examinations using lessons learnt from 2018 results. | | Curriculum development at KS4 and feeding into Y9  Resource development including on line | Use of examiner feedback, centre specific feedback, command words initiative was effective in driving forward improvements for English pillar in the 2018-19 cohort. Maths detailed analysis and online engagement throughout the course gave an accurate projection of success and improved attainment compared to 2018 results.    Improved availability of Educake /ExamPro to provide targeted feedback for students on understanding and exam technique. Usage data shows in 2018 the uptake of packages such as GCSEPod for PPG was in line with school average. | In 2019-20 continue with focus linked to new specifications and increasing staff and pupil awareness of the new demands. Embed this in more rigorous Curriculum planning and focus on improved consistency and standard of T&L. Close analysis of additional Mocks in Eng and Maths yielded shaper focus and increased success in GCSE exams. Learn lessons from 2019 exams via examiner feedback and close scrutiny of past papers / grade boundaries.  Continue with on line packages GCSE Pod, Mathswatch, MFL Vocab Express, Science Educake – usage correlates with success in the subject. Trial the use of Century tech for more targeted learning and feedback. | GCSE Pod £4,316  Educake £480  Show my Homework £2,825 |
| Embed new KS3 curriculum and tracking across Y7- Y9 to incorporate increased challenge and support for learners including PP pupils.  Continue to develop differentiation as a whole school priority to meet the needs of different sub groups all including PP pupils.  Development of on line resources to support new KS3 developments and independent learning  Develop tracking pathway for lower learners (multiple vulnerabilities overlap with PP) | | Implement Lancashire Levels in Y7 –Y9 and the transition to GCSE.  Curriculum development in Y7-Y9 to increase differentiation including assessment focus linked to Lancashire levels.  Website development of KS3 resources for new schemes of work and assessment.  Purchase Linguascope on line to support PPG /lower learners with early entry Spanish GCSE. | Mapping process of curriculum against Lancashire levels and primary visits by Ma/Eng teachers (Bury SSIF project) helped to link with KS2 curriculum and skills to increase challenge at KS3. PPG review (Oct 2018) learning walks showed high quality personalisation in Ma/English/Humanity lessons sampled. However, Ofsted judgement and T&L review by Loretto school improvement partner suggests that lessons need more stretch and challenge for all abilities and a higher standard of pupil work needs embedding by better quality assurance.  Limited development of on line KS3 resources due to impact of inspection and waiting for new Headteacher and strategic review of KS3 curriculum. Show my homework usage data continues to reflect high uptake compared to other schools. New assessment framework to become embedded in term 1.  Development of St Gabriel’s Personalised learning pathway (Rainbow levels) makes better use of KS1 /KS2 curriculum and is more appropriate for these learners. Rainbow tracking well received by pupils and parents to track progress positively. Effectively used by depts. (except Science due to impact of maternity replacement and illness on staffing over 2 terms)  Time before school and timetabled planning of phonics and reading provided but impacted by experienced SPLD teacher leaving at Christmas and HLTA’s leading delivery. Ofsted Feb 2019 reported that teachers have too low expectations of pupils and have not provided effective support for PPG pupils with SEND. | Bury Cluster for Lancashire levels standardisation established by St Gabriel’s across all departments and using Lancashire LA material.  In 2019-20 new focus on improved T&L and Curriculum skill development for rapid and sustained rates of progress. Assessments standardised by Loreto school improvement partner and reporting streamlined. To review standardisation across Bury schools, move to standardisation against National, though develop partnerships with outstanding primary and secondary schools.    Pastoral and academic involvement in pupil grouping, PP pupil distribution and staffing allocation to ensure best outcomes.  Responsibility point awarded for T&L; differentiation strategies and boys to lead staff development. Also built in to redefined SIG group areas. TLR in Maths and English for specific differentiation resources and teaching strategies improved quality of resources and work targeted at learners working in KS1 and KS2.  SEN pupils and Low learners (30% overlap with PPG) continue to be a whole school priority.  In 2019-20 PLP rainbow levels use to be relaunched to staff with more CPD training to support planning to meet individual needs. Breakfast club to continue for pastoral integration and some phonics/reading work. New SENDCO to QA T&L for access of lower learners and support HOD with curriculum development and differentiation. | Linguascope £300  30% R&R costs £8,400  TLR 3b Maths £1,075  TLR 3b English £1,075  25% of 2.5days teacher £4,000 |
|  | |  |  | Total Cost | £25,036 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Targeted KS4 Maths Intervention for PPG pupils. | Targeted at KS4 Pupils with the biggest gaps in Maths achievement and to reach Grade 4 threshold | | In 2018/19 PPG children were first priority for Maths intervention and an external Maths expert was employed between November and May to give one extra Maths lesson per week to year 11 students. Also in this time HODs were placed on intervention lessons where again the priority was PPG children. In examinations for 2019 the unvalidated P8 measure for PPG children is -1.15, for all children -0.42. The attainment gap between PPG children and all children has reduced from 12.4 points to 11.6 points. Ofsted Feb 2020 reported that disadvantaged pupils have made poor progress over the past 3 years.  Termly on-line records were shared with parents at two Y11 parents’ evenings and follow up meetings with PPG parents who did not attend took place. Use of educational software of PPG students was broadly in line with all students in both 2017/2018 and 2018/2019. | Limited evaluation of Intervention impact of JH/Maths support programme. In 2019-20 there is a need for more rigorous evaluation of impact and responsive planning of work using assessment data and areas of weakness.  In 2019-20 more detailed mapping of PPG support and intervention actions by class teachers trialled in March- May. Develop into a whole school record with increased accountability and evaluation of impact by HOD.  In 2019-20 more rigorous model to be used for any timetabled teacher interventions in PE time (Friday L2/L3) to ensure targeting of gaps are addressed and impact measured over defined time. Monitored by AHT Progress and Intervention.  In 2019-20 map provision across Y11 PPG / Y7 catch up E&M / Y8 PPG E&M underachievement with teacher slots available for intervention. Targeting by HOD working with AHT and impact/evaluation monitored each 8 weeks.  In 2019-20 develop recording of independent work and attendance at study support with incentive scheme to encourage more uptake by PPG. | Maths Intervention £5,250  3HOD – 3 intervention lessons /wk £7,029 |
| Improving access to independent learning resources | SMHW development  Use of GCSE POD  Training for parents on SMHW and GCSE Pod MathsWatch, Vocab express, Educake via parental workshops, interviews and parent evenings.  Revision books purchased for PPG pupils | | Helped pupils organise consolidation work into manageable chunks accessed on smart phones and digital devices improved pupil accessibility, progress and exam results. Over 4000 pods were accessed by PP group. In 2018/2019 the usage continues be in line the use by non-PPG students.  SMHW Improved communication with parents to provide them with more information about how they can support learning at home – continued positive feedback from parent evening surveys. Input to each parents evening, workshop throughout the year  Paper copies available Parental use-age defined as well above average in the 2018-19 SMHW activity report. High numbers of pupils are regularly using SMHW to organise their independent learning (86%)  Revision books only issued to pupils in RE and PE for PPG pupils.  Termly on-line records shared with parents at two Y11 parents evening and follow up meetings with PPG parents who did not attend. Use of Educake, GCSE Pod, Mathswatch and Vocab Express for PPG pupils was in line with non PPG. | Successful strategy – continue to monitor pupil use at review points. Educake Useage and Mathswatch Super 60 completion correlates with success in Science/Maths for specific students.  GCSEPod continues to be a key resource for English Literature and achievement in 9-5 and 9-4 66.7% and 84.6% (PPG 9-5 51.2% and 9-4 63.4%. In 2019-20 use Y11 Focus 5 mentors (and progress leaders after Jan) to follow up pupils/parents where there is a low use-age and support improvement.  KS3 on line package changed to Maths Watch for better transition between KS3 and KS4 work. In 2019-20 Progress leaders will monitor use of Mathswatch of KS3 PPG pupils in their year group and follow up with pupils/parents where there is low usage and support improvement.  In 2019-20 need increased targeting of PPG pupils not using SMHW or with difficulties accessing using new Progress leaders. Offer support in school via KS4 study support/GABS support at KS3. Progress leaders monitor SMHW use for underachieving mentored PPG pupils.  Revision books use not evaluated for PPG subjects and organised by selected subjects. In 2019-20 need whole school organisation and measurement of usage / impact to evaluate effectiveness of this strategy. | SMHW £2,850  GCSE POD, Educake, Mathswatch, Vocab express  Y11 PPG revision books  £2000 |
| Targeting KS3 Support in English and Maths | Focus all intervention support in Literacy and Numeracy on underachieving PP pupils using  Extra English / Extra Numeracy instead of French in Y8 and Y9 for 100 pupils in each year group  Target Y7 pupils with less <100 standardised score for reading or Maths at KS2 – 6 small group booster sessions. Low PP learners to continue Ma support for the year.  Decrease class sizes in Core subjects and in Year 9 to improve achievement | | Extra literacy and numeracy lessons most effective with specialist teachers. Improving levels of progress in Maths and English at KS3: The rise in the average level of progress in English was maintained at the end of KS3 in 2018-19 to 5 sub levels with most progress being made in Y8 and Y9 for all pupils. PPG students are close in achievement to other pupils.  There is minimal gap at Y7 and Y8 in Maths and disadvantaged gap slightly increases to 1 sub level by the end of KS3. However, Ofsted inspectors and SLE observation of T&L evidences low expectations of all pupils and not enough building on prior KS2 knowledge (particularly in Maths)  Replacing a second language with extra literacy or numeracy impacted on 262 Y8 and Y9 Pupils (54 PP)  Coordination of resources for English more effective via new KS3 English co-ordinator and enhanced use of curriculum support resources for Maths using TLR Maths post. English intervention focused on supporting students in developing assessment work and extending their classwork.  - Increased groupings in KS3 English and Maths to 5 groups in each band for Y9. Narrowed PP gap and maintained improvement in English levels of progress at Y9 (see table at Point 7) but less progress made in Y7 across mid/high ability pupils and boys in the larger groups.  Maths attainment data in Y7/8 and 9 show limited progress by low ability boys. Behaviour data in Foundation Maths groups in Y8/Y9 indicates small groups of disaffected boys (including a significant number of PPG pupils) who are not engaging with T&L. | In 2018-19 timetabling of extra English and Numeracy to only Y9 (26 PPG) to replace French due to move to deliver early entry Spanish.  Maths intervention improvement with more specialised staffing (4 out of 6 classes) More targeting of intervention lessons to pre/post maths lesson analysis. English approach changed from creative additional lesson to use English skills in different contexts to SPAG reinforcement and writing skills due to increased pupil numbers. In 2019-20 the intervention lesson needs to have an assessment of work to judge the impact of T&L in this additional lesson  In 2019-20 Baseline and post intervention tracking needs to be embedded and closely monitored by staff /departments delivering intervention to allow closer tracking of PP pupils in intervention Maths and English and impact measurement with report back to AHT (progress and Intervention).  Budget constraints and staffing restructuring are increasing class sizes in 2019-20 especially in Intervention classes in Y8/Y9 although smaller classes sizes had previously contributed some evidence to improving picture in KS3 Maths and English. | 2 additional teachers U3 for extra groups Eng/Ma and Y8/Y9 intervention Ma/Eng 4 lessons/week alternative to 2nd lang. U3  £102,800  Y7 PPG boosters – 4 lesson  2 lessons maths 34,650  2 lessons cover to release Eng staff on rota £1500 |
|  |  | |  | Total Cost | £126,054 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Use of learning mentor and Study Support  Extended use of Curriculum Support at lunchtime and GSBS support after school. | Provide study support for KS3 (2 evenings) and KS4 (5 evenings) to support work across subject areas.  System developed for targeting pupils using staff nominations  Curriculum support area open for pupils at lunchtimes. | | Attendance across subjects developing though many pupils who are underachieving or PP do not attend regularly despite use of text system to PP parents each week.  20 KS3 pupils attend regularly over the 2 nights. Attendance by PPG pupils 30%. Parental support and transport recognised to be key factors to attendance so TA paid for time to walk pupils to Bury interchange.  Support for pupils with complex learning needs and multiple vulnerabilities throughout the year and effective use of the area as a sanctuary. | Review system for invitation and feedback to parents and tracking of attendance at Y11 study support across curriculum areas. In 2019-20 develop incentives for study support attendance along with on line learning. Develop more rigorous monitoring of impact of booster workshops and Focus 5 initiative.  Combine KS3 and KS4 study support after school 3 nights /week.  Mailing invitation with reports showing poor homework record has only been effective with a limited number of pupils. Parental support for learning is the key issue. For 2019-20 action follow up phone calls from pastoral managers/HOY and letter from HT to parents. Use new Progress leaders from Jan 2020 to closely monitor and intervene with PPG pupils needing support with HW. | 40% Learning Mentor services £13,600  Study Support staffing  KS4 & KS3  £7,000 |
| Parental Workshops and pupil mentoring | Increase Y11 Parents evening to October and March  Parental workshops for Y10 parents.  Use of mentoring schemes (Inspired to achieve), Man City and Barclays Life Skills intensive programme.  Support for PPG pupils with progression routes – more intensive support via Positive Steps careers advisor. Support with CV writing, applications and interview skills. | | Increasing parental communication to improve engagement and awareness of the resources and support available and expectations for the independent learning necessary to be successful at KS4.  Extra-curricular opportunities improve pupil engagement with learning and self-esteem. Feedback from student via Barclays and Inspired to achieve evaluations suggest positive impact on focusing pupils on future pathways and increased self-confidence.  Additional support for more vulnerable pupils effective in maintain high % going into education, employment and training. 2017 figure 97% /awaiting 2018 data.  PP pupils financially supported to participate in retreats and curriculum linked trips. | Targeting pupils and follow up individual interviews with parents of underachieving PP pupils when parents don’t attend. Minimal impact on progress with pupils who are harder to reach.  In 2019-20 concentrate more regular phone calls about study support and independent study on Focus 5 underachieving PPG in Y10 and Y11 by named staff who are accountable. Recognise improvements within the incentive strategy for Golden Prom tickets.  Where funding is provided for PPG pupils to take part in trips measurement of impact on learning needs to be embedded into evaluation process and reported back to AHT progress and Intervention. | PP contributions for  trips and visits, uniforms £1,050  Transport to mentoring schemes £210  30% careers Advisor Contract £2,400 |
| Additional Services to meet individual needs of PP pupils | Provision of anger management programmes, Caritas counselling, school attendance officer | | Successful for individual pupils involved but limited in use due to availability. PPG pupils make up 40% of pupils seen by counsellor and 30% of Attendance officer work and have more complex issues to support.  Use of Anger management consultant used with 5 PPG students. Accessed through North Bury Inclusion funding | A need to extend counselling services to increase availability for larger number of pupils experiencing difficulties particularly around mental health. In 2019-20 assess need using PASS survey/Bexall profile and review Counselling service provision. Increased capacity to support CASE and pupils experiencing mental health difficulties with pastoral managers supporting HOY. Review the need for Caritas counselling services.  Limited evaluation of impact of program on behaviour patterns of pupils involved. In 2019-20 make use of SIMs behaviour and passport sanctions to measure the impact of Pastoral interventions. | 40% Caritas £4,800  30% Attendance service £8250 |
| Personalised curriculum – arranging part time college/work experience for hard to reach pupils | 8 Y10/11 PPG students attend part time college courses | | Improving engagement with school and provision of more appropriate curriculum for PPG pupils in KS4  College release enhances their engagement in the rest of the school curriculum and better link to future aspirations. Low NEET figure 2.7% from 2018 | Work experience organisation bankruptcy impact on pupil placements. Liaising with providers restricted to when there was an issue with the pupil or placement to monitor attendance and progress. More regular systematic contact needed and measure of progress at placement needed for 2019-20  Use of careers Advisor and targeted Careers Café sessions effective in supporting future pathways (careers survey Summer 2019) Review changing Bury College offer/alternative curriculum for this sub group at risk of NEETs. | College placements/work experience for PPG pupils £10,300 |
| Development of inclusion centre to develop horticultural work experience | Trial group starting Nov 2018  Review effectiveness and plan further cohorts. | | Alternative curriculum impact resulted in better engagement in school and used as respite for hard to reach pupils. | New Headteacher Sept 2019 with new vision for inclusion and alternative more personalised provision through KS3 and KS4 inclusion managers. | Use of North Bury inclusion funding |
| Host Teens and teenager programme for PPG pupils from St Gabriel’s and North Bury cluster. | Trial group starting Jan 2019.  Review effectiveness and plan further cohorts. | | Outcomes positive for small group of 4 girls ( 2 PPG) – completion of course. | Review North Cluster offer for 2019/20. | Program paid for by North Bury Cluster |
| Curriculum development for more vocational course. Look at expanding for Y9 cohort – Music tech, Graphic design courses and Media. | Imedia and Btec PE and other vocational courses will provide more appropriate alternative curriculum for the needs of the Y9 cohort. | | Increased uptake of ICT course to 36 Pupils including 2 PPG (with 27 Computer Science including 1 PPG) and 23 pupils vocational PE at Y10. Progress outcome for Y11 currently poor progress in iMedia with 5 pupils (4 PPG) offered re-sit of modules where grades less than expected progress. Research of additional KS4 courses led to development of Media Studies for Sept 2019 GCSE course – uptake 59 pupils (9 PPG). | Need to ensure correct allocation of pupils onto ICT course (Ofsted evidence Feb 2019 of 1 higher ability pupil in ICT with a lack of challenge).  Specialist subject CPD training to be delivered to Computer science/imedia teachers and increased QA of T&L with support plans implemented where teaching is RI/inadequate.  GCSE Media popular option choice and oversubscribed – reduced to 59 pupils | Entry cost for vocational courses PE and imedia  £427 |
| Total budgeted cost  Overall planned PPG spend | | | | | £48,487  £199,577 |

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| 1. **Additional detail** |
| Pupils eligible for PP funding at St Gabriel’s 2018-19  This information shows that in 2018-19:  There is no difference in achievement between disadvantaged pupils at Year 7 (1.7 PPG, 1.8 non PPG) and Y8 (3.7 PPG and 3.9 Non PPG) in English and minimal difference in Maths ( Y7 and Y8 difference of 0.5 sub level between Maths PPG and non PPG).  In Y8 and Y9 Maths there is a difference between pupil progress of pupils in receipt of PP funding and other pupils by 1 sub level as they move into the GCSE course.  In English rates of progress are similar for all students by the end of the Key Stage (PPG 4.9 sub levels progress made and Non PPG 5.6) and there is no difference in progress for PPG pupils.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Y7 | Y8 | Y9 | Y10 | Y11 | Total | | Children eligible for PPG | 50 | 49 | 32 | 39 | 43 | **213** | | Including Children and Young People in Care - | 5 | 1 | 2 | 1 | 0 | 11 | | Armed Forces/Service Children - | 0 | 0 | 1 | 0 | 0 | 1 |   **Levels of progress KS3 2018-19**  This information shows that in 2018-2019  The improvement in attainment across the school in A8, Maths and English from 2017/2018 is also replicated in the attainment of PP students (with the Maths attainment increasing markedly). However as the intake has a very high KS2 profile this would be expected. Disappointingly, progress has slipped further. In 2017 children made progress in line with that of other disadvantaged children; in 2018 progress slipped and in 2019 it slipped further. PP pupils remain behind their peers in terms of attainment and progress.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Y7  Non PPG | Y7  PPG | Diff | Y8  Non PPG | Y8  PPG | Diff | Y9  Non PPG | Y9  PPG | Diff | | Number of pupils | 174 | 50 |  | 176 | 49 |  | 184 | 32 |  | | Progress in Maths from KS2 baseline in sub-levels | 1.9 | 1.4 | 0.5 | 3.8 | 3.3 | 0.5 | 5.8 | 4.9 | 0.9 | | Progress in English from KS2 baseline in sub-levels | 1.8 | 1.7 | 0.1 | 3.9 | 3.7 | 0.2 | 5.6 | 4.9 | 0.7 |   **Levels of progress KS4 2018-19**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | All Children | 2016 | 2017 | 2018 | 2019 | | P8 | -0.20 | -0.13 | -0.21 | -0.42 | | A8 | 51.7 | 48.6 | 45.4 | 45.9 | | %E&M 9-5 | n/a | 53.0 | 42.0 | 46.3 | | %E&M 9-4 | 71.4 | 77.0 | 63.0 | 72.1 | | English P8 | -0.26 | 0.18 | 0.12 | -0.08 | | Maths P8 | -0.06 | -0.12 | -0.41 | -0.36 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Disadvantaged | 2016 | 2017 | 2018 | 2019 | | P8 | -0.57 | -0.42 | -0.9 | -1.15 | | A8 | 41.5 | 41.4 | 33.0 | 34.3 | | %E&M 9-5 | n/a | 36.34 | 24.0 | 28.6 | | %E&M 9-4 | 44.7 | 60.6 | 42.0 | 45.2 | |

Pupils eligible for PP funding at St Gabriel’s 2019-20

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| --- | --- | --- | --- | --- | --- | --- |
|  | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
| Children eligible for PPG | 44 | 49 | 48 | 35 | 32 | **208** |
| Including Children and Young People in Care - | 2 | 5 | 1 | 2 | 1 | 11 |
| Armed Forces/Service Children - | 0 | 0 | 0 | 1 | 0 | 1 |