

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	1036
Proportion (%) of pupil premium eligible pupils	26.3%
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Simon Braithwaite Headteacher
Pupil premium lead	Cheryl Turner, Assistant Headteacher
Governor	David O'Brien Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,670
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£280,670

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 attend	<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 the gap remained just over 6% at the end of the 2025 academic year.</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 very slightly, however there was still a gap of approx. 23% at the end of the 2025 academic year.</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. At the end of 2025 this had reduced to 6.8%, however was still 4.5% above their 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 in 2024, 83% of disadvantaged pupils were persistently absent, which has improved slightly in 2025 to 76%, however this is still 40% below their more advantaged peers explaining the average attainment points being 16 lower.</p>
2 Strength to attend on time	<p>Attendance code data showed that the percentage of late marks for disadvantaged pupils in 2022-23 was 9.14%, which has reduced to 4.87% at the end of 2025. This remains a challenge as it is 2.27% higher than 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 prepared	<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 respect	<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. These challenges particularly affect disadvantaged pupils, including their ability to self-regulate and concentrate, therefore impacting their attainment.</p>
5 Succeed by putting learning 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>2023 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>2023 Diagnostic reading age assessments also showed that 83% of disadvantaged pupils are below their chronological reading age.</p> <p>2025 data has shown an improvement in reading age data, however 48% of disadvantaged pupils remain below their chronological reading age.</p> <p>Recent GL assessments show that scaled scores in Maths for Year 8-10 are on average 4.2, below their advantaged peers, with the largest gaps being in Year 8 and 9.</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 disadvantaged cohort was -0.79 and had a gap of -0.64 between disadvantaged pupils and their peers.</p> <p>In 2025, the data showed some improvements as outlined in the evaluation, however GCSE outcomes in terms of attainment and were still below expectation.</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 attend on time: 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 prepared: 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 respect: 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 learning first: 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: **£98,896**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,4,5
<p>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.</p>	<p>TEACH stands for Tailored planning, explicit instruction, assessment, climate for learning and high expectations.</p> <p>Supporting disadvantaged learners... Durrington Research School</p> <p>Teaching and Learning Toolkit EEF</p>	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:</p> <p>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:</p> <p>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:</p> <p>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 have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	3,4,5

<p>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.</p>	<p>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.</p> <p><u>Music education in schools including reference to the cost of a school day / Lords library</u></p>	<p>1,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving pupils.</p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p>	<p>1,3,4,5</p>
<p>Developing reading interventions linked to specific reading needs and delivered by teaching assistants and teachers.</p>	<p>Interventions targeted at specific needs can be an effective method to support pupils with low reading ages for their chronological age.</p> <p><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><u>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</u></p>	<p>1,3,4,5</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.	Parent engagement can increase outcomes by 4months. Parental engagement EEF	5
Ensuring alternative provision for a few pupils provides both academic tutoring in small groups and social skills training.	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. https://youthendowmentfund.org.uk/toolkit/ Small group tuition Teaching and Learning Toolkit EEF	1,4, 5

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

Budgeted cost: £111,274

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 has been appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,2,5
<p>Recruitment of a school counsellor and adoption of cognitive behaviour therapy for specific pupils who require support regulating their behaviour and emotions.</p>	<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</p>	4,1,5

	<p>and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	
Establishment of Gateway to support the attendance / transition of pupils with long term absences.	<p>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</p>	1
Ensuring all pupils have access to breakfast each day.	<p>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.</p>	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.	<p>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.</p>	All

Total budgeted cost: £280,670

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 2024-2025 academic year, drawing on national assessment data and our own internal assessments. This is the end of our second year of a three-year strategy plan.

The Year 11 results in 2024 showed that our disadvantaged strategy over the previous 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 progress 8 has not been a national measure, so we focus on attainment. Our 2025 Year 11 cohort saw an increase of 1.35 attainment points on the 2023 cohort for attainment 8. Attainment 8 is now 33.22.

In 9 subjects, at least 60% of pupils secured a grade 4 or higher in 2025, which was 3 more subjects than in 2023.

The percentage of disadvantaged pupils achieving 5+ in English and Maths increased by 7.76% from 2024 and 16.93% from 2023. At 4+, there was a dip in 2024, however an increase of 15.67% this year. These pupils were prioritised for both tuition and parental meetings following the first Year 11 mock. This will continue this year.

Year 11 Maths tuition will continue to take place after school with Maths teachers, each session being targeted to specific pupils gaps from their question level analysis in their mocks.

Maths tuition delivered by the Tutor Trust will also continue to take place this year. Last year 116 pupils benefitted from an intensive 3 week program, 1 hour a day, 4 days a week. The focus was their previous topic if they did not perform as expected and progress tests were repeated following the tuition, showing an average of 20% increase in test scores. For Year 11 specifically, there was an increase of 1.1 grades between mock 1 and the final GCSE.

Attendance improvements have also supported the slight increase in results, in Year 11 in 2024, 83% of disadvantaged pupils were persistently absent, which has improved slightly in 2025 to 76%. Attendance overall for disadvantaged pupils has increased 4.56% last year to 85.61%. This is still not as high as we would expect, however the gap has closed to 6.49% compared with 10.71% 2023-24. We are therefore continuing with the second attendance officer and keeping Gateway open. Gateway supported 16 pupils last year, on average increasing their attendance by 5.66%. One pupil's attendance increased by 69% and achieved an attainment 8 of 44 after being a school non attender in September 2024.

Attendance increase has further been supported by our school counsellor and trauma informed pastoral managers. They gave pupils the support network to attend despite severe trauma and the average A8 of the pupils in Year 11 they were working with was 48.

Last year we used unallocated teaching staff to deliver our reading interventions, alongside a reading focus within form time and subjects. The recent reading tests have shown an increase of 35% in disadvantaged pupils that are now at their chronological reading age. From 17% in 2023 to 52% in 2025.

Maths teachers are sharing that more disadvantaged pupils are engaging with homework than previously and they believe this is due to Sparx Maths online homework becoming more embedded. Sparx Maths figures show 63% of disadvantaged pupils are now engaging with their homework. This is only 11% lower than their advantaged peers, which staff voice states is an improvement on pre online homework. This success has lead to the introduction of SparxScience.

During this year we have created a more effective way to track extra curricular engagement. Our data shows on average each pupil engages with 0.97 activities, with our disadvantaged pupils engaging with a slightly higher number of 1.08. This is partially linked to BSL being offered to all Year 7 and our new Year 7 Leadership Challenge.

For the fourth year we have participated in the Scholars programme to support our disadvantaged high attaining pupils. This year we chose Year 8 as that is the year group who were struggling the most with learning behaviours. All pupils graduated, four with a 1st, five secured a 2:1, four a 2:2 and two a 3rd.

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

Externally provided programmes

Programme	Provider
The Scholars Programme	Brilliant Club