

Pupil premium strategy statement – St Gabriel’s Roman Catholic High School

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	1055
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	September 2023 – September 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Simon Braithwaite Headteacher
Pupil premium lead	Cheryl Turner, Deputy Headteacher
Governor	David O’Brien Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,525
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	£17,500
Total budget for this academic year	£249,025

Part A: Pupil premium strategy plan

Statement of intent

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 school mission.

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 and values

Students demonstrate the **strength** to self-regulate their decision and actions, including having the **strength** to attend prepared and on time every lesson, every day.

Students act to **serve** others, treating all staff and peers with respect.

Students strive for **success** by always putting their learning first

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 for the first year of this 3 year plan, through the national tutoring programme.

Our key principals are;

- Teaching and Learning is inclusive and adaptive to mitigate any disadvantage
- 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.

*We believe if you have the **strength** to **serve**, you can **succeed**.*

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 <u>attend</u>	<p>Attendance of our disadvantaged pupils 2022-23 was just over 6% lower than their non-disadvantaged peers. This gap was widening since Covid and in December 2023 was 9.5%. This has reduced over the last 12 months, however there is still a gap of approx. 4.2%.</p> <p>The percentage of disadvantaged pupils who are persistently absent from school was 25% higher than their non-disadvantaged peers at the start of 2023-24, this gap has reduced, however there is still a gap of approx. 15%.</p> <p>The percentage of unauthorised absences of our disadvantaged pupils was 8.4% compared with 1.8% for their non-disadvantaged peers at the start of 2023-24, which has reduced to 3%, however is still double that of their advantaged peers.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and their absenteeism in many cases is linked to anxiety and self-confidence issues. In Year 11 last year, 83% of disadvantaged pupils were persistently absent, leading to a negative progress of - 0.75.</p>
2 Strength to attend <u>on time</u>	<p>Observations and attendance code data this time last year showed that 2.7% of attendance codes for disadvantaged pupils are "U" meaning they are late after morning registration has closed. This is in comparison to 0.5% for their non – disadvantaged peers. This has also reduced to 1.7%, however is still more than double their advantaged peers.</p> <p>Analysis of behavior data has shown that disadvantaged pupils are twice as likely to be late to lesson compared to their non-disadvantaged peers. This leads to missed learning time and therefore lower academic outcomes.</p>
3 Strength to attend <u>prepared</u>	<p>Observations and data has shown that disadvantaged pupils are not as prepared for learning as their non-disadvantaged peers. This includes not having the correct uniform, equipment or homework completed to access the lesson fully and achieve their full potential. Disadvantaged pupils are 1.5 times more likely not to be prepared.</p> <p>Discussions with pupils and their families has shown that disadvantaged pupils are also less likely to complete revision, which is often set as homework, therefore not achieving their full potential.</p>
4 Serve through <u>respect</u>	<p>Our observations suggest more disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, leading to double the amount of behaviour incidents than their non -disadvantaged peers.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, and low self-esteem.</p>

	These challenges particularly affect disadvantaged pupils, including their ability to self-regulate and concentrate, therefore impacting their attainment.
5 Succeed by putting <u>learning</u> first	<p>In Maths in September 2023, diagnostic assessment at the start of Year 7 showed that 71% of Year 7 disadvantaged pupils are below the national standardised score, which is 14% higher than their non-disadvantaged peers.</p> <p>Diagnostic assessment at the start of Year 7 showed that 56% of disadvantaged pupils fall below the standardised average score for vocabulary, which is 12% higher than their non-disadvantaged peers.</p> <p>Diagnostic reading age assessments also showed that 83% of disadvantaged pupils are below their chronological reading age.</p> <p>More recent data has shown reading ages of disadvantaged pupils are on average, 1 year behind their advantaged peers. This is with the exception of Year 10, who are in line with each other due to additional reading interventions offered last year.</p> <p>GCSE data analysis, pupil feedback and discussions with families following internal assessments has shown that disadvantaged pupils are more likely to leave exam questions blank because they were not confident or did not understand what the question was asking.</p> <p>The 2023 GCSE data shows that in 10 out of 24 subjects, less than 50% of disadvantaged pupils achieved a standard pass. This was 2/24 subjects for their non – disadvantaged peers. The gap between disadvantaged pupils and their non -disadvantaged peers was largest in Music, Media, English, History, Food and Nutrition, Maths, Computer Science, Separate Science and GCSE PE. The progress of disadvantaged pupils in Geography, Psychology and Design Technology was also a grade lower than national results.</p> <p>The overall Attainment 8 for disadvantaged pupils in 2023 was 31.87, which was 15.85 lower than their non-disadvantaged peers.</p> <p>The overall progress 8 for the 2023 cohort was -0.79 and had a gap of -0.64 between disadvantaged pupils and their peers.</p> <p>In 2024, the Year 11 cohort was smaller, with slightly lower starting points. The data showed some improvements as outlined in the evaluation, however GCSE outcomes in terms of both attainment and progress were still significantly below expectation, with a progress gap of -0.66.</p>

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
<p>Strength to <u>attend on time</u>:</p> <p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • An increase in attendance so that the attendance of disadvantaged pupils will be above 92%, with a gap between them and their non-disadvantaged peers of no more than 4%. • the percentage of disadvantaged pupils who are persistently absent being no more than 10% higher than their non-disadvantaged peers. • Unauthorised absences of disadvantaged pupils to be in line with their non-disadvantaged peers. • Improvement in morning attendance of disadvantaged pupils so the gap between them and their peers reduces to less than 0.5%.
<p>Strength to attend <u>prepared</u>:</p> <p>To achieve an increase in class and homework participation for our disadvantaged pupils.</p>	<p>By the end of our strategy in 2025/26 disadvantaged pupils' sanctions for uniform, equipment, lateness to class and homework will be in line with their non-disadvantaged peers.</p> <p>Teacher reports, class observations and assessments suggest disadvantaged pupils are more engaged in their learning and are revising more often.</p>
<p>Serve through <u>respect</u>:</p> <p>To achieve an increase in wellbeing and self-regulation among our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high levels of self-regulation by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Teacher reports and class observations suggest disadvantaged pupils are more engaged and able to monitor and self-regulate their behaviour. • a reduction of behaviour sanctions, so that they are more in line with their non-disadvantaged peers.
<p>Succeed by putting <u>learning</u> first:</p> <p>To achieve improved attainment among disadvantaged pupils across the curriculum at the end of KS4,</p>	<p>Observations show that lessons focus on the understanding of keywords and decoding of exam questions.</p> <p>Assessments and teacher feedback show that less questions are being left blank in mock examinations.</p> <p>By the end of our plan in 2026, KS4 outcomes demonstrate that:</p> <ul style="list-style-type: none"> • At <u>least</u> 60% of disadvantaged pupils achieve a standard pass in all subjects

especially in English, Maths and Science	<ul style="list-style-type: none"> At <u>least</u> 40% of disadvantaged pupils achieve a 5+ in English, Maths and Science The gap in in a standard pass between disadvantaged pupils and their non-disadvantaged peers is below 15% in all subjects, especially in Music, English, History, Food and Nutrition, Maths, Computer Science, Separate Science and GCSE PE. The attainment 8 score has increased to at least 40 The progress 8 gap between disadvantaged pupils and their peers has reduced to 0.25
<p>Succeed by putting <u>learning</u> first:</p> <p>Improved reading comprehension among all pupils, especially the disadvantaged</p>	<p>By the end of our strategy in 2025/26:</p> <ul style="list-style-type: none"> 75% of pupils will be at their chronological reading age The gap between disadvantaged pupils at their chronological reading age and their non-disadvantaged peers will be less than 5%. <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

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: **£80,896**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,4,5
Development of our TEACH model to support teaching and learning in the classroom. This will include teacher release for CPD, to research, observe and support. Also to work with other schools in the Trust.	TEACH stands for Tailored planning, explicit instruction, assessment, climate for learning and high expectations. Supporting disadvantaged learners... Durrington Research School Teaching and Learning Toolkit EEF	5

<p>Improving literacy and reading in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This includes accelerated reader in our Year 7 curriculum, Phonics, reading development programmes and staff training.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>EEF Reading comprehension strategies</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p>	1,4,5
<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 create Our Maths Methods to support with application of Maths skills in all subjects. We will also fund staff training from specialists with positive progress outcomes.</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: Teaching mathematics at key stage 3</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>Improving Mathematics in Key Stages 2 and 3</p>	1,4,5
<p>Enhancement of our home learning agreement and resources in line with EEF guidance. This includes an online homework platform where parents can access home learning set and pupils can complete additional learning as part of revision. Packages include GCSEPod, LanguageNut and Sparx Maths. It also includes staffing of the before, lunch and after school home learning drop in sessions.</p>	<p>The EEF guidance explains how 5 additional months progress can be made with secondary pupils through home learning. This is increased further when digital technology is used.</p> <p>EEF Homework Strategies</p>	1,2,3,4,5
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can</p>	3,4,5

	have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	
Ensuring resources are deployed to enable our curriculum to be inclusive and therefore any disadvantage mitigated. This includes providing ingredients, practical music lessons or instruments, equipment, funding support for curriculum trips and a democracy package that allows pupils to discuss up to date events.	The “Cost of the school day” examines how pupils can become disengaged from school when they are unable to access the curriculum due to poverty. To achieve well, pupils need to fully access all aspects of the curriculum. Music education in schools including reference to the cost of a school day / Lords library	1,3,4,5

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

Budgeted cost: **£62,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme (Year 1) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Year 2 - Maths tutor to support disadvantaged with gaps in learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving pupils. Small group tuition Teaching and Learning Toolkit EEF	1,3,4,5
Developing reading interventions linked to specific reading needs and delivered by teaching assistants and teachers.	Interventions targeted at specific needs can be an effective method to support pupils with low reading ages for their chronological age. One to one tuition Teaching and Learning Toolkit EEF In England, positive effects have been found in studies where teaching	1,3,4,5

	<p>assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	
<p>Academic parental meetings with pupils at risk of not achieving a standard pass in English and / or Maths, with demonstrations of revision strategies. A further parental engagement plan to be created during year 2.</p>	<p>Parent engagement can increase outcomes by 4months.</p> <p>Parental engagement EEF</p>	5
<p>Ensuring alternative provision for a few pupils provides both academic tutoring in small groups and social skills training.</p>	<p>Social skills interventions are found to have high impact on a pupils self regulation, allowing them to engage with learning more. Combine this with small group tuition, there is positive evidence that it can support academic outcomes.</p> <p>https://youthendowmentfund.org.uk/toolkit/</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,4, 5

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

Budgeted cost: **£105,629**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. An additional attendance officer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,2,5

has been appointed to improve attendance.		
Recruitment of a school counsellor and adoption of cognitive behaviour therapy for specific pupils who require support regulating their behaviour and emotions.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4,1,5
Establishment of Gateway to support the attendance / transition of pupils with long term absences.	There is a need to put new initiatives in place to support attendance of pupils who have had long term absences. The importance of attendance Children's Commissioner for England	1
Ensuring all pupils have access to breakfast each day.	There is some evidence in the DFE Breakfast club evaluation to show that pupils who attended did have higher levels of concentration and therefore behaved better and were better prepared for learning.	3,4
Ensuring all pupils have access to extra curricular experiences such as the Arts, sports and British Sign Language.	<p>As well as being valuable in itself, extra curricular participation can have a positive impact on social skills, attendance and outcomes.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>An unequal playing field report (Social Mobility Commission)</p>	1,4,5
Continuing to ensure that appropriate mentoring and support can be offered to keep NEET figures below national. This includes the services of an independent careers advisor.	<p>The NEET figures at St Gabriel's have been below national figures for a number of years, so we continue to use the services of positive steps to provide independent advice and guidance. Pastoral and senior leadership mentoring supports outcomes, which supports the low NEET figures.</p> <p>Mentoring EEF report</p>	

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

Total budgeted cost: £249, 025

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 2023-2024 academic year, drawing on national assessment data and our own internal assessments. This is the end of our first year of a three-year strategy plan, we have highlighted areas of improvement and where we have made additions or alterations to the original strategy plan.

Our Year 11 cohort last year was 30 pupils, who were significantly impacted by Covid and school / bubble closures during KS3. We were expecting a slight dip in progress with this cohort, however the results are in line with last year.

The Year 11 results showed that our disadvantaged strategy over the last 5 years has slightly increased the progress 8 of disadvantaged pupils from -1.16 in 2019 to -0.75 in 2024. The gap between our disadvantaged pupils and their non-disadvantaged peers has narrowed from 0.9 in 2019 to 0.66 in 2024.

This year, we have seen an increase in progress of disadvantaged pupils in 12 subjects, with 8 of these having a positive progress score, this was only 2 subjects last year. We saw an increase in progress 8 of 0.83 between the first mock and final results, based on the targeted interventions and mentoring put in place. We are therefore continuing with our school lead interventions, tuition and mentoring. We also saw disadvantaged pupils in hospitality progress 0.49 more than they did in their other subjects, as we removed their barrier and provided them with the ingredients they needed. We will continue to pay for ingredients and music lessons to mitigate disadvantaged this year.

Year 11 pupils who received external tuition last year increased on average by 2 grades in that specific subject. We used the NTP funding last year, however this year this funding has been removed. Due to the impact recorded, we are continuing with tuition this year, with a focus specifically on Maths. We have chosen Maths as this is one of the subjects that disadvantaged pupils progressed in the least. We are using disadvantaged funds to pay for an in-person tutor 4 hours a day, 4 days a week to deliver intense Maths tuition to 4 groups of a period of 3 weeks. So far, the impact has ranged between an average increase of 7% for Year 10 and 35% for Year 9. The specific content is based on the QLA of their most recent Maths assessment.

Attainment 8 of the 2024 cohort was 31.78, which is below National, however the gap between disadvantaged pupils and their peers did narrow by 1.08 attainment points. We are going to continue with mentoring as the results last year saw an average increase of 13.6 attainment points during the time a pupil was mentored. This mentoring included demonstrations of revision techniques and this year will focus more on pupils who need to improve their Maths grade. We also saw an increase in 6 attainment points, on average, for Year 11 pupils in receipt of support from our school

counsellor. Our counsellor has now supported the mental health of over 100 pupils, which is contributing positively to the attendance of pupils.

We acknowledge that despite the improvements recorded, the progress and attainment of our Year 11 pupils in 2024 was significantly below expectation and have made additions to our plan this year. One addition, is a focus on our TEACH model, based on academic research to enhance teaching and learning. This model was created as a whole staff team following some staff partaking in NPQ's and school visits, leading to further research and collaboration of proven teaching strategies.

We also acknowledge that although attendance since September this year has improved and the gap has halved between disadvantaged pupils and their peers, 83% of last year's Year 11 disadvantaged cohort were persistently absent and this impacted significantly on their progress. Our second addition to the plan this year is the introduction of Gateway. This is a small centre on the school site, with 4 rooms, a bathroom and close to an external gate. Pupils who have been absent from school long term are invited into the centre on a 12-week programme to build up their confidence and academic skills to return to the classroom. Initial evidence from the 6-week reviews has shown on average, a 44.35% increase in attendance.

In 2024, we had an increase of 9.69% in disadvantaged pupils achieving strong passes in Maths and English, however the percentage of pupils achieving a standard pass declined and was significantly below the National expectation. Our third addition to our disadvantaged strategy plan this year is more parental engagement with parents of pupils at risk of not achieving a standard pass in English and Maths. This will involve parental meetings after each mock assessment and where needed, demonstrations of the revision resources available. The change in how we deliver external Maths tuition will also support with increasing these results.

Last year we had a professional development focus on literacy and reading, which we believe has impacted positively on the improvements noted from the start of Year 11 until the final exams (increase in progress of 0.83). In addition, we introduced phonics targeted reading interventions towards the end of the year. There was a delay in appointing a staff member to deliver these interventions, however Year 10 now have almost no gap in reading ages between disadvantaged pupils and their non disadvantaged peers. We have been able to increase the reading interventions this year using unallocated teaching staff to bring other year groups in line with their peers.

For the third year we have participated in the Scholars programme to support our disadvantaged high attaining pupils in Year 10. Two of our pupils secured a 1st, 4 secured a 2:1, 5 a 2:2 and 2 a 3rd. One of our pupils has been chosen to be published in the Scholars journal.

Last year we had a new Headteacher and two new Deputy Headteachers, during a period of transition to a new Trust wide MIS system. This unusual scenario created the need for additional training and procedures, which negatively impacted on the attendance and behaviour statistics at the start of the year. Once the training had taken place, we saw improvements in statistics and this has become more embedded as we

have started this new academic year. Current data is showing attendance of disadvantaged pupils 4.2% lower than their peers, which was double at the start of last year. Suspensions have also reduced.

We look forward to mitigating disadvantage and further closing the gap for our pupils this academic year, which is year 2 of our 3-year strategy plan.

Externally provided programmes

Programme	Provider
The Scholars Programme	Brilliant Club
Spruce (Now called SPACE)	Sunnywood project
Progressive Masculinity	Progressive Masculinity – Mike Nicholson