

Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Gabriel's CofE Academy
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	14.8% (School) 21.5% (Warwickshire) 24% (National)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andrew Taylor Headteacher
Pupil premium lead	Michael McCormick Deputy Headteacher
Governor / Trustee lead	Claire Dixon - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,825
Recovery premium funding allocation this academic year	£5,147.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,972.50

Part A: Pupil premium strategy plan

Statement of intent

2021-2022- 35 children, 20 boys and 15 girls, 8 are SEND, 6 new to school.

2022-2023- 40 children 23 boys and 17 girls, 8 are SEND, 9 new to school.

2023-2024- 53 children 29 boys and 24 girls, 14 are SEND, 16 new to school.

Our intention is that all pupils at St Gabriel's CofE Academy, irrespective of their background or the challenges they face, flourish, making good progress and fulfilling their academic potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including sustaining progress for those who already attain well.

We consider the challenges faced by pupils, who may be vulnerable, such as those who have a social worker and are 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 strategy is also integral to wider school plans for education recovery and school development.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

Our approach is and will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Teachers and leaders have worked together to accurately assess specific needs, enabling the school to address the most prevalent barriers to learning. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, having high expectations of what they can achieve
- implement recommendations based on evidence-based research

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading fluency.</p> <p>Assessments and observations indicate that a high proportion of disadvantaged pupils are reading without sufficient fluency in the speed, accuracy and prosody of their reading, limiting their overall understanding and attainment. This is a barrier for PP children in all phases in the school but is particularly evident in Key Stage 1.</p> <p>Analysis of the school's barriers overview shows 71% of disadvantaged children are less fluent in reading.</p>
2	<p>Spelling</p> <p>Assessments and observations suggest a majority of disadvantaged pupils have greater difficulties with segmenting and spelling than their peers which negatively impacts their ability to demonstrate the expected standard in writing.</p>
3	<p>Wellbeing and self-confidence</p> <p>Teacher assessments and pupil feedback indicates that disadvantaged pupils' overall sense of wellbeing and self-confidence is not as strong as their peers which can affect their rate of progress and resilience to challenge.</p>
4	<p>Mathematical flexibility</p> <p>Assessments and observations indicate that a high proportion of disadvantaged pupils find it difficult to flexibly and efficiently apply mathematical concepts in their work which negatively impacts their ability to demonstrate the expected standard in maths. Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p>Home learning</p> <p>Teacher observations indicate that a high proportion of disadvantaged pupils have less engagement with home learning opportunities and have less parental engagement with school and their work than their non-disadvantaged peers. This had a comparatively greater impact on disadvantaged pupils during periods of partial school closure and contributes to overall slower rates of progress in this group. This impact is felt across the school but is particularly felt in the Early Years Foundation Stage.</p>
6	<p>Reading inference</p> <p>Assessments and observations indicate reading inference skills are a barrier for some pupils, particularly in Key Stage 2. This negatively</p>

	<p>impacts their ability to demonstrate the expected standard in reading. Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
7	<p>Sentence structure</p> <p>Assessments and observations indicate some children find it difficult to consistently and accurately structure sentences when completing writing tasks. This negatively impacts their ability to demonstrate the expected standard in writing. Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
8	<p>Fine motor skills</p> <p>Observations by teachers highlight children's fine motor skills are a barrier to their learning, particularly with children in the Early Years Foundation Stage and Key Stage 2. A delay in developing fine motor skills means children's presentation of work is affected compared to their peers.</p>
9	<p>Attendance</p> <p>Attendance data for 2022/23 shows a higher proportion of disadvantaged pupils have been 'persistently absent' compared to non-disadvantaged pupils based on the school's internal data, as is the overall attendance figures.</p> <p>St Gabriel's disadvantaged absence is lower (by 1.03%) than all pupils nationally and lower than (by 4.03%) disadvantaged pupils nationally.</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>To narrow the gap between the educational achievement of PPG pupils and their peers across all subjects.</p>	<p>2021-22 PPG pupils' progress rates are closer to non-PPG pupils. Percentage of PPG children achieving expected standard in core subjects is higher than national average of PPG.</p> <p>2022-23 PPG pupils' progress rates are in-line with non-PPG pupils. Percentage of PPG cohort achieving expected standard in core subjects is closer with non-PPG national average.</p> <p>2023-24 PPG pupils' progress rates accelerate faster in comparison with non-PPG pupils. Percentage of PPG cohort achieving expected standard in core subjects is in-line with non-PPG national average.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance up to and by 2023-24 The overall absence for all pupils to be lower than national. The % of disadvantaged absence to be lower than disadvantaged national. The % of disadvantaged absence for disadvantaged to be lower than national.</p>
<p>To work in partnership with the parents of pupils to collectively ensure pupils' success.</p>	<p>Parental engagement with home communication, home learning, parent consultations, increases in line with non-PPG cohort.</p>
<p>Ensure pupils have full access to a wide range of curriculum opportunities.</p>	<p>PPG cohort participation in curricular and extra-curricular activities in line with non-PPG cohort.</p>
<p>Other</p>	<p>Raise attendance of all pupils to over 96%</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: £48,629.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching:</p> <p>Teacher and subject leadership CPD implementation</p> <p>Purchase full membership to Gateway Alliance.</p> <p>Purchase access to The National College.</p> <p>2021-2024</p>	<p>Senior leaders, subject leaders and external consultants work alongside teaching team to embed expertise in teaching and learning.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,6,7
<p>CPD- specific to supporting disadvantaged learners</p> <p>Engagement in RADY</p> <p>Deliver regular training</p> <p>2022-2024</p>	<p>Teaching team understand the barriers disadvantaged pupils might have and employ strategies to support pupils to overcome these.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	3 & 5
<p>Curriculum quality and cultural capital</p> <p>2021-2024</p>	<p>Additional opportunities offered without/reduced charge for PPG pupils (outdoor education, individual music tuition, extra-curricular clubs and school trips).</p>	3

	School inspection handbook - GOV.UK (www.gov.uk)	
Phonics 2021-2024	Robust Phonics curriculum in place, including consistent assessing of children's needs and grouping based on level of need. Additional small group and 1:1 intervention for pupils. Phonics EEF (educationendowmentfoundation.org.uk)	1
Embedding assessment for learning strategies and feedback 2021-2024	Consistent, timely and accurate feedback enabling children to make progress. Feedback EEF (educationendowmentfoundation.org.uk)	1,2,4,6,7
Meta-cognition and self-regulation 2021-2024	CPD sessions for staff to understand the impact of developing meta-cognitive thinking in children. Staff harvest a culture of meta-cognitive thinking. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	Potential to impact 1-8
Reading comprehension strategies 2021-2024	Reading lessons taught daily with comprehension strategies embedded within the curriculum. Phonics EEF (educationendowmentfoundation.org.uk)	6
Spelling (segmenting) 2021-2024	Daily phonics lessons include focus on segmenting for spelling. KS2 dedicated spelling sessions. Phonics EEF (educationendowmentfoundation.org.uk)	2
Fluency sessions and staff CPD 2021-2024	Whole class have targeted fluency sessions at the beginning of each lesson to develop their ability to work with greater flexibility. Staff CPD sessions used to develop knowledge and strategies. Peer observations enable staff to develop best practice.	4

	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,148.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition 2021-2022 (completed)	One-to-one tuition delivered by qualified teacher to accelerate progress in English and Maths. One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,4,6,7
Small group tuition (including teacher and TA led sessions) 2021-2024	Small group tuition in core subjects particularly in phonics, reading and mathematics. Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,6,7
1stClass@Number small group intervention 2022-2023 (completed)	Small group tuition for children in KS1. Systematic focus on understanding the value of numbers, knowing and remembering more known facts and applying facts to solve problems. 1stClass@Number EEF (educationendowmentfoundation.org.uk)	4
Continuous reading with reading volunteers. Summer 2022-24	Identify, train and manage a small group of parent volunteers to increase opportunities for children to read to an adult. Two Evidence-Based Strategies to Improve Reading Fluency (pld-literacy.org)	1
Reciprocal Reading Autumn 2022-24	Reading comprehension strategies, which focus on the learners' understanding of written text. Initially trialled with Year 5.	6

	Reciprocal Reading EEF (educationendowmentfoundation.org.uk)	
Reading and spelling support. Purchase access to Nessy.	Pupils to be given access to Nessy regularly to support with reading including word recognition. EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1

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

Budgeted cost: £4195

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school learning club Summer 2022-24	Provide structured 'home learning' routine in school setting outside of the normal school day. Children supported with completing homework, have an adult listen to them read (develop fluency) and to be read to (vocab development). Extending school time EEF (educationendowmentfoundation.org.uk)	1, 5
Parental engagement and home learning 2021-2024	Embed quality of home communication, home learning and home reading. Parental engagement EEF (educationendowmentfoundation.org.uk)	5
Home learning over holiday period 2023-2024	Children in KS1 and KS2 provided with reading and maths books to embed previous learning. Senior leader contact with children and parents to support. Homework EEF (educationendowmentfoundation.org.uk)	5
Wellbeing and confidence support. 2021-2024	Vulnerable learner programmes of work. TA interventions. Staff training based on strategies recommended by leading organisations/charities e.g. Place2Be.	3

	<p>Big Feelings, Little Feelings- developing children's resilience and empowering them to support their own wellbeing. Led by a mental health worker and counsellor.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Attendance 2021-2024	<p>Regular communication, external attendance support, support meetings. Office Manager leadership.</p> <p>Weekly meetings between the school's SENCo, DDSL's and SLT.</p> <p>Purchase of Jogo Behaviour Support for Schools</p> <p>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	39
Behaviour 2021-2024	<p>Vulnerable learner programmes of work with target pupils. Senior leader support.</p> <p>Big Feelings, Little Feelings- developing children's resilience and empowering them to support their own wellbeing. Led by a mental health worker and counsellor.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £65,972

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022-2023 Review

The number of PPG pupils working at the Expected standard in core subjects at the end of KS2 has risen. In 2022, 40% of PPG pupils reached the Expected standard in Reading, Writing and Maths. This increased to 63% in 2023. This is also higher than the national average of 44% and Warwickshire's average of 40% for PPG children. Pupils' average scaled scores were also higher than the All national average and Warwickshire in all Core subjects.

PPG end of KS2 attainment data in Writing and Maths is slightly higher than the national average. However, in Reading 10% fewer PPG pupils attained the Expected standard compared to All nationally although the gap has narrowed slightly compared to previous years.

In KS1, the percentage of children passing their Phonics Screening Checks has risen and is in line with All pupils nationally and in Warwickshire. 67% of PPG children achieved GLD by the end of EYFS which matched All children nationally.

PPG children have benefitted greatly from small group booster sessions and teacher-led interventions. Pupils in Year 6 also benefitted from the school's decision to begin booster sessions in September, maximising the time pupils had to make accelerated progress and the Expected standard.

The closing of the gap between St Gabriel's PPG children and All children nationally is positive. However, there remains a gap between the outcomes of PPG children and All children in school.

Monitoring of subjects shows teachers know who the PPG children are in their class and provide effective levels of support and challenge, helping them to make progress. Pupil progress meetings have also demonstrated teacher's understanding of the needs of disadvantaged children. The school has strengthened transition practices; systematically sharing key information about pupils' strengths and barriers to learning.

Pupil voice surveys show PPG children feel well supported in school and enjoy the opportunity to develop their learning. All children attending the school's homework club agreed they liked attending the club helping them to understand more of their

homework. Parent feedback was also positive, showing the club was supportive of their child's learning.

Attendance for the PPG group across the year was 93.1% therefore below their Non-PPG peers (96.6%) in school but higher than the average for all pupils across England.

The number of PPG pupils working at Expected standards increased across the school. This was built on the good progress of PPG pupils which is now broadly in-line with Non-PPG in both Core and Foundation subjects. Progress for PPG pupils in Reading is slightly below the progress of All pupils yet has improved. Overall progress for Writing is in-line with All pupils whilst overall progress for Maths is higher than progress of All pupils.