

Pupil Premium Strategy 2020-21: St Gabriel's Church of England Primary School

1. Summary information - previous academic year

Academic Year	2019-2020	Total PP budget	£112,200
Total number of pupils	177	Number of pupils eligible for PP	62

2. Previous expenditure (How was the Pupil Premium allocation spent last year?)

Chosen Action	What this looked like
Maintained additional leadership and teaching staff.	Leaders (2 x class based Assistant Heads) established and supported whole school strategies to drive forward the SDP. Support staff numbers were maintained to work with target groups in Maths and English including phonics and the development of early reading. The AHs supported PP as necessary in which all children in each class benefitted from improved classroom pedagogy and targeted support.

3. Previous attainment (What was the impact of previous expenditure on eligible pupils and others?)

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.

This data is based on the most recent nationally recognised date 2018-2019

EYFS		KS1 Overall						KS2				
2018-19	Showing % of pupils achieving GLD *based on Westminster Profile (provisional)	2018-19	Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths *based on Westminster Profile (provisional)				2018-19	Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths and progress scores *based on Westminster Profile [attainment] (provisional) and ASP [progress]				
	GLD		Reading	Writing	Maths	Combined		Reading	Writing	Maths	Combined	
Pupils eligible for PP	100% (2 ch)	75%	75%	88%	75%	Pupils eligible for PP	94	88	88	88%		
Pupils not eligible for PP	95%	72%	78%	78%	72%	Pupils not eligible for PP	77	85	92	69%		
Comparison with national average	Above the national average of 72%	In line with the national average of 75%	Above national average of 69%	Above national average of 76%	Above national average at 65%	Comparison with national average	Above national average at 73%	Above national average at 79%	Above national average at 79%	Above national average at 65%		

Progress - Pupils eligible for PP	+3.6	+3.1	+3.5
Progress – Pupils not eligible for PP	+3.0	+2.6	+4.4
Comparison to national average *For pupils not eligible for PP, pupils eligible for PP and All pupils	Above national average	Above national average	Above national average

*taken from Oct 2019 census

4. Summary information – <u>current year</u>					
Academic Year	2020-21	Total PP budget	£112,200	Date of most recent PP Review	September 2020
Total number of pupils	178	Number of pupils eligible for PP	66	Date for next internal review of this strategy	February 2021

5. Current attainment <i>(What is the current picture for the impact of expenditure on eligible pupils and others?) based on teacher assessment from end of previous academic year</i>						
EYFS			KS1		KS2	
*based on Teacher Assessments for this time of year (ARE)	Aut 2020-21	Spr 2020-21	Aut 2020-21	Spr 2020-21	*based on Teacher Assessments for this time of year (ARE)	Spr 2020-21
	Combined		Combined		Combined	
Whole class			(16/22) 72.7%			26/29 89.7%
Pupils eligible for PP	N/A		(1/3) 33.3%		Pupils eligible for PP	(16/26) 61.5%

Pupils not eligible for PP	N/A	
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(15/16) 93.7%	
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Pupils not eligible for PP	(10/26) 38.5%	
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6. Barriers to future attainment and other factors to consider *(for pupils eligible for PP including high attainers)*

In-school barriers and factors *(issues to be addressed in school, such as poor oral language skills)*

A.	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. <i>(47% compared to 23% nationally)</i>
B.	The baseline in Reception for Pupils thought to be eligible for PP is in line with that of their peers.
C.	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. <i>(E.g. 60% of pupils are EAL compared to 21% nationally.)</i>
D.	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school. <i>(E.g. 53% of pupils are in IDACI band 0-10 compared to 10% nationally.)</i>
E.	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. <i>(E.g. 18% of pupils have the lowest proficiency in English compared to the LA's 8%.)</i>
F.	Ensuring teaching consistency ensures accelerated progress for pupil premium pupils.

External barriers and factors *(issues which also require action outside school, such as low attendance rates)*

A.	Unemployment is high in the area.
B.	Many working parents are working long hours, in multiple jobs for little pay.
C.	The lack of affordable housing means many low income households are paying unaffordable rent for substandard housing.
D.	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.
E.	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.
F.	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.
G.	Our disadvantaged pupils were disproportionality impacted by COVID 19 i.e. access to remote learning, vulnerable family members, language barriers during home learning, housing overcrowding

7. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	All teaching will be consistently good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the 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 to carefully monitor their subject and feedback/support individual class teachers. - There is an increased % of pupil premium children working above national standards. - CPD and staff meeting training to improve subject knowledge.
B	KS1 and KS2 results will be in line with or above national averages for all measures in 2020-21	<ul style="list-style-type: none"> - Pupils will attain as well as in previous years. - Knowledge and skills gap due to COVID will be addressed through small group intervention. - In EYFS: The small attainment gap between the PP/NonPP for GLD will be maintained
C	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 and SENCO released for targeted support. - Pastoral TA appointed to support individual pupils. - Pastoral care and provision maps reflect the support in place to meet children's identified needs. - Monitoring and tracking (attainment and Pupil progress meetings) show impact of support. - Pupils emotional and well being needs are taken into account and relevant support is put in place where necessary.

8. Planned expenditure					
Academic year		2020/21			
How St Gabriel's are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching will be good to outstanding KS1 and KS2 results will be in line and above national averages for all measures in 2020-21	<i>Maintain Increased leadership to oversee targeted support and ensure the quality of practice and classroom excellence essential to all pupils:</i> Leaders to organise, run and monitor interventions across the school, including deployment of support staff. Leaders organise regular support staff training ensuring TAs/LSAs are well prepared to work with	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. 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.	<ul style="list-style-type: none">- Leadership roles maintained (Assistant Heads, KS1 and KS2 leaders, SENCO)- Leadership, teacher and support staff appraisal cycle linked to SDP targets.- 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	SLT MLT	Half termly

	<p>small groups and 1:1 with disadvantaged pupils with a focus on effective feedback.</p> <p>Leaders design and provide structured and evidence based interventions to support staff working in small groups and 1:1.</p>	<p>We are also keen to reference our KS2 results 2016-2017, 2017-18 & 2018-19 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>	<ul style="list-style-type: none"> - Improving the monitoring and evaluation of subjects (by Middle leaders) - Assessment records, lesson and book work - KS meetings and in school moderation - Diagnostics and Intervention resource bank, i.e. Rapid Maths, possibly Catch Up Literacy and Numeracy, Rapid Reading - MLT/SLT monitoring meetings - Termly data analysis of class attainment and progress for each class. - Team teaching and planning. - Modelled lessons and peers observations. - Targeted CPD during INSET and staff meetings to share best practise. 		
	<p><i>Pupil Progress Reviews to ensure provision is based on careful analysis of need and evaluation.</i></p>	<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>	<ul style="list-style-type: none"> - Each child is discussed, including their behaviour, attendance and punctuality, and actions to address recorded - 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. Rapid Maths, On Track Maths, screening in Reception 	SLT MLT	Half termly
<p>KS1 and KS2 results will be in line with or above national averages for all measures in 2020-21</p>	<p><i>Leaders provide parent workshops to promote parental engagement.</i></p>	<p>Current EEF research suggests better parental engagement can have a positive impact on disadvantaged pupils' learning.</p>	<ul style="list-style-type: none"> - Timetabled parent workshops (online, video resources on school website) - Attendance registers and parent feedback recorded. - Whole school training on using assessment data to plan and inform lessons. - Parent meetings for targeted children to provide more personalised support at home. 	SLT MLT	Half termly

	<i>Leaders provide before and after school clubs to overcome barriers to opportunity, promote scholarship and enrich learning.</i>	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.	<ul style="list-style-type: none"> - After school Reading club to include peer tutoring, visits and resources – beginning Summer 1 - Morning Maths club to include peer tutoring – Beginning Summer 1. <p><i>Above can commence once restrictions are eased</i></p>	SLT MLT	Half termly
The impact of the school closure on PP pupils has been identified and addressed.	<i>Leaders establish additional programmes - meta-cognition, e.g. 1:1 tuition - editing, EY interventions, peer tutoring in reading and phonics programmes.</i>	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.	<ul style="list-style-type: none"> - 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 (AHT and SENCO working in each KS to provide targeted support and intervention in English maths and phonics. - School leaders 	SLT MLT	Half termly £50,912 ST £65,384 TA/LSA support and interventions
Total budgeted cost					£116,296