

# Pupil premium strategy statement – St Gabriel’s

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1048
Proportion (%) of pupil premium eligible pupils	22.04%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	<i>Lisa Corrigan, Headteacher</i>
Pupil premium lead	<i>Cheryl Turner, Deputy Headteacher</i>
Governor / Trustee lead	<i>Fiona Robinson, Chair of governing board</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,895
Recovery premium funding allocation this academic year	£58,512
Pupil premium (and recovery premium) funding carried forward from previous years	£29,435
<b>Total budget for this academic year</b>	<b>£291,842</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We intend to mitigate disadvantage so that all of our pupils can engage with and benefit from our school mission and expectations:

### Mission

At St Gabriel's, we are an inclusive Catholic family who embrace diverse identities, faiths and beliefs. We strive to use our God-given talents to serve others and to succeed. The Lord is our strength, which inspires us to make positive contributions to our school community and be valued members of our global society.

### Expectations

Strength to attend prepared and on time every lesson, every day

Serve through respect

Succeed by putting learning first

Our intention is that all pupils, irrespective of their background, prior attainment or the challenges they face, make good progress and achieve high attainment across the curriculum, while living our mission.

Our approach is based on research, which shows that high quality teaching has the biggest impact on attainment of pupils, alongside some targeted academic intervention and pastoral support. We use diagnostic assessment to identify need and offer additional tuition through school and through the national tutoring programme.

Our key principals are;

- All pupils are challenged academically regardless of disadvantaged background
- Targeted academic intervention is offered to mitigate disadvantage
- Pastoral support is offered to mitigate disadvantage

So that all of our pupils can fulfil our school mission.

## Challenges

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

Challenge number	Detail of challenge
1 Strength to attend	<p>Attendance of our disadvantaged pupils is just over 6% lower than the school average attendance.</p> <p>The percentage of disadvantaged pupils who are persistently absent from school is more than double of their peers.</p> <p>The percentage of unauthorised absences of our disadvantaged pupils is more than triple that of their peers.</p> <p>Mental health concerns are increasing among pupils, impacting on their attendance and engagement.</p>
2 Strength to attend prepared	<p>Disadvantage pupils have almost double the amount of recorded incidents of being unprepared through lack of uniform, equipment or homework. This is in comparison to their peers.</p>
3 Strength to attend on time	<p>Disadvantage pupils have just over double the amount of recorded lates to lessons than their peers.</p> <p>The percentage of disadvantaged pupils missing their morning attendance due to lateness is 6 times higher than their peers.</p>
4 Serve through respect	<p>Disadvantaged pupils have just over double the amount of behaviour points than their peers.</p> <p>In English, disadvantaged pupils are more than twice as likely to receive a behaviour point compared to their peers. In Maths they are almost twice as likely to receive a behaviour point.</p>
5 Succeed by putting learning first in Maths	<p>Diagnostic assessment at the start of Year 7 shows that 60% of pupils fall below the standardised average score for Maths. There are 11% more disadvantaged pupils that fall into this category compared to their peers.</p> <p>In 2022 the GCSE Maths results showed 30% less disadvantaged pupils achieved the standard pass. Their progress was on average, a grade below their peers nationally.</p>
6 Succeed in reading and vocabulary	<p>Diagnostic assessment at the start of Year 7 shows that 50% of pupils fall below the standardised average score for vocabulary. There are 13% more disadvantaged pupils that fall into this category compared to their peers.</p> <p>We have a slightly higher proportion of disadvantaged pupils in Year 7 who are not at their chronological reading age compared to their peers.</p>

	Reading ages of all of our year 7 pupils are a challenge as overall 58% are below their chronological reading age.
7 Succeed by putting learning first in Science, Spanish and History.	Disadvantaged pupils in GCSE History, Spanish, Biology and Chemistry achieved on average at least 2 thirds of a grade lower than their peers for progress within school and on average a grade lower than their peers nationally.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Strength to attend prepared and on time every lesson, every day	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>the percentage of disadvantaged pupils who are persistently absent being no more than 10% higher than their peers.</li> <li>Improvement in morning attendance of disadvantaged pupils so the gap between them and their peers reduces to less than 0.5%.</li> </ul> <p>Preparedness for less points to have a minimal gap between disadvantaged pupils and their peers.</p> <p>Late marks to lesson to be reduced to be more in line with peers.</p> <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Serve through respect	<p>Sustained behaviour and high levels of respect by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>A reduction in behaviour points for respect and figures showing a reduced gap between disadvantaged pupils and their peers, especially in English and Maths.</li> <li>English and Maths teachers report a higher level of engagement and respect in the classroom.</li> </ul>

Succeed by putting learning first in Maths	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>At least 70% passing GCSE Maths at grade 4 or above</li> </ul>
Succeed in reading and vocabulary	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. By the end of Year 7, 80% of pupils should be reading at the level of their chronological age
Succeed by putting learning first in Science, Spanish and History.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>A zero progress gap for those subjects when compared to their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, including STAR, MIDYIS and YELIS. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3,4,5,6,7

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access resources. Maths Mastery CPD is being provided for two Maths teachers to disseminate this to others.</p> <p>Interactive boards also purchased for each Maths classroom so that the most up to date resources can be delivered to engage pupils.</p> <p>Maths are working with other schools to enhance learning resources.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Mastery learning can improve progress by 5 months.</p> <p><i>EEF Toolkit</i></p>	<p>1,5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Including recruiting a literacy lead to run the library and deliver accelerated reader to all Year 7 groups.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="http://oup.com.cn">word-gap.pdf (oup.com.cn)</a></p>	<p>1, 2, 4, 5, 6, 7</p>
<p>Cultural experiences in the curriculum so that pupils can fully understand and engage in the learning process, especially English, History and Languages.</p>	<p>Cultural capital is the essential knowledge that children need to prepare them for their future success.</p> <p><i>Ofsted Framework</i></p> <p><i>Marxist theory</i> suggests pupils need middle class experiences to enable them to fully engage in an education system created by the middle class.</p>	<p>1, 3, 4, 7</p>
<p>Votes for schools package for all year groups.</p>	<p>Cultural extension activities are one of the 4 strands of successful support for the most academically able disadvantaged pupils. They open eyes and minds.</p> <p><i>DFE: Research report: University Warwick: Nov 2018</i></p>	<p>1,4,6</p>

Personal Development lesson / Relationship and sex education	Personal Development activities are one of the 4 strands of successful support for the most academically able disadvantaged pupils. <i>DFE: Research report: University Warwick: Nov 2018</i>	1,4
Home learning and recall (SMHW)	Recall home learning activities are shown to add 5 months progress to pupils. Using a platform such as Satchel One, allows parental engagement through home learning too. This is part of a parental engagement programme that can increase progress by a further 4 months. <i>EEF Toolkit</i>	1,2,4,5,6,7
Training to support the delivery of the curriculum.	Behaviour CPD for whole school culture and teaching techniques to engage pupils, build self esteem and therefore support self regulation. This can increase progress by 4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3

most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
GAP Leads – Mentoring and guidance support to diagnose barriers, create goals and support with achievement. Creation of pupil profiles.	Mentoring support can increase progress by 2 months <i>EEF Toolkit</i> Data collected can inform the implementation of the curriculum and specific interventions. <i>EEF Diagnostic Assessment Insight.</i>	1,2,3,4,5,6,7
Breakfast club each morning to check in with pupils and support routines, equipment, homework, and in some cases offer tuition.	Addressing material poverty activities are one of the 4 strands of successful support for the most academically able disadvantaged pupils. <i>DFE: Research report: University Warwick: Nov 2018</i> Limited Cognitive function occurs when pupils do not get enough food or have food insecurity. <i>Psychological Effects of Hunger on Children: American Psychology Association.</i>	1,2,3,
Lunch time homework / revision zone	Recall home learning activities are shown to add 5 months progress to pupils. Providing a space at lunch for those with limited resources / time can mitigate any disadvantage. <i>EEF Toolkit</i>	1,2,3,4
Subject tuition groups	Tutoring can offer an additional 4 months of progress. <i>EEF Toolkit</i>	5,6,7
Literacy and Reading Tutor	Tutoring of reading and literacy can offer an additional 5 months of progress. <i>EEF Toolkit</i>	6,7
Revision materials and workshops	Addressing material poverty activities are one of the 4 strands of successful support for the most academically able disadvantaged pupils. <i>DFE: Research report: University Warwick: Nov 2018</i>	5,6,7



	Parental engagement can also increase progress by 4 months. <i>EEF Toolkit</i>	
Brilliant Club Scholars Program	66% of pupils applied to top third universities compared with 50% in the benchmark group. <i>University of Cambridge 2021 Impact Report</i>	7
Music Tuition for KS4 pupils	Composing and performing music makes up 60% of the GCSE grade, therefore pupils must have the opportunity to do this.	1,3

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

Budgeted cost: **£71,842**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Additional attendance officer to support.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs. <i>Department for Education Report (24 March 2016).</i> Offering emotional and social support can also increase progress by 4 months. <i>EEF Toolkit</i>	1,2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Progressive Masculinity intervention.	Behaviour points and suspensions have reduced following intervention that highlights ways for boys to respond positively in various situations. This intervention also addresses some of the issues surrounding masculinity. <a href="http://progressivemasculinity.co.uk/staff-training/">http://progressivemasculinity.co.uk/staff-training/</a>	1,2,3,4

<p>Spruce intervention to re-engage pupils and build positive relationships.</p>	<p>Mentoring support for pupils can increase progress by 2 months.</p> <p><a href="https://www.thesunnywoodproject.co.uk/educational-outreach-1/spruce">https://www.thesunnywoodproject.co.uk/educational-outreach-1/spruce</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3,4</p>
<p>Team Teach training for pastoral staff to support in de-escalation.</p>	<p>Behaviour CPD for pastoral team, to de-escalate situations and therefore support self regulation. This can increase progress by 4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3,4</p>
<p>Careers Advisor for 1:1 sessions, plus drop ins, plus parent evenings.</p>	<p>60% of research projects provided largely positive findings of educational outcomes. Looking at the impact of different careers education interventions on achievement at GCSE.</p> <p><i>EEF</i></p>	<p>All</p>
<p>Extra-curricular e.g. BSL / D of E</p>	<p>Cultural extension activities and Personal Development are two of the 4 strands of successful support for the most academically able disadvantaged pupils. They open eyes and minds.</p> <p><i>DFE: Research report: University Warwick: Nov 2018</i></p>	<p>All</p>
<p>Service Days</p>	<p>Cultural extension activities and Personal Development are two of the 4 strands of successful support for the most academically able disadvantaged pupils. They open eyes and minds.</p> <p><i>DFE: Research report: University Warwick: Nov 2018</i></p>	<p>1,5</p>

**Total budgeted cost:** £291,842

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.66. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 39.2. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

The progress 8 score of our disadvantaged pupils fell below our expectations, however was a huge improvement on 2019 results, which was -1.16. The gap between disadvantage pupils and their peers in 2019 was 0.9, however this year this has reduced to 0.41. Many of these pupils received additional tuition following their mock and saw their average attainment increase from 24.6 to 47.87.

Absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our GAP leads and additional attendance officer did remove 22 pupils from the Persistent Absence list through mentoring and attendance competitions. These strategies will remain this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year

section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club