

Pupil premium strategy statement 2021–2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	41.01%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021–2024
Date this statement was published	?
Date on which it will be reviewed	?
Statement authorised by	Interim advisory board
Pupil premium lead	Luke Williams, Headteacher
Governor / Trustee lead	Emma Govier Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,945
Recovery premium funding allocation this academic year	£11,745
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	£ 120,690

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for our disadvantaged pupils:

- Children make accelerated progress in reading from their start point so that literacy does not hinder their progress in other areas.
- The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics.
- They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.

Our current pupil premium strategy plan focuses on the following academic and pastoral goals:

- enhancing the quality of early years provision, especially developing children's oral language, including their vocabulary
- ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation
- using in-depth assessment to identify early any pupils who are struggling academically, and then to provide targeted support and focused intervention
- identifying and responding to pupils' social, emotional and mental health (SEMH) needs (through the Boxall Profile) to improve their attitudes to learning and their resilience
- engaging with families to support their children's learning at home and improve their well-being
- improving pupils' attendance, punctuality and readiness to learn
- Providing a quality Arts Curriculum which offers children opportunities for expressive exploration, soothing regulation and coordination and fine motor development

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 efficiently and 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

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021 – 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Oral language in the Early Years, including vocabulary, is improving, year by year.	<ul style="list-style-type: none"> 90% good level of development in C&L by 2024 90% good level of development in Literacy by 2024
Good phonic knowledge and skills provide an increasingly strong foundation for children's reading and spelling.	<ul style="list-style-type: none"> RWInc Leader allotted 1 hour per day to oversee provision and identify chn who need 1:1 support to accelerate RWInc progress 90% meet the threshold of the phonic screening check by 2024 RWInc data shows year on year swift progress of children from start points and more children 'off' RWInc by Summer term year 2 Gap between PP and Non-PP reduces each year
Disadvantaged pupils make increasingly good progress in English from their starting points to the end of KS1	<ul style="list-style-type: none"> HLTA prioritised to manage and deliver KS1 interventions to PP chn

	<ul style="list-style-type: none"> • KS1 teacher assessment: reading 90% working at the expected standard by 2024 • KS1 teacher assessment: GPaS 90% working at the expected standard by 2024 • KS1 teacher assessment: writing 90% working at the expected standard by 2024 • Gap between pp and non-PP reduces year on year in all subjects.
Disadvantaged pupils make increasingly good progress in mathematics from their starting points to the end of KS1	<ul style="list-style-type: none"> • KS1 teacher assessment: mathematics • 90% at the expected standard by 2024
Disadvantaged pupils make increasingly good progress in English from KS1 to the end of KS2	<ul style="list-style-type: none"> • HLTA prioritised to manage and deliver KS1 interventions to PP chn • Appoint academic mentor for 1:1/small group PP intervention • KS2 national test: reading 90% at the expected standard by 2024 • KS2 national test: GPaS 90% at the expected standard by 2024 • KS2 teacher assessment: writing 90% at the expected standard by 2024
Disadvantaged pupils make increasingly good progress in mathematics from KS1 to the end of KS2	<ul style="list-style-type: none"> • KS2 national test: mathematics 90% at the expected standard by 2024
The progress gap between disadvantaged and other pupils narrows year on year in English and mathematics.	<ul style="list-style-type: none"> • Test data and teacher assessments in English and mathematics (see above) show progress gap narrowing between disadvantaged and other pupils
Families of disadvantaged pupils who face the most challenges feel they are supported effectively.	<ul style="list-style-type: none"> • Family and pupil bi-annual questionnaires provide evidence of effective support
The improved attendance and punctuality of disadvantaged pupils support their learning and their readiness to learn.	<ul style="list-style-type: none"> • Attendance data shows disadvantaged pupils' attendance improves year on year.
Intended outcome (recovery funding 2021)	Key Success criteria
Professional development for teachers	<ul style="list-style-type: none"> • Teachers AfL is developed • Teachers identify gaps in the learning • Teachers design schemes of work to meet gaps

	<ul style="list-style-type: none"> Teachers can effectively fill gaps in learning
To ensure that all children's mental health and wellbeing is at the forefront of everything that we do	<ul style="list-style-type: none"> Pupils feel that they are supported and challenged in school. The curriculum has a focus on mental and physical health. Curriculum focus on peer-on-peer abuse & E-safety
To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue with 'catching up and recovery' with any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability	<ul style="list-style-type: none"> Assessments across the year show that the children are on track to achieve the appropriate end of term expectations The focus of the curriculum is to ensure that basic gaps are being filled Effective deployment of staff in KS1 and Early Years groups with well-planned and structured interventions that ensure accelerated progress for identified children
Delivery of bespoke and targeted interventions to support a diminishing difference in learning gaps (small group, 1-1, pre-teach and post-teach)	<ul style="list-style-type: none"> Gaps in children's knowledge is diminished year on year Chn are able to access new content as they are secure on previous learning

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 this academic year

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: £ 38,792

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 – Oral Language Interventions	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
Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.	EEF – Embedding Formative Assessment EEF – Metacognition	1,2,3,4
1:1 coaching for ECT and new to Trust teachers with SLT.	Strand 8 Professional Behaviours	2,3
Maintaining Reception class as a single-age class. - Due to smaller class sizes targeted intervention for PP children to support with catch up due to Covid-19 pandemic. - Smaller phonics groups for targeted RWI support.	EEF- Targeted Academic Support	1,2

Targeted Academic Support – small group intervention 2 x per week.	EEF- Targeted Academic Support	1,2
Disadvantaged Pupils Champion Support – staff coaching, intervention planning, data & progress analysis and strategy development		1,2,5

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

Budgeted cost: £ 53,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – one to one tutoring	1,2
Collaboration with Ilsham Hub to continually review and support provision for PP children in phonics.	Early Reading Framework – Section 5: Building a team of experts	2
1:1 fluency intervention	EEF – improving literacy at KS2	2
Classes are split to allow targeted PP intervention and physical education.	EEF – one to one tutoring EEF – Physical Activity	1,2
Assistant SENCO plans targeted support plans for individual PP pupils delivered by support staff.	EEF – Follow the Asses, Plan, Do, Review process	1,2,3
RWInc 1-1 mentoring and support subscription	EEF – one to one tutoring	1,2
HLTA Deployment prioritisation for intervention delivery (x1 KS1, x1 Yr3-5, x1 Yr6)	EEF – one to one tutoring	1,2

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

Budgeted cost: £ 28,634

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

Total budgeted cost: £ 120,690

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 2020 to 2021 academic year.

The in-school testing at the end of the academic year 2020–21 drew on:

- EYFSP
- teacher assessments of writing using end of year writing expectations and moderated internally
- standardised tests of Phonics Screening Checking, Year 2 SATS, PIRA and PUMA for Years 3-5 and Year 6 SATs.

Findings relating to our disadvantaged pupils were as follows:

- Disadvantaged pupils in EYFS have had a considerable impact from lockdown and covid. Speech and language, reading and writing remain a high priority from data and in discussions with staff.
- Disadvantaged pupils have gaps in their phonological awareness and understanding after returning to school in the summer term.
- Disadvantaged pupils at the end of Year 2 (Year 3 cohort 2021–22) remain a priority in all subjects [from the data analysis]
- Disadvantaged pupils made good progress across Key Stage 2 from summative testing.
- Disadvantaged pupils have returned from lock-down requiring more pastoral support with their physical and mental health.
- Attendance measure were difficult to evaluate due to the changes in attendance over the lockdowns.
- Our staff team were able to focus on helping pupils and families with food and 1:1 tuition over lockdowns.

Pupil premium children were high-priority to have in school during school lockdowns.

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	Date purchased
1:1 Phonics Intervention	RWI	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a