



St Gabriel's Catholic Primary School

Pupil Premium Strategy Statement 2022-25

*(*September 2023 update)*

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our under-resourced 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 Catholic Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	6.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	20 October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Edward Byrne
Pupil premium lead	Edward Byrne
Governor / Trustee lead	Ruth Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,265
Recovery premium funding allocation this academic year	£0
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.	£24,265 n/a

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important to consider the context of the school and the challenges faced. Common barriers for pupils eligible for PP funding include social and emotional behaviours are below expected of their peers, some under-resourced children are also identified as having a special educational need, some pupils' behaviours for learning are weaker than their peers, some under-resourced children at St Gabriel's have experienced trauma, thus affecting their engagement and some children in a 'cared for' or 'post cared for' setting have experienced trauma/attachment issues. These and other complex family issues can prevent children from flourishing. These challenges are varied and no one family is the same.

Our key objective is to reduce the difference between pupil groups against pupils making age related expectations. We aim for all children to make excellent progress in all aspects of their school life. We are aware of the national trend relating to the performance of PP groups therefore we strive through targeted interventions to eliminate barriers to learning and progress for all pupils. Teachers and leaders discuss individual children frequently and leaders meet with children, review their work and try to improve provision for all.

Pupil Premium children who are below expectations - We identify every Pupil Premium (PP) child and target those who need additional support. Each teacher is made aware of the PP children in their class and required to put in place support to help move them to 'expected' or better in the relevant areas, where possible. We will ensure that interventions are targeted at specific children and tailored to meet their needs.

More able Pupil Premium children – We will target these pupils carefully and where possible, provide specific teaching interventions to ensure they achieve as well as more able non-PP pupils.

All pupils – We will work hard to ensure all our teachers teach to the highest level possible and to expect all children to attain as highly as they can across the curriculum. We create a growth mind-set culture and implement assessment for learning practices which enable all pupils including PP pupils to make the best possible progress.

As a school we are aware of the national research carried by the Education Endowment Foundation and we are arranging CPD refresher training as a result into Meta-Cognition and Regulation for all staff as a 'low cost-high impact' strategy.

By Sept 2025 our aim is that at least 50% + (in line with historical data and dependent on cohort context) of pupils eligible for PP meet age related expectations in reading, writing and maths, reducing the attainment difference between their peers.

Challenges

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

Challenge number	Detail of challenge
1	Some under-resourced children are also identified as having a special educational need.
2	For some under-resourced children, their social and emotional development is below the age-related expectations of their peers as a result of partial school closures in recent academic years.
3	Speaking and listening development on entry is becoming more apparent
4	Observations and assessments have shown phonic and reading skills have been impacted by as a result of challenge 3 (above) for some of our under-resourced pupils.
5	Some pupils enter school below the national average and of their peers.
6	Some under-resourced pupils on entry to school need further socialisation experiences
7	Some under-resourced children at St Gabriel’s have experienced some form of early trauma, thus affecting their engagement to access the curriculum.
8	Home learning environments affect some under-resourced pupils, receiving little or no support in terms of reading, writing or maths.

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.

Intended outcome	Success criteria
Pupils are aspirational	Pupil achieve in line or beyond their peers
All PP pupils make expected progress in reading from their starting points across each phase.	Pupils engage with their learning Pupils are motivated Pupils achieve 50% or above of PP pupils achieve in line with ARE and above n/a

<p>All PP pupils make expected progress in writing from their starting points across each phase.</p>	<p>Pupils engage with their learning Pupils are motivated Pupils achieve 50% or above of PP pupils achieve in line with ARE and above n/a</p>
<p>All PP pupils make expected progress in maths from their starting points across each phase.</p>	<p>Pupils engage with their learning Pupils are motivated Pupils achieve 50% or above of PP pupils achieve in line with ARE and above n/a</p>
<p>To ensure the PP plan is adjusted regularly to support individual pupils.</p> <p>To ensure targeted interventions are evaluated and reviewed.</p>	<p>Plan delivers the above outcomes</p>
<p>PP pupils progress and achievement to be in line with their non-pp peers</p>	<p>Gap closes between pp and non-pp</p>
<p>No pupil will miss out on experiences because of financial difficulty.</p>	<p>PP pupils experience a rich cultural Capital experience throughout the curriculum offer</p>

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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Training for all staff to work with children	Supporting children's mental health, wellbeing, and social interactions	2, 6, 7, 8
Metacognition refresher training for new staff and support staff	EEF Very high impact for very low cost based on extensive research	all
PP CPD for new staff and support staff	Improving teaching and support for one of the three core pillars from EEF.	2,4,5

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (external tutor)	EEF identifies small group tuition as a moderate impact. A whole school development target in writing is in place, and it has been identified that this is the lowest performing area PP for pupils.	1, 2, 3, 6
Feedback	Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some-time after learning. (EEF)	1, 2, 3, 6

Additional Reading support	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1, 6, 7, 8

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

Budgeted cost: £ 7700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving social and emotional behaviours through nurture support	EEF identify strategy as moderate impact for moderate cost, pupils benefit through self-confidence, self-esteem and developing coping strategies. Pupil responses are all positive.	2, 4, 5, 6
Improve social interactions through Animal assisted play therapy	Previous success with two pupils whose challenging incidents significantly dropped as a result.	
After school provision	All pupil premium children encouraged to engage in after school provision, enriching the curriculum experience.	2,6,7,8
Begin to develop a forest school provision. Involve children in the planning children to have direct involvement in creation of area	forestresearch.gov.uk- New Economics Foundation (NEF) Key findings The evaluation suggests Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their 	1, 2, 3, 6, 7

<p>External provider to teach outdoor/forest school provision</p>	<p>actions on peers through team activities such as sharing tools and participating in play</p> <ul style="list-style-type: none"> • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p>Music tuition group x 2 Further wider opps- 'Kids that rock' musical project</p>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (EEF)</p>	<p>2,3,6,7,8</p>
<p>Creation of Lego club</p>	<p>Lunchtime additional club (nurture lead)</p> <p>Alongside the differing social roles and play lego interaction can have. Opportunity for a child knowing they can 'check-in' with a staff member each day is reassuring and comforting. Good attachments are made, therefore, a positive mindset can be created for the day.</p>	<p>2,3,6</p>

Total budgeted cost: £ 24,200

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.

Current attainment: Pupils meeting the expected standard (July 2023)		
	<i>12 Pupils eligible for PP (whole school)</i>	End of KS2 data (2 pupils)
% making age related progress in reading (EXS)	75%	100 (1xGDS)
% making age related progress in writing (EXS)	58%	100
% making age related progress in maths (EXS)	75%	100

At the end of KS2, 100% of pupils (2) met ARE or better in their end of year assessment. 1 pupil achieved GDS in reading.

All pupils made progress. Some made more than others.

The main drive for these pupils was to provide access to the curriculum enabling them to minimise the gap against their peers.

Externally provided programmes

Programme	Provider
Animal Assisted Reading Therapy	Paws and Read
Animal Therapy (Behavioural)	Creative Action Team

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture support was provided for 2 pupils. 2 children needed emotional support, development of socialisation skills.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The impact of these strategies is that both children began nervously and shy, without the social skills to make friends. They were wary of school and the new environment having spent time abroad. They were able to develop friendships, improving their confidence and their overall enjoyment of school.</p> <p>1 child reached exs in reading, writing and maths. 1 child meeting exs in reading and maths.(within current yr group)</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support under-resourced pupils, that is not dependent on pupil premium or recovery premium funding.