

St Gabriel's Catholic Primary School



Pupil Premium Strategy Statement 2021 - 22

St. Gabriel's is a welcoming school where:

We pray together, care for each other and learn together

We feel safe and respected

We try to do our best

Everyone is treated fairly

We have fun with our friends

With Jesus Christ at the heart of our loving Catholic community

Our Aims for Pupil Premium Funding

At St Gabriel's we have the highest expectations for all of our pupils. As a school community we work hard to provide a broad and balanced curriculum that enables all our children to achieve academically, flourish socially and mature spiritually.

We strongly believe that social disadvantage should not be a barrier to learning or achievement at any stage of a child's education. We use our pupil premium funding to reduce barriers, accelerate progress and maximise attainment, this also includes using our pupil premium funding to ensure that the social, pastoral and emotional needs of our pupil premium eligible children are met effectively.

When allocating our pupil premium funding, we take into account:

- The needs (both individual and group) of our pupil premium eligible children – both academic and pastoral. We use assessment data, teacher knowledge and other relevant information to identify needs, barriers and solutions.
- Research papers – including papers from the DfE, the EEF, Sutton Trust etc. – that detail strategies which have had a positive impact on the attainment and progress of disadvantaged pupils.
- Ofsted / DfE guidance and current national expectations for pupil premium eligible children.

At St Gabriel's, Pupil Premium spending is closely monitored by the Senior Leadership Team and evaluated carefully by the Governing Body's Standards and Curriculum Committee. Our Link Pupil Premium Governor is Mrs Gee Bernstein. Our Pupil Premium co-ordinator is Mr Will Bright.

Our key aim, therefore, is to narrow the gap in terms of achievement and opportunity for our pupil premium eligible children so that they can become 'the best that they can be.'

| 1. Summary Information | | | | | |
|------------------------|--------------------------------------|----------------------------------|---------|---|---------------------------|
| School | St Gabriel's Catholic Primary School | | | | |
| Year | 2021/2022 (April to April) | Total PP Budget | £67,250 | Date of most recent PP Standard and Curriculum Committee meeting. | 5 th June 2020 |
| Total number of pupils | 401 | Number of pupils eligible for PP | 52 | Date for next PP Standard and Curriculum Committee meeting. | June 2021 |

| 2. Current Attainment and Progress | | |
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| <i>Based on end of KS2 2018-19 children</i> | Pupils <u>eligible</u> for Pupil Premium (at St Gabriel's) | Pupils <u>not</u> eligible for Pupil Premium (national average) |
| % achieved in reading, writing and maths | 44 | 71 |
| %EXS+ in reading (progress measure in brackets) | 44 (-2.43) | 78 |
| %EXS+ in writing (progress measure in brackets) | 67 (+0.22) | 83 |
| %EXS+ in maths (progress measure in brackets) | 78 (+1.37) | 84 |

| 3. Barriers to future attainment (for pupils eligible for Pupil Premium) | |
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| In-school barriers (issues to be addressed in school) | |
| 1 | A number of Pupil Premium children have attended a number of other schools before joining St Gabriel's. |
| 2 | In nearly all year groups, there is an overlap – sometimes significantly – between the children eligible for the Pupil Premium and the children on the SEND register. |
| 3 | At each of the statutory assessment points, there is a gap (negative) between the attainment and progress rates of the children eligible for the Pupil Premium and those not eligible. |

| External barriers (issues which also require action outside school) | | |
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| 1 | On entry (Early Years), language skills are significantly lower for Pupil Premium children. | |
| 2 | Attendance rate for Pupil Premium children is slightly below non-eligible children (94.43%, compared to 96.3%). There is a larger gap for persistent absenteeism (7.1% for eligible children, 3.6% for non-eligible children). | |
| 3 | Lack of opportunities to engage, outside of school, with 'life experiences / life skills.' Narrow life experience outside of school. Low / limited aspirations. | |
| 4 | Very limited access to revision opportunities and resources not necessarily provided at home. | |
| 5 | Family Issues– Safeguarding / Finance / Parenting, routines, boundaries | |
| 4. Desired Outcomes | | |
| | Desired Outcomes | Success Criteria |
| A | Closing the Gap: KS2 SATs data to demonstrate an increase in attainment and progress for children in receipt of the pupil premium. | <ul style="list-style-type: none"> • Higher percentage of PP children reaching EXS+ in reading, writing and maths combined in the KS2 SATs. • Pupil Premium cohort to achieve a zero or positive progress measure score in the KS2 SATs. |
| B | Closing the Gap: Diminished attainment and progress gap between children eligible for pupil premium and children not eligible at all statutory assessment points. | <ul style="list-style-type: none"> • % of eligible children reaching Good Level of Development in EYFS to be in line with average for school / national. • % of eligible children passing Phonics Screen (Y1+Y2) to increase. • % of eligible children reaching EXS+ in reading, writing and maths in KS1 SATs to increase. |
| C | Accessing opportunities: Reduced gap in attendance rate between children eligible for pupil premium and children not eligible. | <ul style="list-style-type: none"> • Improve attendance rate for eligible children. • Reduced percentage of eligible children classed as persistently absent. |

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| D | Enabling engagement: Families confident in supporting their children and accessing the help they need. | This will be more effectively evidenced by case studies of particular experiences of families supported. |
| E | Enabling engagement: Children in receipt of Pupil Premium to have accessed a range of extra-curricular / enrichment activities. | <ul style="list-style-type: none"> • In each year group, eligible children to have attended trips, visits etc. • A significant proportion of eligible children to have attended extra – curricular activities (i.e. choir, art clubs, sports clubs etc.). Teachers responsible for running extra-curricular activities to maintain record of attendance of eligible children. |

| Item / project | Cost | Objective | Timescale | Staff involved | Intended Outcome |
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| Support for 1 to 2 / small group / teaching to raise standards where directed by need | £8 000 | To close the gap in attainment and progress in Mathematics, Reading and Grammar, Punctuation and Spelling between Pupil Premium and non – Pupil Premium children. | Autumn / Spring Term | WB, ST, BF, AC, | <p>Reduced gap in Mathematics, Reading and Grammar, Punctuation and Spelling between Pupil Premium and non – Pupil Premium children.</p> <p>Evidence Base - To be evidenced in end of year assessment data for targeted year groups. Case Studies.</p> |

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| <p>Significant contributions to the salary of Every Child Matters Officer and her interaction with pupils</p> | <p>£20 000</p> | <p>To support children and families who are experiencing difficult or challenging situations.</p> <p>To work towards removing learning barriers, and particularly any issues around attendance, for identified children within school so that they can fulfil their full potential.</p> | <p>On-going</p> | <p>SMc, SLT.</p> | <p>Potential learning barriers to attendance and full learning capacity reduced / removed. Attendance rates for children supported to be in line / better than national averages. Gap between attainment and progress of children supported and rest of cohort to be reduced / removed.</p> <p>Evidence Base – responses to annual parental questionnaires; attendance data; attainment and progress data for children supported. Case Studies.</p> |
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| | | To provide support for staff so that they can support the children in their care. | | | |
| Funding of salary of LSAs to meet needs identified in targeted year groups. (Year groups TBC) | £30 000 | To raise the attainment and progress of Pupil Premium children, particularly those who are in danger of not reaching their end of year expectations in reading, writing or Mathematics. | On-going | TBC | Raised attainment in reading, writing and mathematics for supported children. Evidence Base - To be evidenced in end of year assessment data for targeted year groups. Case Studies. |
| Extra-curricular / enrichment curriculum activities | £5 000 | Funding to contribute to cost of trips, residential visits, sacramental programmes, extra – curricular activities and other aspects of | On-going | Whole staff | Children in receipt of the Pupil Premium to have fully accessed the additional extra – curricular opportunities offered by the school. Evidence Base – attendance at events –records kept by relevant staff members. Case Studies. |

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| | | the enrichment curriculum to ensure that children in receipt of the Pupil Premium are able to access these opportunities fully. | | | |
| Reserve | £4 000 | A reserve will be kept to fund initiatives which will support needs emerging as the year progresses. | On-going | Whole staff | Flexibility to respond to needs as they emerge going through the year. Evidence Base – to be dictated by nature of initiatives supported. Case Studies. |

W Bright

04.04.2021