



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 RC Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Date on which it will be reviewed	October 2025
Date on which it will be reviewed and / or renewed	October 2026
Statement authorised by	Laura Bolton
Pupil premium lead	Laura Bolton
Governor lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,000
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	£60,000

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is for all pupils, irrespective of their background or the challenges they face, achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ✓ Improve their levels of progress and attainment;
- ✓ Narrow the gap between the attainment of disadvantaged and all children;
- ✓ Access additional support when needed;
- ✓ Meet the pastoral needs of disadvantaged children including attendance.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language remains a priority for the majority of children on entry to school. On entry assessments and language screening provides evidence of this pattern, which is replicated each year. This is a priority for many children, particularly disadvantaged children.
	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to end of KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Quality first teaching and targeted classroom support is used to support learning and progress of disadvantaged children, particularly those who are not working at expected levels. Staff CPD, resources (including staff deployment) and close monitoring of pupil progress is in place to support pupil achievement in Reading and oracy.
3	Quality first teaching and targeted classroom support is used to support learning and progress of disadvantaged children, particularly those who are not working at expected levels. Staff CPD, resources (including staff deployment) and close monitoring of pupil progress is in place to support pupil achievement in Writing.
4	Quality first teaching and targeted classroom support is used to support learning and progress of disadvantaged children, particularly those who are not working at expected levels. Staff CPD, resources (including staff deployment) and close monitoring of pupil progress is in place to support pupil achievement in Maths.
5	High levels of anxiety, mental health issues and pressures on families are always present. School continues to engage with and support parents and families through use of school-based Pastoral Manager (for attendance and wider pastoral support) and Early Help support.
6	School provides equal access to curriculum enrichment opportunities to all children through the subsidy of school trips, visits and residential as available based on each year group's opportunities and curriculum. Parents contribute to wider curriculum opportunities including transport costs.

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
Improved language and communication skills as evidenced by Blanks levels and Welcome assessments	Language assessments evidence significantly improved language and communication skills among all pupils, particularly disadvantaged pupils. Evidence is supported by improved engagement in lessons, formative assessments and high quality interventions.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, on-going formative assessment and pupil voice.
Increased achievement in Reading	Achieve at least national average attainment in KS2 Reading KS2 reading outcomes in 2024/2025 show that more than 89% of disadvantaged pupils met the expected standard.
Increased achievement in Writing	KS2 writing outcomes in 2024/2025 show that than 67% of disadvantaged pupils met the expected standard.
Increased achievement in Mathematics	Achieve at least national average attainment in KS2 Mathematics KS2 maths outcomes in 2024/25 show that 56% of disadvantaged pupils met the expected standard.
Access to mental health and well-being support at the point of need for all pupils.	All pupils identified, receive appropriate support using the graduated response. Sustained high levels of wellbeing from 2024/2025 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Opportunities for experiential learning including visits to school and educational trips to enrich and enhance curriculum learning for all children.	All pupils access stimulating and engaging learning supported by expert visitors to school and educational visits. This is evidence in pupil voice and increased engagement in learning.

	Book scrutinies indicate a high level of engagement, progress and enjoyment in learning.
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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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure leaders of the Accelerated reader programme have received paid-for training and this is disseminated to teaching staff.	Accelerated Reader is a recommended programme for teaching reading (EEF/English Hub)	2
Assess pupil progress and attainment using NTS assessments (4 assessment points throughout year)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4
Work with the maths hub and embed Teaching for Mastery across all year groups	Mastery programme designed to suit the needs of the school and supported by the Maths Hub. (+5 impact on EEF)	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continue to work with Maths Hub North West 1 We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Involvement with Maths Hub and NCETM Mastery in Number supports and enhances daily maths lesson and supports direct intervention for children not at ARE. Teacher CPD, staff development and purchase and reorganisation of resources will be prioritised to support implementation of programme.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Ensuring staff use evidence-based whole-class teaching interventions	Group teaching and 1:1 support offered on measurable programmes (+4 impact on EEF) from EEF evidenced based programmes.	1,2,3,4,5
Build on 'communication friendly' environment already established by following Blanks level questioning alongside Wellcomm intervention programmes to support communication development.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

Targeted Academic Support

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Speech Bubbles to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Training and release time for an additional staff member in EYFS for targeted language work with small groups	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Wellcomm intervention programmes, Blanks level questioning sessions are used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
NCETM Mastery in Number materials are delivered as additional daily intervention programme for KS2 pupils who are not at ARE. Staff training and purchase of resources are a school commitment.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) This is also supported by further EEF evidence:	4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Buy and embed use of Accelerated Reader from Year 2 to Year 6 to increase reading for pleasure;	Accelerated Reader is a recommended programme for teaching reading (EEF/English Hub)	2
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations including pre-teaching and catch-up;	- Group teaching and 1:1 support offered on measurable programmes (+4 impact on EEF) - In house assessment data	4
Encouraging wider reading and a love for reading;	Identified as an area for development during monitoring of reading.	1, 2
Encouraging parental participation;	Increasing number of families and children needing support as evidence on vulnerable children list.(+4 impact on EEF)	1,2,3,4,5,6

Wider Strategies

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	1
Various behaviour programmes are in place to support pupil well-being and positive emotional health. Place2Be counsellor, Caritas children's counsellor, school based Social Worker and Pastoral Lead help to deliver a suite of support and interventions for children identified as in need of help.	Targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF educationendowmentfoundation.org.uk	5
Provide support for families through the Pastoral Manager so that parents engage and work in partnership with the school:	Increasing number of families and children needing support as evidence on vulnerable children list.	5, 6

Groups established so children express their feelings and emotions through social skills session;	MHWP major part of children achievement (SEL +4 impact EEF)	5
Pupils develop their communication skills so they are able to express when they are feeling anxious or worried about potential concerns;	MHWP major part of children achievement (SEL +4 impact EEF)	1, 5
Improving parental liaison with targeted families.	Increasing number of families and children needing support as evidence on vulnerable children list. Impact of COVID on children; MHWP major part of children achievement (SEL +4 impact EEF)	5, 6

Total budgeted cost: £60,000

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria
Increased achievement in Reading	Achieve at least national average attainment in KS2 Reading
Increased achievement in Mathematics	Achieve at least national average attainment in KS2 Mathematics

Academic outcomes for 2024-2025 for our pupil premium pupils were as follows:

Year 6 2024/25	Reading	Mathematics	Writing
Cohort	78%	54%	74%
Disadvantaged	89%	56%	78%
Non-Disadvantaged	70%	52%	52%
National Disadvantaged	74%	73%	72%
National Non-Disadvantaged	75%	74%	72%
Progress Disadvantaged			

Intended outcome	Success criteria
Developing SSP programme within school	Achieve above national average expected standard in PSC

Attainment in the national Phonics Screening Check was 100% for pupil premium children which is above the national average of 67%.

Intended outcome	Success criteria
Increase attendance including persistent absenteeism	Improve attendance of disadvantaged pupils to at least 96% Reduce persistent absence to 6%

There has been a steady increase/improvement in attendance for vulnerable children. The gap between disadvantaged and non-disadvantaged pupils has been reduced from 5% in Autumn term to 2.5% by the end of the year.

At the end of the year, disadvantaged PA children's absence was 3.6% which is lower than non-disadvantaged children at 7.3%.

Intended outcome	Success criteria
Effective pastoral support in place for pupils	All pupils identified, receive appropriate support using the graduated response.

The school Pastoral Manager works closely with vulnerable families, providing reassurance and support during challenging and difficult times or transition. This includes signposting parents to specialist agencies and working with the children one to one and in group interventions. Multi agency working, including meetings and phone calls, take place to ensure there are robust systems in place to support families who are struggling to get their children to school for whatever reason in an effort to improve attendance and wellbeing. All pupils identified, receive appropriate support using the graduated response.

There is a Mental Health and Wellbeing Strategy in place which all stakeholders take a valued interest in and support. The strategy encourages positive mental health and wellbeing for pupils, staff and parents.

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
N/A	