

Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Gabriel's Catholic Primary School
Number of pupils in school	323 (+ 30 in Pre-School)
Proportion (%) of Pupil Premium eligible pupils	54%
Academic year/years that our current Pupil Premium Strategy Plan covers	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs C Williams
Pupil Premium Lead	Mrs Y Rowley
Governor Leads	Mr Roach and Mr Deignan

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£267,656.00
Recovery Premium Funding allocation this academic year	£19,683.75
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£287,339.75

Overview and Evidence

Pupil Premium

Our philosophy is aligned to EEF research, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (The EEF Guide to Pupil Premium) We will continue to use PPG to provide Speech and Language Therapy work with our youngest children to develop language and communication. As the EEF (2019) states, all pupils benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds of up to six months' additional progress.

Intervention Programmes

In order to support pupils who have fallen behind furthest, structured interventions, are delivered either one to one or in small groups. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills; therefore, the acquisition of literacy skills is a priority. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, including regular sessions maintained over a sustained period. These are carefully planned and timetabled to enable consistent delivery. PPG is used to employ a Phonics Intervention teacher to ensure all pupils make progress towards phonics acquisition, the foundation for reading, which is an essential skill for all aspects of the curriculum. Research suggests 4+ months progress as a result of Phonics Intervention.

Interventions also focus on other aspects of learning, such as behaviour or pupils' social and emotional needs. PPG funding contributes to the provision of school counselling and additional EP time.

Effective intervention always follows assessment; this ensures that support is well targeted and enables accurate monitoring of pupil progress. Additional information regarding high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list.

Our main intervention programmes include

- ELKLAN
- Sounds Write
- Maths Recovery
- Precision Monitoring
- Read Write Inc 1:1
- PIXL therapies
- Word Aware

Catch Up/Recovery Premium

Quality First Teaching and Extending the School Day: Research to support our approach

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Extended school time: In some cases, school may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

Before or after school tuition ensures our pupils are not denied access to a broad and balanced curriculum and therefore they do not miss out on crucial learning in other areas.

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously, for more than 6 months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who had been eligible for free school meals at any point in the last six years (known as Ever6 Free School Meals Measure).

From 2014, the Pupil Premium was also allocated to children who had been in care for 1 day or more and those who are adopted. Schools also receive funding for pupils who are children of service personnel.

In 2023-24, the Pupil Premium allocation is £1455 per pupil.

It is for schools to decide on how the pupil premium, allocated to schools per free school meal pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility. (DfE Website)

At St Gabriel's Catholic Primary School, the strategic responsibility for Pupil Premium rests with Mrs Williams, Headteacher. She is supported by Mrs Rowley, who monitors the progress of all children entitled to the funding and in receipt of interventions.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Focused allocation of funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry is significantly below national average and poor language acquisition in early childhood affects attainment in Reading and Writing throughout school
2	Accelerating progress in writing as a result of disruption to education in the last few years and to narrow the gap between disadvantaged and non-disadvantaged children
3	Poor attendance and punctuality have a detrimental impact on pupil progress
4	High proportion of pupils affected by family issues such as poverty, mental health, substance misuse, domestic abuse, and with SEND who display difficulties regulating their behaviour
5	A large proportion of PP pupils do not experience a range of enrichment experiences outside of school because of the additional costs attached

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
Improved speech and language of our younger children with an increasing number working within the expected standard at the end of the Reception year	<p>SALT intervention has a positive impact on progress and TALC assessments demonstrate ongoing progress in verbal reasoning</p> <p>Baseline scores of children assessed on entry in September 2023 show improved scores when re-tested in June 2024</p>
The percentage of children who meet the expected standard in phonics by the end of Year 1 in June 2024 is close to National average of 79%	<p>Additional phonics sessions for targeted children enables at least 79% pupils to meet the expected standard in the Year 1 Phonics Screen so results are close to, or exceeding, National average</p> <p>Intervention supports accelerated phonics progress of all pupils in Key Stage 1</p>

Identify pupils for intervention in Maths and English so that they can make accelerated progress and catch up to age related expectations	Assessments used to clearly identify target children for 1:1 or small group intervention so pupils make good progress from their starting points
Safeguarding Manager and Attendance Officer identify pupils whose punctuality and attendance is cause for concern	Improved punctuality and attendance of identified pupils ensures less learning time is lost which contributes to pupils' good progress
External agencies and the implementation of school support programmes enables pupils to manage their emotions better and access learning	Pupils are able to access learning as a result of effective self-regulation strategies for their emotions and feelings and can access learning to enable progress to be made
A broad and balanced curriculum is offered to all pupils	Pupils acquire knowledge through curriculum experiences which leads to high aspirations for the future

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: £60,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Speech and Language Support	Oral Language +6 months Previous historical support has had a positive impact on accelerated progress	1
Read Write Inc Refresher training	1:1 Phonics Intervention EEF +4 months	1
Word Aware to be consistently implemented across school to develop vocabulary and oracy	Oral Language +6 months Previous historical support has had a positive impact on accelerated progress	1

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

Budgeted cost: £96,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Phonics Intervention	1:1 Phonics Intervention EEF +4 months Previous historical support has had a positive impact on accelerated progress	1
1:1 Tutoring for Phonics, Reading, Writing and Maths for pupils in Y1-6	EEF: small group or one-to-one tuition with a qualified teacher This is additional tutoring before or after school so children do not miss any more curriculum time and continue to receive a broad and balanced curriculum. Effective feedback, 1:1 or in a small group, has high impact of about +6 months	2
To provide a range of catch up interventions: Sounds Write, Maths Recovery, Writing, PIXL therapies, Precision Monitoring, daily readers. Teaching assistants trained to deliver interventions	EEF: Quality First Teaching with a specialist TA interventions have moderate impact +4 months	2

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

Budgeted cost: £101,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To employ a Safeguarding and Attendance Manager and support from the Attendance Enforcement Team to monitor and support families where attendance is a cause for concern	Parental involvement in pupils' education can have +3 months impact on progress Poor attendance has a significant impact on progress due to lost learning	3
Breakfast Club staffing and resources	Poor attendance has a significant impact on progress due to lost learning	3
To provide greater access to our school counsellor, specialist sensory therapy and personal support programmes	Children overcome barriers to learning enabling them to achieve their potential using external specialist support 1:1 sessions with counsellor and therapist EEF - Counselling and Social and Emotional programmes have moderate impact +4 months	4
Enrichment of the curriculum to provide quality learning experiences through purposeful visits and visitors	Experiential learning to broaden knowledge and understanding of the world	5

Total budgeted cost: £267,656

Specialist Speech and Language Therapist	£14,820
Read Write Inc phonics training	£1110
Phonics Intervention teacher and Safeguarding and Attendance Manager	£99,348
Additional teachers	£74,783
Word Aware CPD and resources	£5000
Sounds Write training	£1500
Curriculum Enrichment Subsidy	£8000
Breakfast Club Staffing and resources	£19,176
Counselling	£12,100
Play Therapy	£5700
Checking Service	£650
Alternative Provision	£16,500
Reading books	£8969

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 2022 to 2023 academic year.

1. SALT intervention has a positive impact on progress and TALC assessments demonstrate ongoing progress in verbal reasoning

84% of all pupils achieved the Listening, Attention and Understanding Early Learning Goal (ELG)

77% of PP children achieved the ELG for Listening, Attention and Understanding

84% of all pupils achieved the ELG for Speaking

88% of PP children achieved the ELG for Speaking which demonstrates good progress and impact on specialist support and intervention

2. Baseline scores of children assessed on entry in September 2022 show improved scores when re-tested in June 2023

65% of all pupils achieved a Good Level of Development at the end of Reception 2023.

65% of PP pupils achieved GLD compared to 64% of other pupils

3. Additional phonics sessions for targeted children enables 77% pupils to meet the expected standard in the Year 1 Phonics Screen so results are close to National average

73% of Year 1 pupils passed the Phonics Screen in June 2023 with 67% PP children who passed the check.

4. Intervention supports accelerated phonics progress of all pupils in Key Stage 1

In Year 1, 73% passed compared to 79% Nationally

In Year 2, 88% passed compared to 88% Nationally

These results reflect outstanding progress and achievement in Phonics

5. Assessments used to clearly identify target children for 1:1 or small group intervention so children make good progress from their starting points

Year 2:

73% achieved ARE in Reading with 77% PP pupils reaching the ARE compared to 60% of non PP pupils

68% achieved ARE in Writing with 68% PP pupils reaching the ARE compared to 68% of non PP pupils

76% achieved ARE in Maths with 77% PP pupils reaching the ARE compared to 74% of non PP pupils

PP pupils have performed better or in line with non PP pupils in all areas at the end of Year 2

There were 22/41 PP pupils in this cohort compared to 19/41 non PP pupils.

Year 6:

82% achieved ARE in Reading with 78% PP pupils reaching the ARE compared to 88% of non PP pupils

73% achieved ARE in Writing with 67% PP pupils reaching the ARE compared to 82% of non PP pupils

77% achieved ARE in Maths with 74% PP pupils reaching the ARE compared to 82% of non PP pupils

There were 27/44 PP pupils in this cohort compared to 17/44 non PP pupils.

6. Improved punctuality and attendance of identified pupils ensures less learning time is lost which contributes to their good progress

Attendance at the end of the 2022-2023 academic year was 93% which compares favourably to the national average attendance of 92.5%
Persistent absence was 22.1% compared to 24.2% nationally.

7. Pupils are able to access learning as a result of effective self-regulation strategies for their emotions and feelings and can access learning to enable progress to be made

38 children throughout school have accessed external agencies to support their mental health and well-being. This includes: play therapy, counselling, external providers and TESS.

In addition, the school counsellor delivered a programme to all Year 6 pupils on managing anxiety and worry, both in preparation for SATs and for transition to high school.

There was a positive impact to pupils' resilience which was very evident in attitude and application to SATs.

8. Pupils acquire knowledge through curriculum experiences which leads to high aspirations for the future

A broad and balanced curriculum, which is offered to all pupils, was enhanced throughout the year with the inclusion of several visitors to school. Experiences included sporting activities such as Triathlon and competitions with local schools, musical presentations and a musical performance in liaison with our local high school. Some pupils worked with an artist to create a whole school display. Pre-school children were able to visit an outdoor activity park whilst residential visits were offered to pupils in Key Stage 2. Our work on other faiths was enhanced by visitors offering workshops for Judaism and Hinduism, as well as celebrating weekly mass in school and visits to church at the end of each term.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	DFE