

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged 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 CE Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	19 <sup>th</sup> November 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Linzy Brown
Pupil premium lead	Linzy Brown / Jane Bolton
Governor / Trustee lead	Janet Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£4,821
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,486

# Part A: Pupil premium strategy plan

## Statement of intent

- At St Gabriel's we ensure that teaching and learning opportunities meet the needs of all the pupils. All staff have high expectations for pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. All teaching staff are involved in the analysis of data and subsequent identification of pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school, the challenges we face and any relevant research conducted by EEF. There are many potential barriers to learning for disadvantaged children and not all barriers apply to all children. At St Gabriel's we recognise that disadvantaged children may have weaker language and communication skills, receive less support at home, have poor self-esteem and lack of self-confidence, be less resilient, have more frequent behavioural difficulties and have attendance and punctuality issues. Complex family circumstances may impact significantly on our children's ability to thrive and be successful.

Funding is used to support disadvantaged children achieving at least the same academic outcomes as non-disadvantaged pupils with similar starting points in order to eradicate educational inequity and diminish the difference. It is also used to create opportunities for children to develop resilience, perseverance and self-esteem through high quality, targeted and bespoke pastoral care for children and their families.

### **Demography and School Context**

St Gabriel's CE Primary School is a Church of England school located in Middleton (Rochdale Local Authority).

EAL – 9% (6.5%)

SEND – 14% (16.6%)

EHCP – 1%

## **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To improve children's social and emotional wellbeing.

## **Achieving These Objectives**

- Improve opportunities for effective teaching and accelerating progress by addressing gaps in pupils' knowledge and skills and moving children to at least age-related expectations.
- High expectations for all children, quality first teaching and additional learning support aimed at ensuring all children including pupil premium children will reach at least age-related expectations.
- High-quality first-hand experiences, trips and residentials are used to expand children's vocabulary and cultural capital.
- Additional mental health and well-being support is provided for children who require it.
- Additional teaching and learning opportunities provided through trained Teaching Assistants.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition opportunities for each year group including EYFS.
- Support the funding of specialist learning software.
- Give pupils opportunities to participate in a wide range of extra-curricular activities and events.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## **Additional Information:**

The progress of all our children, including our disadvantaged children is monitored regularly by the Head teacher, Deputy Headteacher, Assistant Head teacher, Subject Leaders, Pupil Premium Lead, SEND Co-ordinator and Class Teachers. Formal monitoring happens every half-term and actions are agreed to prevent any child falling behind and to ensure high ability pupils remain challenged. Intervention programmes and whole school strategies are evaluated closely and the impact measured. This information is used to decide future actions. As a school we aim to see the gaps closing between disadvantaged pupils and non-disadvantaged pupils nationally. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback, to support the needs of all our pupils and families.

## Challenges

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

Challenge number	Detail of challenge
1	Historically, a large proportion of disadvantaged pupils have had higher absence rates than their peers.
2	Baseline assessments at the beginning of EYFS indicate that pupils are coming into school with a low level of communication, language and listening skills.
3	Results from the phonics screening check have shown that disadvantaged pupils achieve less well than their peers. This negatively impacts their development as a reader.
4	The covid-19 pandemic has meant that there are gaps in learning of many pupils. At St Gabriel's, this is particularly evident in the younger / middle year groups.
5	Evidence suggests that there is a lack of support from some parents in completing work at home (i.e. reading, spellings, homework)
6	Lack of a love of reading, low uptake of wider reading which has led to lower attainment across KS2 particularly with disadvantaged boys
7	Many pupils struggle to remember and quickly recall important number facts, such as number bonds and times tables, which slows progress when completing calculations in Upper KS2.
8	A majority of our pupils rarely visit places that will provide them with cultural and social experiences (Cultural Capital)
9	Many of our pupils require additional social and emotional support. During the pandemic, referrals for support from external agencies significantly increased for many of these pupils.
10	Assessments and observations throughout KS1 demonstrate that many children are working below national levels, particularly in reading and writing.

## 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
1. Progress in communication, language and literacy through Wellcomm / Elklan Programmes, High quality delivery of Phonics and Reading programmes	Through regular Wellcomm / Elklan assessments, children will make continuous progress in Language and Communication skills and diminish the difference in receptive and expressive vocabulary. Targeted small group and 1:1 interventions will be delivered to those who need to make accelerated progress in Reading and Phonics

<p>2. Progress in Reading. Disadvantaged pupils will make at least expected progress from their individual starting points across all areas of the curriculum but specifically in Reading, Writing, Maths and Phonics</p> <p>The gap is diminished in the progress and attainment of PP and other children/both in school and nationally in RWM</p>	<p>Achieve national average progress score (or above) in Key Stage 2 Reading.</p> <p>Progress to be monitored on a termly basis through PM Benchmarking / Salford Reading Tests.</p> <p>Ensure that children have access to high quality Reading (classical and contemporary) material in school and at home with a drive for Reading for pleasure.</p> <p>New Phonics programme will be used across EYFS, KS1 and as an intervention in lower KS2. (working with RMBC English group to decide upon the best one for us)</p> <p>Quality of teaching across the school is at least Good or better.</p> <p>By the end of KS1 the difference is diminishing between PP children and others in R, W and Maths</p> <p>By the end of KS2 the proportion of pupils achieving RWM combined is at least in line with National.</p>
<p>3. Progress in Maths confidence and attainment.</p>	<p>Achieve national average progress score (or above) in Key Stage 2 Maths.</p> <p>Quality of teaching across the school is at least Good or better.</p> <p>By the end of KS1 the difference is diminishing between PP children and others in R, W and Maths</p> <p>By the end of KS2 the proportion of pupils achieving RWM combined is at least in line with National.</p>
<p>4. Support families. Well targeted and effective pastoral care ensures our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p>	<p>Vulnerable children and their families will be accessing a comprehensive offer through Early Help, and those families at CIN/CP will be supported by school.</p> <p>Cared for Children and other children with / have had a Social Worker will make progress and diminish the difference.</p>
<p>5. More educational visits/visitors into school. Disadvantaged pupils to develop the necessary cultural capital allowing them to engage appropriately in all lessons. Preparing pupils for the next stage in their educational journey and life inside and beyond school</p>	<p>Each year group to go on at least one educational visit per year, visitors in school during the academic year to enthuse engagement in learning and develop an understanding of the wider world.</p> <p>To take part in extra-curricular activities.</p> <p>Access to high quality books of varying genres in the classroom and school library.</p> <p>High quality knowledge and language rich curriculum.</p>

<p>6. Children to continue to feel supported with any issues. Well targeted and effective pastoral care ensures our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p>	<p>Children will have access to relevant outside agencies and targeted member of staff within school..</p>
<p>7. Attendance and Punctuality issues.</p>	<p>Ensure attendance of all pupils, including Pupil Premium pupils, is above 95%.          Ensure all pupils, including Pupil Premium pupils, are in school for 9am.          Attendance letters will be issued to any children below 95%          EWO support will be utilised to encourage good attendance through the use of attendance panel meetings, letters etc</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of TLR for English development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3, 6, 10
Additional training days for teaching assistants across the school	<p>When trained to a high standard and deployed effectively, teaching assistants can have a significant impact on pupil progress. As detailed below:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Due to the high number of pupils with SEND / Children's Social Care involvement at St Gabriel's, TA's play a vital role in supporting our most vulnerable and disadvantaged pupils.</p>	4, 5, 6, 7,10
Purchase and implementation of Times Tables Rock Stars, Purple Mash and DB Primary to support whole classes, individual pupils and provide homework opportunities	<p>The online systems of Times Tables Rock Stars, Purple Mash and DB Primary provide individualised instruction to pupils which is proven to have a significant impact in the report below and we have had successful experience of using the programmes for a few years.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>Not all pupils access homework or have the support at home to complete work set that complements the work being complete in lessons. Providing those opportunities within the school setting to pupils will support their learning further as evidenced below:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	5,7,10
Active Learn Bug Club used to promote love of reading, assess accurately and provide pupils with access to range of texts	<p>This approach will allow pupils to access learning further both at home (See previous links to 'homework' and 'individualised instruction' from the EEF.)</p> <p>It will give school the opportunity to carefully track and monitor the reading progress of pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	3, 5, 6

Additional spending on resources for the DfE validated Synthetics Programme and training for all staff	St Gabriel's uses Letters and Sounds as its phonics programme. We are currently looking at schemes which will suit us best with the aim to transfer over by March 2022 to improve the consistency, rigour and fidelity when delivering phonics across the school. The importance of a high-quality phonics programme and the high impact it can have are detailed below:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, 5, 10
MCFC Sports Coach	The majority of our children need more experiences beyond the classroom, MCFC Sports helps to enhance children's physical and mental well-being. Also, children get the opportunity to be taught by a professional sports coach.	8, 9

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-one tuition for phonics for the bottom 20% of pupils	Time will be spent providing pupils with high quality one-one tuition through the RWI approach as this is proven to have a significant impact.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3, 10
Additional support and training for TAs delivering specific interventions	The use of a TA to implement this intervention and ensuring that it is 'structured' is evidenced in this research from the EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	7, 10
Small group school led tuition provided by a class teacher in writing and maths for those pupils that have fallen behind due to the pandemic	To support the recovery of many pupils across the school a number of teachers will deliver school led tutoring. The success of using small group tuition is detailed on the link below.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	7, 10
Targeted support through high quality feedback	High quality feedback will provide additional support and help accelerate the progress of those that receive it as detailed in this report:	7, 10



Staff training for all staff on high quality feedback	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Time will be well spent by teachers and TA's by giving high quality feedback during and after a lesson.	
Targeted support for reading – focussing on reciprocal reading strategies	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Use of reciprocal reading strategies are proven to provide a positive impact on pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a>	5, 6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wendy Moore to produce mural with whole school	<b>Completed mural in school entrance</b>	9
Embedding principles of good practice from the DfE's Improving School Attendance advice. This will include training and release time for staff to monitor attendance, meet with the EWO and families and implement any changes/developments.	Additional time for a member of staff to carry out this role effectively is required.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1
School to provide additional support to families through via a specific member of staff (Pastoral Support)	Many of our families have always required lots of support and this has increased following the pandemic. The following report states the importance of parental engagement and from past experience we have seen the positive impact his can have on our families.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	9

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## 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.

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Times Tables Rock Stars	Times Tables Rock Stars
DB Primary	New Era
Purple Mash	2 Simple

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Please note : This report needs final costings adding to it. These have been delayed due to extreme pressure from staff absences in December 2021. These final costing figures will be added in the first week of January 2022.