

Pupil Premium Strategy Statement 2023-2022: St Gabriel's Church of England Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Gabriel's Cofe Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan COVERS (3 year plans are recommended) Due to a high pupil mobility, the plan will cover 1 academic year.	2023-2024
Date this statement was published	11.11.23
Date on which it will be reviewed	8.1.24 (Interim review Jan 2024)
Statement authorised by	Rebecca Anson (Headteacher)
Pupil premium lead	Sonia Bell (Assistant Head)
Governor / Trustee lead	Father Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
Recovery premium funding allocation this academic year	£10,585
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	£116,800

Part A: Pupil premium strategy plan

Statement of intent

Pupils at St Gabriel's Primary, inclusive of SEND pupils, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their individual needs, and for those with SEND needs, identified on their EHCPs.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Barriers to future attainment and other factors to consider <i>(for pupils eligible for PP including high attainers)</i>	
1	The number of pupils eligible for PP in school is above that of other Inner-London schools and far above that of other schools nationally. (Currently 44% and national is 23.8%) This is an increase of 6% pre pandemic
2	The baseline in Reception for Pupils thought to be eligible for PP is 13%
3	Many pupils come from homes that are unable to support learning such as confident use of the English language, a strong reading culture, easy access to quality resources and favourable living environments.
4	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school. (E.g. 53% of pupils are in IDACI band 0-10 compared to 10% nationally.)
5	The future attainment of many of the pupils eligible for the PP in school is affected by additional factors such as poor oral language skills and SEN. <ul style="list-style-type: none"> 30.5% of our disadvantaged pupils have a SEN provision, higher than the national of 17.1%.
6	Ensuring teaching consistency ensures accelerated progress for pupil premium pupils.
7	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health (some of which manifests into challenging behaviours)
External barriers and factors <i>(issues which also require action outside school, such as low attendance rates)</i>	
8	Many working parents are working long hours, in multiple jobs for little pay (working poor)
9	The lack of affordable housing means many low income households are paying unaffordable rent for potentially substandard housing which could also be over crowded.
10	The cost of housing in the borough combined with the lack of available social housing and changes to the benefit system is causing high mobility in the area. (Waiting list for council accommodation of family sized properties are well over 10 years)
11	The area is one of the most unequal places to live in the country experiencing the third highest pay ratio between the highest and the lowest earners and the third highest proportion of out of work residents.
12	Over a quarter of 11 year olds in Westminster are obese and the number of adults living with limiting illness and disability in the local area is high.
13	Our disadvantaged pupils were disproportionality impacted by COVID 19 i.e. initial access to remote learning, vulnerable family members, language barriers during home learning, housing overcrowding

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.

Desired outcomes	Success criteria
1. Maintain leadership structure to oversee targeted support and ensure the quality of practice and classroom excellence essential to all pupils.	<ul style="list-style-type: none"> Leadership roles maintained (Assistant Heads, KS1 and KS2 leaders, SENCO) Termly timetables scheduling relevant CPD (i.e. feedback and mastery learning) and records kept of accompanying resources and attendance (i.e. timetabled weekly support staff training) Support staff timetables and group registers – amended termly based on need PPR data analysis and records Improving the monitoring and evaluation of subjects (by Middle leaders) Team teaching and planning to improve pupil outcomes. Modelled and peer lesson observations. Targeted CPD during INSET and staff meetings to share best practise. Timetabled parent workshops (online, video resources on school website) Attendance registers and parent feedback recorded. Staff training on pedagogy around formative and summative assessment in teaching and learning. Parent meetings for targeted children to provide more personalised support at home. After school Reading club to include peer tutoring, visits and resources – beginning Summer 1 Morning Maths club to include peer tutoring – Beginning Summer 1.
2. All teaching will be consistently good or better in whole class teaching to close the attainment gap.	<ul style="list-style-type: none"> Evidenced by LA, LDBS reviews and termly SLT lesson observations. Attainment of pupil premium is in line (or above) national standards at the end of KS1 and KS2. Gaps in attainment between pupil premium and non-pupil premium are narrowed or closed. Middle leaders have carefully monitored their subject/s and ensured feedback is swiftly acted upon. There is an increased % of pupil premium children working above national standards. CPD and staff meeting training has improved subject knowledge, enabled children to know more and remember more and has impacted positively on pupil's progress.
3. Assessment will be used effectively during pupil progress meetings to ensure all staff are working with targeted pupils to close the gap.	<p>The following demonstrates good and outstanding progress:</p> <ul style="list-style-type: none"> Assessment records, lesson and book work KS meetings and in school moderation Diagnostics and Intervention resource bank e.g. NCETM Maths, ELS phonic intervention, Rapid Reading MLT/SLT monitoring meetings Termly data analysis of class attainment and progress for each class. Daily maths, phonics and English intervention across KS1 and KS2. Daily EY interventions Daily oral language/Phonics intervention in Year 1 and Year 2 (Word Aware), word of the week, etc. School leaders, in partnership with class teachers, have identified the most significant needs in R, W, M and implemented targeted support accordingly.
3.KS1 and KS2 results will be in line with or above national averages for all measures in 2022-23	<ul style="list-style-type: none"> Pupils will attain as well as in previous years (pre 2019-2020) Knowledge and skills gap due to COVID will be minimal.
4. EYFS pupils will have made good learning development from their baselines.	<ul style="list-style-type: none"> Attainment of pupil premium is in line (or above) national standards at the end of Reception.
5. The impact of the school closure on PP pupils has been identified and addressed and effective support is put in place to support children's social, emotional and mental health needs.	<ul style="list-style-type: none"> Gaps for individuals and groups have been planned for. AHT's are released for targeted support. Pastoral TA timetabled to support individual pupils. Pastoral care and provision maps reflect the support in place to meet children's identified social, emotional health needs. Monitoring and tracking (attainment and Pupil progress meetings) show impact of support. Pupils emotional and well being needs have been taken into account and relevant training for staff and support is put in place where necessary. Each child is discussed, including their behaviour, attendance and punctuality, and actions to be addressed recorded and reviewed every term. Specific barriers to learning to be identified for all PP pupils and interventions provided based on these. Robust evaluation using assessment evidence (attainment and progress) Diagnostics and Intervention resource bank, i.e. ELS phonic tracker, rapid reading

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: £ 106,215			
Desired outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders will run tutoring sessions in school for Y6 target children who need 'catch up' sessions to reach ARE by the end of the academic year.	<p>AHT to support the setting up of phonic interventions and carry out writing interventions in Y2 and Y3 (this is where the greatest need is).</p> <p>AHT to run ELS phonic interventions in Y2.</p> <p>AHT and phonics lead to oversee a phonic led intervention in Y3.</p> <p>AHT's and Y6 teacher to take Y6 tutoring groups in Spring 2 and Summer 1 term.</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupils needs.</p> <p>The reduction in ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils.</p>	3, 5, 6
All teaching is good or better and this is judged through monitoring and relevant CPD to ensure most children reach ARE by the end of the year.	<p>Through progress reviews, teachers will work closely with target pupils to ensure they achieve ARE by the end of the year.</p> <p>SENCo/assessment lead to work closely with support staff and teachers to raise attainment and progress of SEND pupils.</p>	Pupils who need extra support to access the curriculum – including SEND- will make steady progress through appropriate small group and 1:1 interventions, differentiation and scaffolding.	3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 10,585 support and interventions			
Desired outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 and KS2 results will be at least in line or above national averages for all measures in 2023-2024.	<ul style="list-style-type: none"> Senior leaders and SENCo to oversee interventions across the school, including deployment of support staff. Leaders provide parent workshops based around SEND, SEMH and core curriculum areas to promote parental engagement. Leaders and support staff to provide a wide range of before and after school clubs to overcome barriers to opportunity and promote scholarship and enrich learning. 	<p>We have undertaken rigorous in school evaluation which produced strong evidence that this approach, introduced in previous academic year, had proven impact on progress and attainment.</p> <p>Current EEF research suggests better parental engagement can have a positive impact on disadvantaged pupils' learning.</p> <p>Although current EEF findings suggest this approach has limitations, we have seen good results from this approach for our pupils in the past. Many of our children do not come from families able to support pupils' learning as effectively at home and teacher led before and after school lessons has worked well to overcome this in previous years</p>	5,6
Maintain leadership structure to oversee targeted support and ensure the quality of practice and classroom excellence essential to all pupils:	<ul style="list-style-type: none"> Leaders design and provide structured and evidence based interventions to support staff working in small groups and 1:1 SENCO to lead on regular support staff training and /or meetings ensuring they are well prepared to work with small groups and 1:1 with disadvantaged pupils with a focus on effective feedback. 	This is informed by national EEF research which reports how TAs and additional teachers can be effectively used to support progress through improved teaching, provision and CPD opportunities.	1,2

Assessment will be used effectively during pupil progress meetings to ensure support staff are working with target pupils to close the gap.	<ul style="list-style-type: none"> Assist class teachers and support staff in working with targeted small groups and providing one-on-one support to address skill and knowledge gaps that align with the curriculum 	<p>Vulnerable learners with a range of social and emotional needs will be supported according to their individual needs.</p> <p>We are also keen to reference our KS2 results 2016-2017, 2017-18 & 2018-19 and 2022-2023 where attainment at the expected standard and progress were significantly above the national averages in Reading, Writing and Maths as well as similar schools locally.</p>	3,4
The lasting impact of the school closure on PP and disadvantaged pupils has been identified and addressed and effective support is put in place to support children's social, emotional and mental health needs.	<ul style="list-style-type: none"> Pupil Progress Reviews three times a year to ensure provision is based on careful analysis of needs and evaluation. Leaders establish additional programmes - meta-cognition, retrieval practise e.g. 1:1 tuition - editing, EY interventions, peer tutoring in reading and phonics programmes 	<p>Effective staff deployment for interventions is a high priority. There is a growing evidence base – including six recent EEF evaluations – which suggests that when they are used to deliver structured programmes with high-quality support and training, teaching assistants can have a positive impact on pupil learning</p> <p>EEF research sites effective feedback, meta-cognition programmes, 1:1 tuition, EY interventions and phonics programmes as being most effective in raising the attainment and progress of disadvantaged pupils.</p>	3,4,5

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

Budgeted cost: £ 2676

Desired outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children's social, emotional and mental health needs.	<ul style="list-style-type: none"> Cultural capital experiences promoted in the curriculum. Sporting opportunities promoted to PP and are encouraged to attend Outdoor learning encouraged Continue to embed partnerships with outside agencies (MIND, Anna Freud, CAMHS, St Vincent's Family Project, Dream Arts, Educational Psychologist, Speech and language therapist) Pastoral TA supporting targeted children's mental health needs and supporting children with high absence 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school and children feel supported with their SEMH.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>PHE has stated in their latest report 'Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development'</p> <p>Outdoor adventure strengthening students' problem-solving and communication skills.</p>	

Total budgeted cost: £106,215

Pupil premium strategy outcomes

Part B: Review of outcomes in the previous academic year

Outcomes of the Pupil Premium Strategy - Early Indicators for 2023 End of Key Stage Results:

EYFS

- In the Early Years Foundation Stage , 75% of pupils achieved a Good Level of Development (GLD), surpassing the Local Authority average of 65.7%. 10% of the cohort had an EHCP and 20% of the class are disadvantaged.

Year 1 Phonics

- For Phonics, 76% of students passed the assessment, which was slightly lower than the LA (82.5%) slightly and national average (80.6%).
- 79% of the pupils who passed were eligible for FSM(62% na)
- One third of the class is on the Special Educational Needs (SEN) register.

KS1

- At Key Stage 1 (KS1), the SATs results are impressive with Reading, Writing, and Maths attainment percentages surpassing the national figures (FFT)
 - Reading 71.4% (69% na)
 - Writing 71.4% (61% na)
 - Maths 75% (71 na%)
- Additionally, a substantial proportion of students achieved Greater Depth (GD) in Reading (21%), Writing (14%), and Maths (21%), all slightly higher than the national average.

KS2

- For Key Stage 2 (KS2), although two children did not sit the exams due to their Education, Health, and Care Plans (EHCP), the remaining cohort performed exceptionally well.
 - SPAG (Spelling, Punctuation, and Grammar), 86% of students met the expected standard, with 38% achieving Greater Depth.
 - Reading, 81% (74% na) reached the expected standard, with 29% at Greater Depth.
 - Writing, 81% (76% na) attained the expected standard, and 10% achieved Greater Depth.
 - Maths, 86% (71% na) of students reached the expected standard, and 33% reached Greater Depth.
 - R/W/M combined = 81% (61%na)
- It's important to highlight the significant progress made during Year 6 in the academic year 2022-2023. The previous year's results showed a lower percentage of students meeting the expected standard in
 - Reading 68% - Writing 60% - Maths 72%
- However, throughout the year, substantial progress was made, particularly in Maths.
- These outcomes reflect the positive impact of the Pupil Premium Strategy on student achievement and growth, particularly in addressing the needs of disadvantaged pupils and those with Special Educational Needs.

INTENDED OUTCOME 2022-2023													
1. Pupil premium children at the end of each Key Stage predominantly achieved the same or better than their peers and the same or significantly higher than the national average.													
EYFS			KS1 Overall					KS2					
2022-2023	Showing % of pupils achieving GLD *based on Westminster Profile (provisional)		2022-2023		Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths *based on Westminster Profile (provisional)			2022-2023		Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths and progress scores *based on Westminster Profile [attainment] (provisional) and ASP [progress]			
	GLD	R		W	M	RWM	R		W	M	RWM		
	Class cohort	75.%		71.4%	71.4%	75%			Class cohort	81%	81%	86%	81%
	Pupils eligible for PPR	38%		64.2%	71.4%	78.5%			Pupils eligible for PPR	60%	60%	50%	
	Pupils not eligible for PP	62%		64.3%	71.4%	78.5%			Pupils not eligible for PP	100%	100%	81.9%	
	PPR compared with LA average	25.9%		70.6%	62%	73.9%			PPR compared with LA average	77.6%	76.7%	79.3%	66.9%
PPR compared with NATIONAL average			69%	61%	71%		PPR comparison with national average	74%	69%	71%	61%		

Disadvantaged pupil progress scores for last academic year

Progress:

Children are expected to make 6 points progress through the year.

	Yr 2 – 28 pupils			Yr 6 – 21 pupils		
	B – 10	G – 18	SEN – 3	B – 8	G – 13	SEN – 6
	PP – 13 (46%)			PP – 10 (48%)		
	Rdg	Wtg	Ma	Rdg	Wtg	Ma
Whole Class	5.6	5.8	6.1	5.6	5	5.2
PP	5.6	5.7	6	4.1	3.9	4
Non PP	5.6	5.9	6.2	6.6	6.7	6

Maintain leadership structure to oversee targeted support and ensure the quality of practice and classroom excellence essential to all pupils.

- The AHT led the Year 6 math intervention, which proved highly successful. An impressive 86% of Year 6 pupils achieved the Expected Standard, a significant improvement from the 60% in the previous academic year (2021-22). This achievement surpassed the National average of 71%. Additionally, it's worth noting that two pupils with EHCPs who did not sit the test.
- When excluding these pupils, the results show an achievement of 95% and 33% in GD.
- The gap between Pupil Premium Review (PPR) pupils and non-PPR pupils is beginning to narrow. In identified classes, some Disadvantaged pupils also have SEND, which have had an impact on their progress, particularly in Year 4. In Year 2, the reading gap is increasing, and this will be addressed in the 2023-2024 academic year.
- The leadership team ensured that relevant training was planned and delivered as part of the School Improvement Plan (SIP).

- The scheduled training supported the needs outlined in the SIP, such as phonic delivery, behaviour management, safeguarding, and mathematics. Subject leaders met with SLT to discuss the current standards in their respective subjects and ongoing CPD needs. Some training initiatives resulted from subject monitoring and recommendations following Local Authority review days. Consequently, leaders refined areas of the school's curriculum, focusing on priorities like high-quality early reading and numeracy delivery, as well as more robust assessment practices to ensure progress for all pupils.

2. All teaching will be consistently good or better in whole class teaching to close the attainment gap

- Results in EYFS, Phonics, and End of KS1 assessments all exceed the National Averages for expected outcomes.
- In KS2, which had a cohort of 21 students, performance was impacted by previous school closures. However, there was a strong focus on closing the gap, resulting in commendable performance in the KS2 SATs.
- In EYFS, 75% of students achieved GLD surpassing the National Average.
- In Phonics, 76.6% of students passed, slightly below the LA average of 80.5%.
- In KS1, student performance in Reading (71.4%), Writing (71.4%), and Maths (75%) all exceeded the LA averages.
- In KS2, Reading (81%), Writing (81%), and Maths (86%) were notably higher than the National Averages.
- The number of pupils surpassing age-related expectations in Reading, Writing, and Maths has improved in all year groups compared to the previous year, particularly by prioritizing year groups with exceptionally low attainment.
- It's worth noting that in Year 4, no students exceeded age-related expectations, and this will be addressed in the 2023-2024 academic year due to the impact on attainment and progress stemming from previous school closures.

3. Assessment will be used effectively to during pupil progress meetings to ensure all staff are working with targeted pupils to close the gap.

- Intervention impact was reviewed and adjusted during Pupil Progress meetings.
- Summative data was collected three times a year and utilized during Pupil Progress Review meetings to inform intervention strategies.
- Summative assessments in reading and mathematics were analysed, and instructional planning and teaching were adjusted to address identified gap.

4. The impact of the school closure on PP pupils has been identified and addressed and effective support is put in place to support children's social, emotional and mental health needs.

- All staff received Zones of Regulation training with the expectation for it to be implemented gradually across the year. Training for this is ongoing to ensure it enhances the policy and strategies that are already in place. As a result, the expectations for behaviour is high, there are clear expectations and both parents and pupils are aware of these. Behavioural issues are dealt with quickly by the AHT (behaviour lead). Families have worked together with the school to put behaviour plans in for individuals and have agreed that the support has had a positive impact.
- All pupils who were identified as having Speech and Language difficulties received their therapy at school. In addition to this, SLT supported TA's/LSA's to lead and implement a number of interventions across the school.