

## Pupil Premium Statement 2015-16 Review and 2016-17 Outline Plan

1. Summary information					
School					
Academic Year	2015/16	Total PP budget	£199k	Date of most recent PP Review	June 2016
Total number of pupils	1075	Number of pupils eligible for PP	220	Date for next internal review of this strategy	Nov 28 2016

2. Current attainment			
	Pupils eligible for PP (St Gabriel's)	Pupils not eligible for PP St Gabriel's	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	41%	76	64.7%
% achieving expected progress in English / Maths (2015-16 only)	41/59	75/87	75.8% / 73.4%
Progress 8 score average	- 0.5 (estimated figure)	- 0.12 (estimated figure)	0.12
Attainment 8 score average	41	55	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Engagement in independent learning and lower levels of support / access hinder progress and revision for examinations and development of exam technique
B.	Lower levels of Literacy and Numeracy Skills moving through KS3 and preventing high achievement in KS4
C.	Lower levels of achievement in boys including PP boys particularly in Literacy based subjects
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Parental support in raising aspirations. Multiple vulnerabilities – 13 of 2105/16 FSM6 group are EHC or SEN supported / Rate of absences for FSM 8% compared to Non FSM 4%

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Increased attendance at after school study support / Easter and Whit revision workshops and booster classes before exams and target PP pupils with lower attendance at these sessions outside of school to provide opportunities within school Improve access to independent learning via Show my Homework (SMHW) on line homework program linked to on line subject resources including past paper resources Increase pupil use of independent learning resources through GCSE POD	PP pupils attend study support in subjects where they are underachieving  All PP pupils given access to SMHW as a tool for organising independent learning All Y11 PP given training in GCSE Pod and given weekly access with AHT /DHT. Monitor PP use of GCSE Pod in this group and use data at parental meetings.

<b>B.</b>	Focus all intervention support in Literacy and Numeracy on underachieving PPG pupils through additional lessons and built into the timetable as an alternative to 1 MFL subject. All underachieving KS3 PP pupils are targeted for intervention in English or Maths. Follow up on line opportunities provided to reinforce additional learning in Maths and Reading.	Close the gap in Maths and English between PP and non PP pupils at KS3
<b>C.</b>	Achievement of PP a whole school priority for Teaching and learning across the school, Focus fortnight to research and develop PP teaching and learning. Follow up staff CPD and Department curriculum development, monitoring and quality assurance.	Close the gap in achievement to meet national average for PP pupils
<b>D.</b>	Increase engagement with parents of harder to reach pupils in KS4	Parents of KS4 underachievers attend an individual interview and /or parental support workshop in both Y10 and Y11

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Increased achievement of boys	Whole school focus  Trial new grouping of boys only class in Y8 English	Lower levels of achievement in boys across KS3 and KS4  Research evidence Early positive impact on engagement and behaviour for learning	Staff CPD, Department curriculum development and audit. Quality assurance - HOD and SLT work scrutiny and lesson observations Monitor results at 3 Review points relative to other classes of the same ability and evaluate impact at end of year.	SAS	Link Meetings with HOD each half term and follow up at SLT  Nov, February and June progress review points and feedback from dept meetings each half term
Improvement of examination techniques	Curriculum development at KS4 and feeding into Y9	Use of examiner feedback, centre specific feedback compared to national and similar schools, command words initiative to drive forward improvements for the 2016-17 cohort	MLT and SIG Focus at each meeting Department development review at half termly Link meetings. Quality assurance evidence from HOD	SLT	December, March and June Link meetings
	Resource development including on line	Improve availability of Exam question software including Exam pro, Alfie Soft to provide targeted feedback for students on their understanding and exam technique.	HOD Monitor use of new exam question software and evaluate Pupil use relative to exam success	MHA	June and Sept 2017
<b>Total budgeted cost</b>					£1895
ii. Targeted support					
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?

Improving access to independent learning resources	SMHW development Introduction GCSE POD  Training for parents on SMHW and GCSE Pod via parental workshops, interviews and parents evenings.	Helping pupils organise consolidation work into manageable chunks which can be accessed on their smart phones , digital devices will improve pupil accessibility, progress and exam. Preparation Improved communication with parents to provide them with more information about how they can support learning at home.	Monitor pupil use at review points Input to each parents evening, workshop throughout the year Target pupils and parents with difficulties accessing	HM MHA	Pupil Progress Review points for each year group  Report back to Governors at PP review each term
Targeting KS3 Support in English and Maths	Focus all intervention support in Literacy and Numeracy on underachieving PP pupils Using: Intervention lessons Extra Literacy / Numeracy instead of French in Y8 and Y9	Most effective intervention in 2015/16 was with high quality specialist teachers for English and Maths  Replacing a second language with extra literacy or numeracy gave 71 (29 PP) Y8 and Y9 pupils a boost in progress so extend this strategy for a second year.  Provide follow up on line opportunities to reinforce additional learning in intervention lessons and for home learning to accelerate progress eg sum dog and on line guided reading support.  Increased groupings in KS3 English and Maths to 5 groups in each band for Y8 and 9 and Maths Y7.	Evaluate progress of intervention groups at pupil progress review points each term and use pupil data to plan groups for further intervention.  Evaluate use of new resources by targeted pupils and impact  Close Tracking of PP pupils and use improved pupil teacher ratio for more effective targeting by subject teacher.	HM   HM	Pupil Progress Review points for each year group  Feed in to PP Governor review each term March review for 1 <sup>st</sup> wave of intervention programmes.
<b>Total budgeted cost</b>					£118,315
<b>iii. Other approaches</b>					
<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>
Use of Learning Mentor and Study Support.  Extended use of Curriculum Support at lunchtime	Provide study support for KS3 (2 evenings) and KS4 (5 evenings) to support work across subject areas. System developed for	Pupils who access additional support have higher levels of success at KS3 and KS4. Staff able to support pupils with exam technique and developing understanding.	Logging and proactive targeting by staff feeding into whole school system	JMR – KS4  HM – KS3	Each half term  Feed back to PP Governor review each term.

	targeting pupils using staff nominations				
Parental Workshops and pupil mentoring	Increase Y11 Parents evening to October and March Parental workshops for Y10 and Y11 parents	Increasing parental communication to improve engagement with parents to increase awareness of the resources and support available and expectations for the independent learning necessary to be successful at KS4.  PP pupils financially supported to participate in retreats and curriculum linked trips.	Targeting pupils and follow up individual interviews with parents of underachieving PP pupils when parents don't attend. PP priority parent sessions after school in Y10 and Y11.  Extra curricular opportunities improve pupil engagement with learning and self esteem.	JMR	SLT meetings after each event and PP Governor review each term  PP contributions for trips and visits
<b>Total budgeted cost</b>					<b>£46,130</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Whole school focus on PP pupils to drive raise of achievement	Use of data rich seating plans to enhance questioning techniques, differentiation and awareness of pupil progress  Development of KS3 and KS4 data analysis packages to increase awareness of progress and make an impact on classroom practice  Additional Coursework	-Teachers using seating plans and increased awareness of pupil needs and progress. Use of progress and PP data by form teachers to improve quality of mentoring. However PP pupils with underlying gaps need extra help to catch up their learning – limited to Maths and English for specific periods of time and this does involve pupils missing other curriculum time which can impact on achievement in that subject. -Improved data use and analysis to inform improvement strategies by HOD after training and development work. More understanding of the progress of PP pupils and being able to evaluate the success of strategies implemented. -Successfully targeted at PP learners in Science (ISA marks above national and similar centres for all pupils and PP). Resit opportunities for PP pupils taking Core Science in Y10 as part of Separate Science	Data rich seating plans embedded across the school and continuing to inform T&L.  Use of data to improve subject teacher accountability and development of strategies within the classroom for individual underachieving PP pupils.  Extend targeting of additional coursework to PP learners in English and other subjects e.g. French / Humanities. Continue to review Core Science Y10 results for improvement.	£7,560
PP Research group	Implement E passport scheme to monitor and mentor PP pupils	20 staff involved and started at Easter with a parent/pupil meeting to guide final stages of exam preparation. Increased parental awareness but less successful with the lower ability pupils and difficult to reach.	Begin earlier in 2016/17 to allow for more mentoring sessions and impact on independent study. Use monitoring data from SMHW / on line Maths / GCSE Pod.	
ii. Targeted support				
Desired outcome	Chosen action /	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

	<b>approach</b>	Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
KS4 Support in English and Maths	Targeted at KS4 Pupils with the biggest gaps in achievement	<p>Pupils not eligible for PP achieved national average in English and Maths was significantly above the national average at 87%.</p> <p>PP support more successful in Maths where 59% of PP pupils achieved their expected progress (compared to national average 79% of non PP) External intervention most effective</p> <p>PP pupils not prioritised for Intervention lessons in Maths and English at KS4. English strategies within the department</p> <p>Use of KS4 learning mentor effective for PP pupils to support learning and pastoral needs and mentor..</p> <p>Maths/English warm up day targeted at PP and underachievers</p>	<p>Disseminate successful practice from KS4 Maths across English and all departments:</p> <p>curriculum development, pre and post learning assessments, close linkage of independent on line resources, personalised targeting of work for each individual pupil and use of examination feedback to drive improvements.</p> <p>In 2016/17 make PP pupils first priority for intervention lessons in Maths and English. Review scale of intervention lessons to meet needs of the 2016/17 cohort.</p> <p>More targeted support in English using on line resources. Share best practice from Maths for PPG interventions. Review staffing in light of department staffing changes.</p> <p>Continue to target Maths /English warm up day at PP.</p>	£12,000
KS3 Extra literacy and numeracy	Timetabled lessons for small groups instead of French at Y8/Y9	<p>Successful strategy overall, involving 22 PP and 36 non pp for Y8/Y9 Numeracy / 7 PP and 6 non PP for Y8 Literacy. Small group teaching.</p> <p>Success dependent on teacher expertise in the subject and ability of students involved.</p> <p>Development of Pre GCSE course for Y9 Literacy 6PP / 14 Non PP pupils to bridge into KS4 skills</p>	<p>Continue use in 2016/17 and careful selection of pupils for Extra timetabled literacy or numeracy. More guidance given to staff on how to target learning and personalise approach for pupil needs. Continue training input on more concrete, visual resources and approaches for staff delivering extra numeracy.</p> <p>Review effectiveness of Pre GCSE course now that Y9 learners have moved into GCSE. Review Pre GCSE course in the light of new specification requirements.</p>	£98,000
KS3 Targeted intervention in Maths and English	5 lessons per week targeted at PP pupils in Y8 and Y9	<p>Staff trained on using KS3 levelled test diagnosis and extensive resources available for addressing gaps in knowledge. Success of small group teaching in Maths dependent on teacher expertise and use of appropriate resources targeted at meeting the individual needs of the pupil.</p> <p>English intervention focussed on supporting students in developing assessment work and extending their classwork.</p>	<p>In 2016/17 Maths staffing closely matched to pupil groups and limited spare capacity for intervention. Trial the use of an on line personalised programme (Sum dog) to engage pupils, fill in gaps in their understanding and encourage them to extend learning at home using sum dog. Monitor pupil use and impact at Christmas via the programme and pupil voice.</p>	Additional teaching costed elsewhere

Catch Up maths and Guided Reading	Pupils achieving less than L3 targeted for programme of intervention in Maths / English	Success of intervention English lessons no gap (only 0.2 -0.3 sub level) between PP and non PP pupils at the end of the year. Extend intervention to wider group and implement from Y7 using new KS2 entry data.  3 lessons of maths/week catch up aimed at Y7 pupils below KS2 score of 100.	Guided reading focus in 2016/17 reflecting the data from KS2 with 70 pupils below /at KS2 score of 100. Extended programme to 16 trainee teachers involved in delivering 50 minutes guided reading/per pupil  Trial the use of an on line personalised programme (Sum dog) to engage pupils, fill in gaps in their understanding and encourage them to extend learning at home using sum dog. Monitor pupil use and impact at Jan via the programme and pupil voice.	
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Study Support	Study support available every night for KS4 students across a range of subjects.  KS3 GAB Support HW club on 3 nights per week.	Attendance variable across subjects and pupils who are underachieving or PP not attending regularly. Better attendance of PP for Easter /Whit revision booster lessons / pre exam boosters. 95% attendance of PP for booster or coursework sessions held in the school day to improve on grades  20-30 pupils attend regularly over the 3 nights. Parental support and transport was a key factor in attendance	Review system for invitation and feedback to parents on attendance at KS4 study support. Map carefully booster workshops for key subjects within the school year to maximise impact on underachieving and PP pupils whilst balancing against loss of curriculum time in other subjects.  Limit KS3 study support to 2 nights and also open Resource Centre each break and lunch for SMHW access for any pupil. More publicity and targeting of pupils to attend KS3 study support via parental phone calls. Offer parents the opportunity for pupils to be walked to the interchange in winter months.	£40,240
Revision materials	Purchase of revision guides for all pupils at KS4 for maths / English / Science and RE and study skills.	Difficult to monitor pupil use and impact. Success dependent on pupil use and preferred learning style.	Advertise recommended revision guides to all parents at the Y10 learning workshop letter and make purchase straightforward through new parent pay system. Purchase for all pupils GCSE Pod – a more accessible format on digital devices with learning in small chunks and linked closely to schemes of learning. Teacher training to target pupil learning and monitor use.	£7,000

Additional Services to meet individual needs of PP pupils	Provision of anger management programmes , Caritas counselling, school Attendance officer	Successful for individual pupils involved but limited in use due to availability	Extend counselling services to increase availability for larger number of pupils experiencing difficulties.	£9,750
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## 7. Additional detail

Pupils eligible for PP funding at St Gabriel's

	Y7	Y8	Y9	Y10	Y11	Total
Children eligible for PPG	47	46	40	40	43	216
Including Children and Young People in Care	0	1	3	6	3	13
Armed Forces/Service Children	1	0	2	0	1	4

Levels of progress KS3

	Y7 Non PPG	Y7 PPG	Diff	Y8 Non PPG	Y8 PPG	Diff	Y9 Non PPG	Y9 PPG	Diff
Number of pupils	163	49		156	45		168	39	
Progress in Maths from KS2 baseline in sub-levels	2.5	1.5	-1	3.9	3.2	-0.7	6.1	4.9	-1.2
Progress in English from KS2 baseline in sub-levels	+1.8	+1.7	-0.1	+3.9	+3.6	-0.3	4.5	4.2	-0.3

This information shows that in 2015-16:

There is little difference between pupil progress in receipt of PP funding and other pupils in English

There is a achievement gap of 1 sub level in Year 7 and Y9 Maths but the gap was narrowed for the Y8 cohort.

Levels of progress KS4

	School English 3 levels Progress	National English 3 Levels Progress for 2014/15	School English 4 levels Progress	School Maths 3 levels Progress	National Maths 3 Levels Progress for 2014/15	School Maths 4 levels Progress
PPG 37 pupils	41	58	7	61	48	17
Non PPG 167 pupils	75	75	33	81	71	32
Gap	-34	-17	26	-20	-23	-15

This information shows that in 2015-16:

There is a bigger difference between pupil progress in receipt of PP funding and other pupils in English compared to previous national data

The achievement gap between PP and non PP pupils is similar to the national gap and significantly more PP pupils at St Gabriel's make expected progress than the average for PP pupils in maths compared to national.

