

# St Gabriel's Church of England Primary School

## Pupil premium strategy statement 2023–2026



Accumulating Advantage For All

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

### School overview

Detail	Data
School name	St Gabriel's Church of England Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023–2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Luke Williams, Headteacher
Pupil premium lead	Luke Williams, Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,960
Recovery premium funding allocation this academic year	withdrawn
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 113,960

## Part A: Pupil premium strategy plan

See our Trust wide plan, '**Accumulating Advantage for all**'

In a changing world we recognise the need to ensure that our curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

### Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage based on the high-quality experience that we offer them through our curriculum and enquiry-based approach to learning.
- Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed life choices.

### Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn; which includes the development of metacognition; and, crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life-long skills that enable learners to overcome any barriers to learning and future successes.

### Objectives for our disadvantaged pupils

1. We will ensure that the progress of our disadvantaged children will equal or exceed the progress of those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central role and critical role in accumulating advantage for all pupils, including those that are presently experiencing or have experienced disadvantage.
2. All disadvantaged pupils will be equipped academically, socially, culturally and emotionally to continue to make progress at their secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers, caring citizens, knowledgeable participants, healthy thinkers and confident individuals.

## Our current Pupil Premium plan focuses on the following goals

[See [‘Accumulating advantage for all’](#) booklet for more detail]

Strong leadership drives:

- Equity through an enriched and ambitious curriculum (including high-quality, well-researched and impactful interventions)
- A culture of high-quality care
- Food and nutrition education
- Effective parent/carer partnerships
- Development of early oracy and ongoing oracy skills

## Our strategy plan is based on the following key principles

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with - and integral to – other school plans and processes. It forms part of the school’s wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding effectively to benefit our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Many children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.
2	Covid-19 lockdowns negatively affected children’s knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties.
3	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4	Some children lack resilience for learning and, during Covid-19 lockdowns, lost the resilience they had gained.
5	Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children.
6	Poor attendance and punctuality are barriers for some children.

## Intended outcomes – see ‘Accumulating Advantage for all’

Intended outcome (Pupil Premium)	Success criteria
<ul style="list-style-type: none"> <li> <b>A Curriculum for Excellence</b>                      The ACE Curriculum is ensuring quality first teaching is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing.                 </li> </ul>	<ul style="list-style-type: none"> <li>90% of all pupils meet the threshold of the Phonics Screening check by 2024 (achieved) - sustain</li> <li>Spelling scores show year on year improvement in KS1 GPaS test</li> <li>Gap between PP and non-PP reduces each year in GPaS</li> <li>KS1 teacher assessment: reading 90% of PP pupils working at the expected standard by 2025</li> <li>KS1 teacher assessment: GPaS 90% of PP pupils working at the expected standard by 2025</li> <li>KS1 teacher assessment: writing 90% of PP pupils working at the expected standard by 2025</li> <li>KS1 teacher assessment: mathematics 90% of PP pupils working at the expected standard by 2025</li> <li>Gap between PP and non-PP reduces year on year in all core subjects</li> <li>KS2 national test: reading 90% at the expected standard by 2025</li> <li>KS2 national test: GPaS 90% at the expected standard by 2025</li> <li>KS2 national test: writing 90% at the expected standard by 2025</li> <li>KS2 national test: mathematics 90% at the expected standard by 2025</li> <li>Test data and teacher assessments in English and mathematics (see above) show progress gap narrowing between disadvantaged and other pupils in both Key Stages to be &gt;10%</li> </ul>
<ul style="list-style-type: none"> <li> <b>Oracy</b>                      All disadvantaged pupils have a ‘flying start’ to their schooling and have improved oracy skills and are increasingly able to communicate effectively through targeted support.                 </li> </ul>	<ul style="list-style-type: none"> <li>90% good level of development in C&amp;L by 2025</li> <li>90% good level of development in Literacy by 2025</li> </ul>
<ul style="list-style-type: none"> <li> <b>Enrichment opportunities</b>                      Pupils are provided with the skills and knowledge to become more successful learners through the enrichment of our curriculum.                 </li> </ul>	<ul style="list-style-type: none"> <li>All PP pupils attend at least one after-school club by 2025</li> <li>All disadvantaged pupils attend residential</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Food and Nutrition</b> Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education.</li> </ul>	<ul style="list-style-type: none"> <li>● All PP children are well fed in school, they have easy access to food and being hungry is never an issue</li> <li>● PP children participate in a food experience that enables them to have a voice in what is on the school menu</li> <li>● All KS1 PP children visit a local farm to experience where the food in their school dinners comes from</li> </ul>
<ul style="list-style-type: none"> <li>● <b>High-quality care</b> SEMH support ensures excellent wellbeing and readiness for learning.</li> <li>● <b>Strong parent/carer partnerships</b> Support for children’s wellbeing and learning is strengthened because of partnerships with the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance data shows disadvantaged pupils’ attendance improves year on year and closes gap with non-PP pupils.</li> <li>● Suspensions and permanent exclusions are below national by 2025</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Enrichment Experiences</b> A progressive range of planned experiences enable children to engender our character values</li> </ul>	<ul style="list-style-type: none"> <li>● All PP children engage in enriching experiences which enable them to develop character traits in line with our character gateways</li> <li>● Residential are attended by all PP children</li> </ul>
<p><b>Professional development for teachers</b></p>	<ul style="list-style-type: none"> <li>● Teachers AfL is developed</li> <li>● Teachers identify gaps in the learning</li> <li>● Teachers design their curriculum to meet gaps</li> <li>● Teachers can effectively fill gaps in learning</li> </ul>
<p><b>To ensure that all children’s mental health and wellbeing is at the forefront of everything that we do</b></p>	<ul style="list-style-type: none"> <li>● Pupils feel that they are supported and challenged in the school</li> <li>● The curriculum has a focus on mental and physical health</li> <li>● Curriculum focus on peer-on-peer abuse &amp; E-safety</li> </ul>
<p><b>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities with ‘catching up and recovery’ , whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability</b></p>	<ul style="list-style-type: none"> <li>● Assessments across the year show that the children are on track to achieve the appropriate end of term expectations</li> <li>● The focus of the curriculum is to ensure that basic gaps are being filled</li> <li>● Effective deployment of staff in KS1 and Early Years groups with well-planned and structured interventions that ensure accelerated progress for identified children</li> </ul>

Throughout the year, we will be carrying out our own monitoring and assessment to ensure our pupil premium pupils are making better than expected progress academically and socially.

## Activity in the academic year 2024/2025

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to develop talk in the Early Years (speech and language)	Early Reading framework – Section 2: developing Talk and Appendix 2	1,4
Training for new staff members on how to deliver Language Link system (Speech and Language)	EEF – <a href="#">Oral Language Interventions</a>	1
Training for new staff to deliver RWI sessions	Implementing a systematic programme (ERF)	1
Coaching for staff from RWI reading leader on a 1:1 basis	Early Reading Framework – Section 5: Building a team of experts	1,2
RWInc Development Days – external provider – x2 per year	Early Reading Framework – Section 5: Building a team of experts	1,2
Twice half-termly Trust Early Reading Lead support	Early Reading Framework – Section 5: Building a team of experts	1,2
Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.	EEF – <a href="#">Embedding Formative Assessment</a> EEF – <a href="#">Metacognition</a>	1,2,3,4
1:1 coaching for ECT and new to Trust teachers with SLT.	<a href="#">Strand 8 Professional Behaviours</a>	2,3
Targeted Academic Support – small group intervention 2 x per week.	EEF- <a href="#">Targeted Academic Support</a>	1,2
Equity Team: staff coaching, intervention planning, data & progress analysis and strategy development	EEF- <a href="#">Targeted Academic Support</a>	1,2
Staff professional development on a relational approach, developed and delivered by an Educational Psychologist	EEF- <a href="#">Targeted Academic Support</a>	1,2
Trust project team to implement ACE Curriculum in the Pre-school, reaching children from 2-4	EEF- <a href="#">Targeted Academic Support</a>	1,2

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

Budgeted cost: £ 36,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – <a href="#">one to one tutoring</a>	1,2
1:1 fluency intervention	EEF – <a href="#">improving literacy at KS2</a>	2
Classes are split to allow targeted PP intervention and physical education (including forest school).	EEF – <a href="#">one to one tutoring</a> EEF – <a href="#">Physical Activity</a>	1,2
SENCO plans targeted support plans for individual PP pupils delivered by staff.	EEF – <a href="#">Follow the Asses, Plan, Do, Review process</a>	1,2,3
RWInc 1-1 mentoring and support subscription	EEF – <a href="#">one to one tutoring</a>	1,2
HLTA deployment prioritisation for intervention delivery – x1 HLTA for every two classes to enable capacity to release teacher for small group working	EEF – <a href="#">one to one tutoring</a>	1,2

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

Budgeted cost: £ 21,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality physical education to support mental and physical well-being	EEF – <a href="#">Physical Activity</a> & <a href="#">Self-regulation</a>	2,4
Safeguarding officer to support disadvantaged families' backgrounds with parenting support and workshops, EWO & Early Help.	EEF – <a href="#">parental engagement</a>	4,5,6
Boxall profile training and application	EEF – <a href="#">behaviour interventions</a>	3,4,6
SEMH interventions and brain breaks	EEF - <a href="#">Self Regulation</a>	3,6
Pastoral Support – bespoke SEMH and PSHE interventions	EEF - <a href="#">Self Regulation</a>	3,6
Breakfast Club runs daily for most disadvantaged for time to talk and food.	EEF – <a href="#">Magic Breakfast Club</a>	4,6
Breakfast Club interventions – delivered periodically throughout the year to target different year groups	EEF – <a href="#">Magic Breakfast Club</a>  EEF – <a href="#">One to One Interventions</a>	4,6
Weekly Fareshare Market	EEF – <a href="#">Magic Breakfast Club</a>	4,6
Parental engagement activities for focused families, e.g. coffee mornings and 'you said we did' boards	EEF – <a href="#">parental engagement</a>	5,6
Incentive scheme / rewards for high attendance and support for those disadvantaged families who have		6

**Total budgeted cost: £ 113,960**



## 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.

Cohort	Subject	Pupil Premium	Non-Pupil Premium	Gap
EYFS	ELG GLD	100%	75%	+25%
Year 1	Phonics Screening Check	82%	89%	-7%
Year 2	SATs (Reading)	64%	79%	-15%
	SATs (Writing)	55%	79%	-24%
	SATs (Maths)	82%	64%	+18%
Year 6	SATs (Reading)	67%	73%	-6%
	SATs (Writing)	67%	73%	-6%
	SATs (Maths)	67%	80%	-13%
Key Stage 1	Reading	79%	80%	-1%
	Writing	68%	78%	-10%
	Maths	86%	84%	+2%
Key Stage 2	Reading	59%	74%	-15%
	Writing	67%	69%	-2%
	Maths	65%	80%	-15%

1 – Targeted provision in EYFS has resulted in PP children out-performing Non-PP

2 – Targeted Phonics lessons and Phonics 1-1 provision has narrowed gap between PP and Non-PP, although one still remains

3 – Breakfast Club and targeted catch-up sessions for Maths in Year 2 have been effective in narrowing attainment gap: PP outperformed non-PP

Next Steps: Reviewing the successes in the above provision to add similar impact to other priority areas will be development focus for the school.

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Cohort	Subject	Pupil Premium	Non-Pupil Premium	Gap
EYFS	ELG GLD	90%	50%	+40%
Year 1	Phonics Screening Check	100%	93%	+7%
Year 2	SATs (Reading)	54%	81%	-27%
	SATs (Writing)	62%	75%	-13%
	SATs (Maths)	62%	81%	-19%
Year 6	SATs (Reading)	86%	93%	-7%
	SATs (Writing)	86%	86%	0%
	SATs (Maths)	86%	93%	-7%
Key Stage 1	Reading	68%	86%	-18%
	Writing	74%	79%	-5%
	Maths	79%	86%	-7%
Key Stage 2	Reading	58%	79%	-21%
	Writing	53%	81%	-28%
	Maths	53%	77%	-24%

1 – Targeted provision in EYFS has resulted in PP children out-performing Non-PP

2 – Targeted Phonics lessons and Phonics 1-1 provision has seen PP children out perform non-PP children

3 – A new approach to writing, including greater conferencing and feedback has led to KS1 Writing gap has narrowing, although one still remains

4 – Very small gaps in KS2 SATs outcomes, inline with previous year (including 0% gap for Writing) evidences the impact of targeted interventions, targeted breakfast clubs and tutoring through HLTA release

5 – Targeted provision and interventions in KS1 has led to a narrowing of gaps across all core subjects

Next Steps: Reviewing the successes in the above provision to add similar impact to other priority areas will be development focus for the school.

Ensure greater capacity to deliver strategies across all year groups (including LKS2) so all children are able to catch up and keep up.

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Cohort	Subject	Pupil Premium	Non-Pupil Premium	Gap
EYFS	ELG GLD	75%	63%	+12%
Year 1	Phonics Screening Check	92%	86%	+6%
Year 2	SATs (Reading)	67%	82%	-15%
	SATs (Writing)	89%	71%	+18%
	SATs (Maths)	55%	89%	-34%
Year 6	SATs (Reading)	86%	79%	+ 7%
	SATs (Writing)	70%	86%	-16%
	SATs (Maths)	70%	100%	-30%
Key Stage 1	Reading	86%	83%	-18%
	Writing	71%	71%	-5%
	Maths	77%	87%	-7%
Key Stage 2	Reading	60%	81%	-21%
	Writing	64%	79%	-15%
	Maths	62%	87%	-25%

1 – Targeted provision in EYFS has resulted in PP children out-performing Non-PP

2 – Targeted Phonics lessons and Phonics 1-1 provision has seen PP children out perform non-PP children

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Next Steps: Reviewing the successes in the above provision to add similar impact to other priority areas will be development focus for the school.

Ensure greater capacity to deliver strategies across all year groups (including LKS2) so all children are able to catch up and keep up.