

Pupil Premium Strategy: St Gabriel's Catholic Primary School and Primary School



1. Summary information - previous academic year			
Academic Year	2016/17	Total PP budget	£116,160. <i>*received Jan 2016</i>
Total number of pupils	190	Number of pupils eligible for PP	85

**taken from January 2016 Census*

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 (Deputy Head, KS1 and KS2 leaders) established and supported whole school strategies. Specialist teachers and TAs were maintained to work with target groups in Maths, Literacy and Reading. 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				
2016-2017	Showing % of pupils achieving GLD <i>*based on Westminster Profile</i>	2016-2017	Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths and progress scores <i>*based on Westminster Profile</i>			2016-2017	Showing % of pupils meeting 'Expected Standard' in Reading, Writing & Maths and progress scores <i>*based on Westminster Profile</i>			
	GLD	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	
Pupils eligible for PP	50	92	92	92	83	Pupils eligible for PP	100	100	92	92
Pupils not eligible for PP	83	71	76	82	59	Pupils not eligible for PP	100	100	100	100

Comparison with national average	In line with national average at 54
-----------------------------------------	-------------------------------------

Sig above national average	Sig above national average	Sig above national average	Sig above national average
----------------------------	----------------------------	----------------------------	----------------------------

Comparison with national average	Sig above national average	Sig above national average	Sig above national average	Sig above national average
Progress - Pupils eligible for PP	Awaiting ASP data			
Progress - Pupils not eligible for PP				
Comparison to national average				

4. Summary information – current year					
Academic Year	2016/17	Total PP budget	£114,937. <i>*received Jan 2017</i>	Date of most recent PP Review	Feb 2017
Total number of pupils	188	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Feb 2018

**taken from January 2017 census*

5. Current attainment (What is the current picture for the impact of expenditure on eligible pupils and others?)					
EYFS		KS1		KS2	
<i>*based on Teacher Assessments for this time of year</i>		<i>Autumn 2017-2018</i>		<i>*based on Teacher Assessments for this time of year</i>	
<i>Autumn 2017-2018</i>		<i>Autumn 2017-2018</i>		<i>Autumn 2017-2018</i>	
Combined		Combined		Combined	
Pupils eligible for PP	Chn currently	Awaiting Autumn 1		Pupils eligible for PP	Awaiting Autumn 1

September 2017

Pupils not eligible for PP	being identified
Difference	
National Gap	
Comparison with national gap	

data

Pupils not eligible for PP	data
Difference	
National Gap	
Comparison with national gap	

6. Barriers to future attainment and other factors to consider (for pupils eligible for PP including high ability)

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.
B.	The baseline in Reception 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.
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. (E.g. 65% of pupils are EAL compared to 21% nationally.)
D.	Many pupils do not have access to the additional opportunities enjoyed by their peers out of school. (E.g. 55% of pupils are in IDACI band 0-10 compared to 10% nationally.)
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. (E.g. 24% of pupils have the lowest proficiency in English compared to the LA's 7%.)

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.
----	---------------------------------------------------------------------------------------------------------------------------------------------------------

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 2017-2018	- Pupils will attain as well as in previous year if not better - In KS1: school PP-GDS attainment gap in R,W and M and combined will be reduced - In KS1: PP-GDS attainment will be in line with or above national average in Reading and Maths
C	The rate of progress for eligible pupils in Reception Class will be further improved	- Pupils eligible for the PP in the Foundation Stage will make rapid progress from their very low starting points to meet the Communication & Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year

8. Planned expenditure

Academic year	2017/18
---------------	---------

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 above national averages for all measures in 2017-2018	<i>Maintain Increased leadership and specialist teacher capacity 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 TAs. Leaders organise regular support	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	- Leadership and specialist teacher roles maintained (Deputy Head, KS1 and KS2 leaders, 1&2/3&4/5&6 specialist teachers) - Leadership, teacher and support staff appraisal cycle linked to 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) - Specialist teacher and support staff timetables and group registers –	SLT MLT	Half termly

	<p>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>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>amended termly based on need</p> <ul style="list-style-type: none"> - PPR data analysis - Monitoring - Assessment records, lesson and book work - KS meetings and moderation - EEF DIY evaluation tool - Diagnostics and Intervention resource bank, i.e. Rapid Maths, On Track Maths, Catch Up Literacy and Numeracy - MLT/SLT monitoring meetings 		
	<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 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>	<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 and EEF DIY tool. - 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 above national averages for all measures in 2017-2018</p> <p>The rate of progress for eligible pupils in Reception Class will be further improved</p>	<p><i>Leaders provide parent workshops to promote parental engagement.</i></p>	<p>Current EEF research suggest better parental engagement can have a positive impact on disadvantaged pupils' learning.</p>	<ul style="list-style-type: none"> - Tuesdays timetabled for parent workshop. - Attendance registers and parent feedback. 	SLT MLT	Half termly
	<p><i>Leaders provide before and after school clubs to overcome barriers to opportunity, promote scholarship and enrich learning.</i></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>	<ul style="list-style-type: none"> - After school Reading club to include peer tutoring, visits and resources – beginning Spring 1 - Morning Maths club to include peer tutoring – Beginning Spring 1 - Homework club - Lunchtime reading volunteers and Beanstalk 	SLT MLT	Half termly

	<i>Leaders establish additional programmes - meta-cognition, e.g. smart gym, 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"> - 1:1 Lunchtime editing programme with class/specialist teacher - New phonics model and training - Daily EY intervention - MEND in Class 1 and 4 - Daily oral language intervention with mixed KS2 group 	SLT MLT	Half termly
Total budgeted cost					£114,937.