

# Pupil Premium Strategy: St Gabriel's Church of England Primary School

1. Summary information - previous academic year			
Academic Year	2015/16	Total PP budget	£133,187
Total number of pupils	188	Number of pupils eligible for PP	98

\*taken from January 2015 Census

2. Previous expenditure (How was the Pupil Premium allocation spent last year?)	
Chosen Action	What this looked like
Appointment of additional leadership and teaching staff.	Three specialist teachers were appointed to work with target groups in Maths, Literacy and Reading, and fulfilled new leadership roles (Deputy Head, KS1 and KS2 leaders) to establish and support whole school strategies. The specialist teachers supported 2 year groups each so that PP 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?)									
EYFS		KS1 Overall			KS2				
Showing % of pupils meeting ELG & 'Expected Standard' in Reading, Writing & Maths <i>*based on Westminster Profile and RAISE unvalidated data</i>	2015-2016	2015-2016			Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths and progress scores <i>*based on RAISE unvalidated data</i>	2015-2016			
	EYFSP GLD	Reading	Writing	Maths		Reading	Writing	Maths	Combined
Pupils eligible for PP	80	80	67	73	Pupils eligible for PP	81	94	63	63
Pupils not eligible for PP	75	81	70	74	Pupils not eligible for PP	86	97	79	76

<b>Comparison with National average</b>	Above national average for all children
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Above national average	PP 1 child below	PP 1 child below
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<b>Comparison with National average</b>	Sig above National average	Sig above National average	1 child below	Sig above National average
<b>Progress - Pupils eligible for PP</b>	1.06	5.18	3.90	-
<b>Progress - Pupils not eligible for PP</b>	1.98	5.39	4.45	-
<b>Comparison to national average</b>	In line with national	Top 3-4 % of the country	Top 3-7% in the country	-

4. Summary information – current year					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£116,160. <i>*received Jan 2016</i>	<b>Date of most recent PP Review</b>	05 Sept 2016
<b>Total number of pupils</b>	190	<b>Number of pupils eligible for PP</b>	85	<b>Date for next internal review of this strategy</b>	06 Feb 2017

*\*taken from January 2016 census*

5. Current attainment (What is the current picture for the impact of expenditure on eligible pupils and others?)					
EYFS		KS1	KS2		
Showing % of pupils meeting EYFSP GLD & 'Expected Standard' in Reading, Writing & Maths combined *based on Teacher Assessments for this time of year	Autumn 2016-2017	Autumn 2016-2017	Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths combined and progress scores *based on Teacher Assessments for this time of year	Autumn 2016-2017	
	<b>Combined</b>	<b>Combined</b>		<b>Combined</b>	
<b>Pupils eligible for PP</b>	Chn currently	89	<b>Pupils eligible for PP</b>	78	

<b>Pupils not eligible for PP</b>	being identified
<b>Difference</b>	
<b>National Gap</b>	
<b>Comparison with national gap</b>	

72
+12
+3-5
Above

<b>Pupils not eligible for PP</b>	71
<b>Difference</b>	+7
<b>National Gap</b>	+5-7
<b>Comparison with national gap</b>	In line with national gap

<b>6. Barriers to future attainment and other factors to consider</b> <i>(for pupils eligible for PP including high ability)</i>	
<b>In-school barriers and factors</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	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.
<b>B.</b>	The baseline for Pupils thought to be eligible for PP is lower than that of their peers. Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below.
<b>C.</b>	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.
<b>D.</b>	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school.
<b>E.</b>	The future attainment of many of the pupils eligible for the PP in school is effected by additional factors such as poor oral language skills and SEN.
<b>F.</b>	High attainment in KS2 means pupils eligible for the PP attain more highly than other pupils nationally but non-disadvantaged pupils in the school attain even more highly.
<b>External barriers and factors</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Unemployment is high in the area.
<b>B.</b>	Many working parents are working long hours, in multiple jobs for little pay.
<b>C.</b>	The lack of affordable housing means many low income households are paying unaffordable rent for substandard housing.
<b>D.</b>	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.
<b>E.</b>	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.

7. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Teaching will be good to outstanding	- Evidenced by LA, LDBS reviews and SLT observations
B	KS1 and KS2 results will be above national averages for all measures in 2016-2017	<ul style="list-style-type: none"> <li>- In KS2 Reading, progress scores will be above the national average for pupils eligible for the PP with low prior attainment</li> <li>- In KS2 Maths, the percentage of pupils eligible for the PP attaining the expected standard or above will be higher than the national average (<i>particularly raised attainment of middle prior attaining PP pupils</i>)</li> <li>- In KS1, the percentage of pupils eligible for the PP and all others attaining greater depth will be higher than the national average</li> <li>- In KS1 Writing, the percentage of pupils eligible for the PP attaining the expected standard or above will be higher than the national average</li> <li>- In KS1 Maths, the percentage of pupils eligible for the PP attaining the expected standard or above will be higher than the national average</li> </ul>
C	The rate of progress for eligible pupils in Reception Class will be improved	- Pupils eligible for the PP in the Foundation Stage will make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year

### 8. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
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How St Gabriel's are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teaching will be	<b><i>Maintain Increased leadership and specialist teacher capacity</i></b>	This is informed by national EEF research which reports how TAs	- Leadership and specialist teacher roles maintained (Deputy Head, KS1	SLT MLT	Half termly

<p>good to outstanding</p> <p>KS1 and KS2 results will be above national averages for all measures in 2016-2017</p>	<p><b>to oversee targeted support and ensure the quality of practice and classroom excellence essential to all pupils:</b></p> <p>Leaders to organise, run and monitor interventions across the school, including deployment of 2 additional non-class based TAs.</p> <p>Leaders organise regular support staff training ensuring TAs/LSAs are well prepared to work with 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 TAs working in small groups and 1:1.</p>	<p>and additional teachers can be effectively used to support progress through improved teaching, provision and CPD opportunities.</p> <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. We are currently using the EEFs DIY evaluation tool to continue to inform our practices.</p> <p>We are also keen to reference our KS2 results 2015-2016 where attainment and progress were significantly above the national averages in Writing and Maths as well as similar schools locally.</p>	<p>and KS2 leaders, 1&amp;2/3&amp;4/5&amp;6 specialist teachers)</p> <ul style="list-style-type: none"> <li>- Leadership, teacher and support staff appraisal cycle linked to targets</li> <li>- 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)</li> <li>- Specialist teacher and support staff timetables and group registers – amended termly based on need</li> <li>- PPR data analysis</li> <li>- Monitoring - Assessment records, lesson and book work</li> <li>- KS meetings and moderation</li> <li>- EEF DIY evaluation tool</li> <li>- Diagnostics and Intervention resource bank, i.e. Rapid Maths, On Track Maths, Catch Up Literacy and Numeracy</li> <li>- MLT/SLT monitoring meetings</li> </ul>		
	<p><b>Pupil Progress Reviews to ensure provision is based on careful analysis of need and evaluation.</b></p>	<p>Effective staff deployment for interventions is a high priority. There is a growing evidence base – including six new 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>Amended structure:</p> <ul style="list-style-type: none"> <li>- Each child is discussed, including their behaviour, attendance and punctuality and actions to address recorded.</li> <li>- Specific barriers to learning to be identified for all PP pupils and interventions provided based on these.</li> <li>- Robust evaluation using assessment evidence and EEF DIY tool.</li> <li>- Diagnostics and Intervention resource bank, i.e. Rapid Maths, On Track Maths.</li> </ul>	<p>SLT MLT</p>	<p>Half termly</p>
<p>KS1 and KS2 results will be above</p>	<p><b>Leaders provide parent workshops to promote parental engagement.</b></p>	<p>Current EEF research suggest better parental engagement can have a positive impact on</p>	<ul style="list-style-type: none"> <li>- Tuesdays timetabled for parent workshop.</li> <li>- Attendance registers and parent</li> </ul>	<p>SLT MLT</p>	<p>Half termly</p>

<p>national averages for all measures in 2016-2017</p> <p>The rate of progress for eligible pupils in Reception Class will be improved</p>		disadvantaged pupils' learning.	feedback.		
	<p><b>Leaders provide before and after school clubs to overcome barriers to opportunity, promote scholarship and enrich learning.</b></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 unable to support pupils' learning as effectively at home and teacher led before and after school lessons has worked to overcome this.</p>	<ul style="list-style-type: none"> <li>- After school Reading club to include peer tutoring, visits and resources – beginning Spring 1</li> <li>- Morning Maths club to include peer tutoring – Beginning Spring 1</li> <li>- Homework club</li> <li>- Lunchtime reading volunteers and Beanstalk</li> </ul>	SLT MLT	Half termly
	<p><b>Leaders establish additional programmes - meta-cognition, e.g. smart gym, 1:1 tuition - editing, EY interventions, peer tutoring in reading and phonics programmes.</b></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>	<ul style="list-style-type: none"> <li>- 8 week Smart Gym programme in Term 1 and evaluation of immediate and maintained impact</li> <li>- 1:1 Lunchtime editing programme with class/ specialist teacher</li> <li>- New phonics model and training</li> <li>- Daily EY intervention</li> <li>- MEND in Class 1 and 4</li> <li>- Daily oral language intervention with mixed KS2 group</li> </ul>	SLT MLT	Half termly
<b>Total budgeted cost</b>					£116,160.