

St Gabriel's CE Primary - Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Gabriel's CE Primary
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27 Current year 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	B Haigh
Pupil premium lead	B Haigh
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,100
Recovery premium funding allocation this academic year	£1,160
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£46,260

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations and ambitions for all our children, irrespective of their background or the challenges they face – this includes those eligible for pupil premium and other vulnerable children, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our school, 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 also 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 sustained and improved alongside progress for their disadvantaged peers.

For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

Our strategy is also integral to wider school plans to address pupil well-being and the impact of adverse social, emotional circumstances on progress and attainment.

We will adapt our plans to the challenges and needs of children in our school, as identified by our staff and ongoing use of diagnostic assessment.

To ensure that our approaches are effective we will:

- have high expectations for all our children
- intervene early to meet children's individual needs

Challenges

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

Challenge number	Detail of challenge
1	Speech and language Issues: Internal assessments and observations indicate oral language skills and vocabulary gaps among significant numbers of children, including disadvantaged and vulnerable pupils. These children generally have greater difficulties with phonics. These issues are evident from Reception through to KS2.

2	<p>Attainment in literacy and maths:</p> <p>Our assessments and observations indicate that a number of our disadvantaged and vulnerable children are at risk of not attaining age related expectations in literacy and maths.</p>
3	<p>Social and emotional wellbeing:</p> <p>Our observations and conversations with our children and their families have shown us that several disadvantaged and vulnerable children have additional social and emotional issues which either currently impact, or are likely to impact, upon their progress.</p>

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 skills, phonics and vocabulary	Assessments and observations indicate improved oral language skills, phonic acquisition and vocabulary usage. This should also be evident in lessons and children's work.
Improved literacy and maths attainment	Assessments and observations indicate good levels of progress and attainment for disadvantaged/vulnerable children in word reading, phonics and maths.
To achieve and sustain improved wellbeing for targeted children in our school	Conversations with children and families indicate an improvement in wellbeing for targeted children and a positive impact on academic engagement and attainment.

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: £7,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of CPD for Read Write Inc in order to provide quality first teaching in phonics	Read Write Inc is a validated systematic synthetic phonics programme taught in school. Professional CPD to ensure quality first teaching is an EEF priority for PPG funding. This is bought in directly from Read Write Inc, providing bespoke training along with additional online support for training and development.	1, 2
Creating a positive reading culture	EEF confirms that reading quality texts with rich opportunities for discussion and linked activities is a vital step in supporting the development of children's language and communication skills	1,2
Staff CPD to support high quality teaching across school in mathematics	Evidence from EEF indicates that high quality teaching is the most important lever schools have to improve attainment	2
Purchase of standardised diagnostic assessments	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 (EEF)	1, 2
Purchase of digital technology to provide personalised support for reading and spelling – both in school and at home	Evidence shows that implementing digital technology effectively can support pupils needing additional catch up, especially with diagnostic and responsive programmes that automatically adjust to the child's own needs	1,2

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

Budgeted cost: £34,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional mathematics teaching to targeted groups of KS2 children	EEF evidences the impact (+4 mths) for group tuition. A smaller group offers <i>“an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum”</i> .	2
Targeted in-class support for children in mathematics and English – Teaching Assistants working alongside teachers to supplement the classroom teaching and provide on the spot feedback for improvement.	EEF evidences the impact (+4 mths) of teaching assistant interventions in the classroom supporting and working with the teacher. EEF evidences the impact (+6 mths) for providing effective feedback: <i>“pupils require clear and actionable feedback”</i> in order to learn and improve.	2
Specific interventions and additional phonics sessions delivered to targeted groups or individual children by Teaching Assistants: Wellcomm (speech and language programme), IDL (dyslexia programme), Read Write Inc phonics one-one catch up	EEF evidences the impact (+4 mths) of teaching assistants delivering interventions with a <i>“clearly specified approach”</i> which the TAs have been trained to deliver – usually out of the classroom. Phonics approaches have a strong EEF evidence base indicating a positive impact (+5 mths). EEF evidences the impact of oral language interventions (+6 mths): <i>“approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment”</i> .	1, 2

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

Budgeted cost: £4,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of weekly counselling/mentoring sessions from HCFT to meet the identified needs of specific children in school	EEF evidences the impact of social and emotional learning (+4 mths) for interventions <i>“working with individuals or small groups who are thought might benefit... and have been identified with particular needs”</i> .	3
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £46,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School's attainment and progress data has evidenced the impact of our three year pupil premium strategy and has also confirmed that the areas of focus will remain the same for the next three years.

2023-24

Focus 1: Improve language skills, phonics and vocabulary - internal data shows progress to narrow gaps.

Focus 2: Improve word reading and maths attainment - internal data shows progress to narrow gaps.

Focus 3: Achieve improved well-being for targeted pupils - positive outcomes for interventions, impacting on engagement and general wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
Wellcomm Speech & Language Toolkit	GL Education
IDL Literacy software	IDL Group
Times Tables Rock Stars	Maths Circle