



ST GABRIEL'S CATHOLIC
VOLUNTARY PRIMARY ACADEMY

Pupil Premium Strategy Statement: 2018/19

Name of school: St Gabriel's Catholic Primary School

1. Summary information					
School	St Gabriel's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£100, 320	Date of most recent PP Review	Oct 2018
Total number of pupils (Not including Nursery)	203	Number of pupils eligible for PP	76 pupils 37%	Date for next internal review of this strategy	Oct 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	22.2%	67%
% achieving expected standard or above in reading	55.6%	75%
% achieving expected standard or above in writing	44.4%	78%
% achieving expected standard or above in maths	27.8%	75%

KEY STAGE 2 2018 St Gabriel's RC Primary

2018 National Data is 2017
2018 not available till Sep18



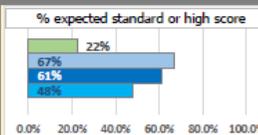
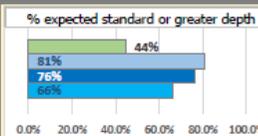
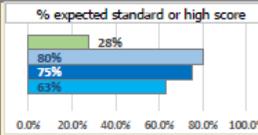
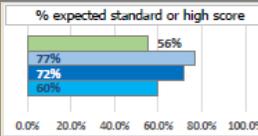
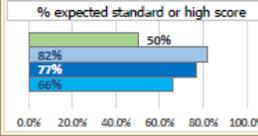
Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2018		
No. of pupils		Boys	Girls	Total
School	Disadvantage	13	15	28
Disadvantaged pupils characteristics:	SEN	9	9	18
	EAL	1	2	3
	LAC	0	0	0
SPaG* TEST	School Dis	77.8%	22.2%	50.0%
	National Other	78.0%	86.0%	82.0%
	GAP School Dis vs National Other	-0.2%	-63.8%	-32.0%
	National All	73.0%	81.0%	77.0%
	National Dis	61.0%	72.0%	66.0%
READING TEST	School Dis	66.7%	44.4%	55.6%
	National Other	74.0%	80.0%	77.0%
	GAP School Dis vs National Other	-7.3%	-35.6%	-21.4%
	National All	68.0%	75.0%	72.0%
	National Dis	56.0%	64.0%	60.0%
MATHS TEST	School Dis	55.6%	0.0%	27.8%
	National Other	80.0%	80.0%	80.0%
	GAP School Dis vs National Other	-24.4%	-80.0%	-52.2%
	National All	75.0%	75.0%	75.0%
	National Dis	63.0%	64.0%	63.0%
WRITING TA	School Dis	55.6%	33.3%	44.4%
	National Other	76.0%	87.0%	81.0%
	GAP School Dis vs National Other	-20.4%	-53.7%	-36.6%
	National All	70.0%	82.0%	76.0%
	National Dis	58.0%	74.0%	66.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	44.4%	0.0%	22.2%
	National Other	64.0%	71.0%	67.0%
	GAP School Dis vs National Other	-19.6%	-71.0%	-44.8%
	National All	57.0%	65.0%	61.0%
	National Dis	43.0%	52.0%	48.0%

KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally

■ School Dis ■ National Other
■ National All ■ National Dis



* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

St Gabriel's RC Primary

KS1 2014 - KS2 2018



Pupil Premium Analysis - diminishing the difference

KS1-KS2 Progress Scores

PERFORMANCE DATA Progress Scores		2018		
No. of pupils		Boys	Girls	Total
Pupil Premium	PP	13	15	28
Pupil Premium pupils characteristics:	SEN	9	9	18
	EAL	1	2	3
	LAC	0	0	0
READING TEST	School Disadvantage	-1.45	-1.39	-1.42
	National Other	-0.10	0.70	0.33
	GAP School Dis vs National Other	-1.35	-2.09	-1.75
	National All Pupils	-0.10	0.40	0.00
	National Dis	-1.00	-0.50	-0.70
WRITING TA	School Disadvantage	-2.84	-2.99	-2.91
	National Other	-0.70	1.00	0.10
	GAP School Dis vs National Other	-2.14	-3.99	-3.01
	National All Pupils	-0.80	0.80	0.00
	National Dis	-1.10	0.60	-0.30
MATHS TEST	School Disadvantage	-3.36	-6.83	-5.09
	National Other	0.90	-0.40	0.20
	GAP School Dis vs National Other	-4.26	-6.43	-5.29
	National All Pupils	0.60	-0.60	0.00
	National Dis	0.10	-1.10	-0.50

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

■ School Dis ■ National Other
■ National All ■ National Dis



Pupil Premium Analysis - progress of Pupil Premium by PAG Group

PERFORMANCE DATA Progress Scores		2018		
		Boys	Girls	Total
No. of pupils		13	15	28
Pupil Premium	PP	9	9	18
Pupil Premium prior attainment:	PAG Low	1	2	3
	PAG Middle	7	7	14
	PAG High	1	0	1
READING TEST	Disadvantage	-1.45	-1.39	-1.42
	Dis PAG Low	3.15	1.12	1.79
	Dis PAG Middle	-1.92	-2.10	-2.01
	Dis PAG High	-2.72		-2.72
WRITING TA	Disadvantage	-2.84	-2.99	-2.91
	Dis PAG Low	-0.83	-5.44	-3.90
	Dis PAG Middle	-3.16	-2.29	-2.73
	Dis PAG High	-2.60		-2.60
MATHS TEST	Disadvantage	-3.36	-6.83	-5.09
	Dis PAG Low	-0.31	-2.27	-1.62
	Dis PAG Middle	-3.51	-8.13	-5.82
	Dis PAG High	-5.32		-5.32

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Weak language and communication skills / Difficulties in basic literacy and numeracy skills. There is a need to make accelerated progress in core Literacy and Numeracy skills so that the gap with peers is diminished and pupils are secondary ready.
B.	Pupils enter Nursery with low academic attainment and poor social skills development - their starting points are below National average for age-related expectations in the Early Learning Goals.
C.	Social and emotional issues prevent pupils working to their true potential on a daily basis.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance / poor punctuality rates for PP individuals and families
E.	Complex home lives (single parent families, lack of positive role models, family stress and low resilience, poverty and deprivation) Some pupils have very limited life experiences. Some parents do not prioritise education as being an important factor in their child's development due to their own experiences of school.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Personalised plans will be formulated for all PP pupils, identifying specific barriers and indicating the required intervention/ focused support to address barriers to learning. The impact of the support and interventions will be recorded. The plans will be reviewed termly and pupils progress will be recorded and monitored through the PPG tracker.	Specific targets are set for individual PP pupils and progress against these are monitored at least termly, on the PPG tracker. Any stalling in progress or where support is not meeting needs will be identified and adjusted/changed as required. Pupils diminish the difference in any gaps in their learning to other pupils
B.	Improved language & communication, reading, writing and maths skills in EYFS to ensure gaps are closed at the point of entry to school.	PP pupils in EYFS identified on entry and targeted for support through appropriate modelling of play and language. Track progress of PP children through online Early Excellence tracker and provide the children with a range of opportunities to work on the prime areas of learning.
C.	Higher attaining PP pupils convert to Greater Depth or Higher Standards in reading, writing and maths in KS1 and KS2.	Potential pupils identified through PPG tracker for additional support / challenge through focused intervention. Staffing used to provide support to specific groups with more targeted differentiation, both HA and LA
D.	Address issues effecting PP children's emotional and mental well-being so that pupils and their families feel well supported by school and any barriers to learning aim to be reduced through effective support. Raise the profile of social and emotional well-being through a dedicated wellbeing week across school with contributions by outside agencies.	School employ a counsellor through The Junction, who works with identified children on an individual needs basis. Drop in sessions with the counsellor are available for all children to access to discuss worries or concerns. School are able to signpost families to support through Stronger Families and Early help provision - this will improve outcomes for families which will have a positive effect on the engagement of the pupils in school. Wider agencies such as school nursing service, The Link, The Junction, Future Steps, Harbour and My Sisters Place also used. Through a pupil questionnaire we will be able to evaluate the impact of social and emotional work.
E.	Improved attendance and punctuality for PP pupils including improved pupil and parental attitudes. Inconsistent	Improved attendance for PP pupils so that it is in line with the school expectation. School will challenge absence levels and punctuality. No persistent absenteeism of PPG pupils to ensure barriers to learning are tackled.

	<p>Attendance, in particular lateness, contributes to gaps in learning and the need to 'catch up'. Parents are informed of attendance termly at parent's evenings.</p>	
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5. Planned Expenditure					
Academic Year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B/C/D	The attainment and progress gaps between PPG and non-PPG pupils is diminished. Effective questioning, precise, timely and effective feedback and focused support for individual children or small groups.	Curriculum is well resourced to compliment teaching and to provide a wealth of opportunities and experiences for our pupils in and outside of the classroom. High quality teaching and feedback in smaller groups with some 1 to 1 support throughout school diminishes the difference in pupil's attainment by effectively addressing gaps in learning. Education Endowment Foundation evidence The outcomes reflect a curriculum which engages, motivates and effectively supports pupils learning. We ensure that there is no area of our curriculum provision that pupils are prevented from accessing due to financial, family or social and emotional barriers.	Frequent monitoring of PP pupils performance. Termly monitoring of the PPG tracker by SLT. Interventions are recorded and adapted after termly reviews of impact. Standards meetings termly.	LP ST MB	Termly pupil progress meetings. Assessment timetable for PPG tracker. PPG lead reviews and enquiry walks will assess outcomes.

ii. 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?
A/B/C PP pupils from middle to high prior attaining groups make good progress to secure higher levels in reading, writing and maths.	High quality intervention, feedback and support quickly addresses gaps and secures understanding. High staffing levels ensure that small group intervention and 1 to1 support is timely and has greatest impact.	Feedback in small groups or 1 to 1 throughout school ensures that identified pupils receive effective support. Effective use of Teaching Assistants involved in the planning, delivery and assessment of learning sequences to close gaps in learning. Teaching Assistants attend all relevant CPD and weekly team meetings to support planning, teaching & learning.	Frequent monitoring of PP pupils performance. Termly monitoring of the PPG tracker by SLT. Interventions are recorded and adapted after half termly reviews of impact. Standards meetings termly. Weekly monitoring and evaluation meetings between teams to discuss progress against targets. Provide quality training.	All Staff	Team meetings and termly reviews. Subject leader's reviews include PP outcomes. Timetables PPG enquiry walks with literacy / maths leads.
E Improved attendance for PP pupils to be in line with 96% expected.	Quickly respond to attendance issues through weekly tracking / monitoring by office and swift implementation of attendance procedures. Use of Breakfast club	High levels of attainment, progress and engagement in school are supported by at least good attendance. Parents are supported to improve attendance. Pupils are ready for learning and good routines are established.	Weekly attendance monitoring by office informs HT and attendance monitoring staff. Attendance issues discussed during monthly safeguarding reviews and all actions on chronology on cpoms. Parents directed towards relevant support. Families at risk identified and pupils offered breakfast club Individual PP children at risk with poor attendance patterns tracked and swift intervention.	All staff	Ongoing

iii. Other approaches					
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?
D Address emotional and mental well being issues which may be impacting on pupil's engagement and progress in school.	Counsellor employed for 1 day a week to provide 1:1 support for identified issues and for drop in sessions as needed.	Children are not equipped to learn effectively if they are not also emotionally prepared. Skills such as resilience, determination and concentration are impaired by stress and anxiety. Pupil's self-esteem and issues (in school and/or at home) need to be effectively addressed for effective learning and progress to take place.	Monthly safeguarding audit tracks the services / interventions used to support vulnerable pupils. Regular update meetings and assessment reviews with councillor Review of pupil voice responses to monitor success and inform further action.	LP	Ongoing As and when after programme of support for pupil has finished.
D/E Support families with home issues which may be impacting on PP pupil's academic and pastoral progress.	Use of Early Intervention worker who will work with targeted families. Families can then be signposted to specific support channels if required.	Pupils who are not emotionally prepared are not ready to be taught. This is evident in results at the end of KS2. Some parents are not able to provide adequate / appropriate support to their child school and require guidance / support with this.	Use of Early Intervention agencies to support PP families with specific issues. HT / attendance / SENDCo and agencies will work together to provide effective and timely support.	LP	Ongoing