

## Pupil Premium Statement 2019-20 Review and 2020-21 Outline Plan

1. Summary information					
<b>School</b>	St Gabriel's RC High School, Bury				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£183,725	<b>Date of most recent PP Review</b>	Sep 2020
<b>Total number of pupils</b>	1072	<b>Number of pupils eligible for PP</b>	192	<b>Date for next internal review of this strategy</b>	Feb 2021 Sep 2021

2. Current attainment			
	Pupils eligible for PP (St Gabriel's) 2020	Pupils not eligible for PP St Gabriel's 2020	Pupils eligible for PP (St Gabriel's) 2019
<b>% achieving 9-5 in Maths and English</b>	32.4%	61%	29%
<b>% achieving 9-4 in Maths and English</b>	76.5%	85.4%	45%
<b>Progress 8 score average</b>	-0.01	0.28	-1.15
<b>Attainment 8 score average</b>	42.61	52.29	34.3
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> )			
<b>A.</b>	Meeting high standards in quality first teaching and learning and pupil work to overcome previous lack of rigour and challenge (Ofsted 2019)		
<b>B.</b>	Meeting high standards of behaviour, attendance and punctuality to ensure learning is maximised for PPG pupils		
<b>C.</b>	Improving self-regulation and ability to work and progress independently.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Improving parental engagement in raising aspirations and achievement		
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )			Success criteria
<b>A.</b>	More rigorous and consistent standards in lesson planning and delivery. QI schedule (whole school and external) reviews and informs. Whole school CPD programme weekly focussed on high quality T&L strategies and DHT with ADHT and extended team to develop leadership of T&L and target support for individual staff where needed. Improved transition between KS2 and KS3 curriculum using CPD and cross phase partnership work with Core and Foundation subjects.		Quality of education will be graded as no less than good by July 2021. Subject level implementation plans will be in place and reviewed on an ongoing basis for Key stage 4 and key stage 3 building on prior learning by summer 2021. New QI process will be implemented. All teachers will engage with QIPs as part of appraisal process. A full teacher CPD programme will run upskilling in 5 key T&L areas.

<b>B.</b>	Overt classroom focus on PP pupils. Focus 5 pupils for each class selected by subject teacher with priority for PPG underachievers. Focus 5 are the priority for progress measurement, first 5 books marked, questioning throughout the lesson and support with learning tasks - evidenced through PP voice, book scrutiny, lesson visits and progress data. Focus 5 names reviewed each term and prioritised for all intervention. Develop Gap Lead role to facilitate this.	Progress 8 PP pupils to be at national average and in line with 2020 results (2021 target 0, future target to align with National Other)  (2019 St Gabriel's PP pupils P8 -1.15, 2020 PP pupils P8 = -0.01)
<b>C.</b>	Improve the quality and consistency of marking across the school to ensure that pupil response to feedback drives improvement in PP pupils. Focus 5 students prioritised for feedback first and improvements monitored via GAP leads schedule and intervention (PP voice, book scrutiny and lesson visits). Post assessment action planning and intervention more successfully implemented.	Marking and feedback will consistently focus upon the knowledge or skills to get to the next level. Book scrutiny of PP pupils will reflect students consistently addressing feedback in their responses.

5. Planned expenditure					
Academic year		2020/21			
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?
Establishing and maintaining High standards of T&L	<p>Following on from introduction of 7 part lesson (Do now, Big picture, Learning outcomes, Activate, Model, Resilience and Plenary) to ensure more rigorous and consistent standards in lesson planning and delivery incorporate Progress checks into lessons; allow more teacher flexibility in running over two lessons. QI schedule (whole school and external) implementation runs alongside Appraisal strategy.</p> <p>Updated lesson structure and guidance shared.</p> <p>Whole school CPD programme focused on high quality T&amp;L strategies in accordance with ST Gabriel's 'Principles of Excellence'.</p> <p>Staff development to focus on key areas within the academic year. CPD programme to illustrate this.</p> <p>Differentiation and Inclusion.</p> <p>Literacy, Oracy and Numeracy.</p> <p>Metacognition and Self-regulation.</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF Toolkit 2019.</p> <p>'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children'</p> <p>EEF Guide to the Pupil Premium, 2020.</p> <p>'In lessons, pupils generally demonstrated positive attitudes to learning. Most pupils want to learn. Inspectors saw very few occurrences of low-level disruption in their visits to lessons.' Ofsted monitoring visit, March 2019.</p> <p>Improvements outlined in post Ofsted school improvement plan and SEF Sept 2019 plus SEF revision September 2020.</p> <p>Individual CPD sessions help to support teachers in subject specific areas of delivery.</p> <p>Targeted intervention with staff improves practice and expands</p>	<ul style="list-style-type: none"> <li>Use of scheduled CPD programme and Thursday briefing (when possible) to ensure consistency and re-enforcement of practice.</li> <li>Training in new lesson structure delivered.</li> <li>Scheduled lesson observations within QI and GAP process. PPG work scrutiny by GAP leads liaising with HODs and HOYs and then SLT with standardised pro-forma and feedback to SLT</li> <li>Next steps in training identified and follow up with individual staff - to ensure consistency of standards.</li> <li>Appraisal process to link to successful outcome of QIP.</li> <li>Realign subject line management to Q of E</li> </ul>	DHT (QofE) ADHT (T&L) £32,650	Review against school improvement plan to map progress at the end of each half term. HT feedback to IEB.

<p>Increased rigorous accountability for PPG Progress and Strategies.</p>	<p>Memory and retrieval.</p> <p>Engagement.</p> <p>Introduction of 'self-regulation' strategy to all inc PPG.</p> <p>Curriculum Mapping to ensure fluency and cohesion and building on knowledge and skills from KS2 to KS4.</p> <p>Overt classroom focus on PP pupils. Focus 5 pupils for each class selected by subject teacher with priority for PPG underachievers.</p> <p>Gap Lead teachers recruited and trained. Deployment for every year group. Clear lines of monitoring and accountability.</p>	<p>upon pedagogical range and quality.</p> <p>Responding to new Ofsted approach and research about the need for more emphasis on rich and diverse curriculum to meet the needs of pupils at St Gabriel's. Curriculum is key to narrowing the gap in cultural experience by disadvantaged students.</p> <p>EEF research suggested positive impact from targeted academic support within quality first teaching. Increasing staff accountability for the progress of PPG pupils as key pupil group. Narrowing the gap for disadvantaged pupils is most effective when PPG sits at the heart of a whole school effort with all staff understanding the strategy and their role within it. Focus 5 initiative ensures under-achieving PP students are targeted for intensive support.</p>	<p>team from pastoral leaders.</p> <ul style="list-style-type: none"> <li>Scrutiny and support from SLEs in key subject areas.</li> </ul> <p>Schemes of learning and curriculum audits done periodically by Q of E team.</p> <p>Audits are inserted into the school calendar and shared with HODs.</p> <p>Scrutiny of curricular areas by external inspection; deep dives.</p> <p>Scheduled pupil voice each half term or when required with PP pupils to provide feedback on classroom teaching and learning quality.</p> <ul style="list-style-type: none"> <li>Support, audit and action planning guidance from external source, V Atherton.</li> <li>Focus 5 are the priority for progress measurement, first 5 books marked, questioning throughout the lesson and support with learning tasks - evidenced through PP</li> </ul>	<p>DHT ADHT AHT (PD) £13,800 AAHT £13,170</p> <p>DHT (Q of E) Gap Leads ALL 5 x TLR £19,825</p> <p>Plus 3 hours each off timetable £37,700</p> <p>DHT (Q of E)</p>	<p>Focus 5 progress reported to SLT meeting each half term.</p> <p>Underachieving pupils follow up and actions reported to SLT each half term.</p>
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			<p>voice, book scrutiny, lesson visits and progress data.</p> <ul style="list-style-type: none"> <li>• Focus 5 names reviewed each term to ensure PPG pupils with the highest needs chosen for more intensive support in lessons.</li> <li>• Focus 5 prioritised for all intervention and progress closely monitored by HOD and reported to SLT link manager.</li> <li>• SMID Software developed to identify PP progress and AtL on subject and year group level at KS3 and KS4.</li> <li>• SIMS reporting developed (and appropriate training given) to interrogate PP attendance, punctuality, behaviour.</li> </ul>	<p>Investment in SMID £540</p> <p>AHT (MIS) £13,170</p>	
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<p>Improve the quality and consistency of marking across the school to ensure that pupil response to feedback drives improvement.</p>	<p>Reinforcing to all staff on blue box response marking and standards across the whole school.</p>	<p>EEf evidence suggests that effective feedback makes the most impact in terms of narrowing the gap in achievement. Success depends on the ownership of pupil response to feedback and their next steps to improving skills and learning.</p>	<ul style="list-style-type: none"> <li>• QI scheduled to ensure consistency of marking and feedback across the school year with Focus 5 the first priority for feedback.</li> <li>• MLT Scheduled monitoring and conclusions checked by link manager /SLT book scrutiny with Focus 5 first priority.</li> <li>• Pupil work quality check in any learning walks by MLT / SLT with Focus 5 first priority</li> <li>• Follow up actions and monitoring with staff where practice needs to</li> </ul>	<p>HT</p> <p>DHT Quality of Education</p>	<p>Review against school improvement plan to map progress at the end of each half term. HT Feedback to IEB.</p>
<p>Ensure remote learning is available for all PPG students.</p>	<p>Investigate funding streams that come into school as a results of pandemic. Ensure that PPG hardware and access form part of the subsequent intervention.</p>	<p>“The key is to make sure that pupils have the means to do what you’re asking them to do”, Association of School and College Leaders.</p>	<ul style="list-style-type: none"> <li>• Remote Learning policy developed</li> <li>• Audit students with/without access to the necessary equipment</li> <li>• Liaise with IT to ensure provision</li> <li>• Train students in use of packages and raise their ability to self-regulate.</li> <li>• Run half term revision workshops for year 11, targeted at PPGs</li> <li>• Run weekend virtual study support, targeted at PPG.</li> </ul>	<p>AAHT (MIS) DHT (Q of E)</p> <p>AAHT (MIS)</p> <p>Gap Leads</p>	<p>Jan 2021</p>

<p>Improved academic and pastoral KS2-KS3 transition for PP pupils</p>	<p>ADHT (B&amp;I) and AHT (PD)- meetings with Y6 staff at 8 main feeder schools to establish true baseline.</p> <p>Gap Lead 7 initiates early research project examining the immediate drop in progress between year 6 and first data drop, year 7.</p> <p>Build on Primary partnership work across primary schools for English. Extend to further feeder schools for maths and English.</p> <p>Develop primary links in MFL.</p> <p>Recruit SLE with focus on KS2 - Year 7 transition and KS3 curriculum. PP students analysed within samples studied.</p>	<p>KS3; The wasted years HMI report 2015 highlight the need for better transition from primary school curriculum and T&amp;L to ensure rapid and sustained progress.</p> <p>Work on Bury LA SSIF project by St Gabriels' English staff with 2 feeder primaries presented at Improving transition Conference and primary transition highlighted at Ofsted (Feb 2019) as good practice.</p>	<ul style="list-style-type: none"> <li>Learning needs and intervention best practice from primary shared and disseminated to HOD and Y7 subject teachers along with pastoral information to year 7 team.</li> <li>New record for expected progress in Y6 distributed via HT to Y6 staff to highlight gaps in skills and knowledge and use for planning new Y7 curriculum. (June 2021)</li> <li>On-going Scheduled programme to participating primary schools to improve transition in Maths and English.</li> <li>Cross phase CPD arranged in English and Maths using expert practitioners in Y5/Y6. Another Primary curriculum day to be held (COVID-dependent) in St Gabriel's. DHTs from feeder primaries to work with Core leaders (Sci, Maths, English, History, Geography) on Curriculum implementation.</li> </ul>	<p>ADHT (B&amp;I) and AHT (PD)</p> <p>10 days cover our staff £2,500 Primary Dep x 6 x ½ day £1050</p> <p>ADHT (B&amp;I) AHT (MIS)</p> <p>English KS3 Lead / Maths Intervention Lead TLRs Literacy / numeracy (50%) (50%) new higher TLR £5285 plus 3 hours off timetable £14,250 Fiona Robinson costs SLE £350</p> <p>DHT</p>	<p>Primary visit reports collated with action points to inform curriculum planning and presented.</p> <p>Feedback by ADHT to SLT of progress of primary partnership work and follow up actions needing further CPD/ curriculum review.</p>
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<p>Focus on reading across the school</p>	<p>Whole school reading initiatives developed by TLR for Literacy.</p> <p>CPD provision on reading techniques to all staff. (See CPD schedule)</p> <p>Targeted support for KS3 pupils with reading ages significantly below expectations.</p> <p>Utilise SLE (FR) in a deep dive exercise to examine Reading in KS3 (notably at transition) and contribute to the developing plan to improve such.</p>	<p>EEF Guidance reports on improving literacy to apply across a range of subjects. Disadvantaged pupils nationally have more limited vocabulary and exposure to reading at home. Embedding best practice to model reading skills in subjects across the school and create an engagement and enthusiasm for reading is another key component to make successful learners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p>	<ul style="list-style-type: none"> <li>• Appoint TLR post to develop literacy with Reading being the first priority: Ensure Focus 5 are first in all aspects of intervention.</li> <li>• Review reading ages across the school to determine intervention priorities for reading support with PPG pupils as priority</li> <li>• Explore the possibility of delivering reading comprehension support using specialist, trained teachers with intervention capacity on their timetable.</li> <li>• Implement Accelerated Reader or other on-line programmes as a way to structure and assess impact of intervention.</li> <li>• QA reading intervention lessons and measure impact on reading age.</li> <li>• QA common reading approaches in learning walks and lesson observations.</li> <li>• Hold a Whole school reading event / day each term to stimulate interest in reading for pleasure.</li> <li>• Implement Myon as a whole school reading package.</li> <li>• Utilise form time more effectively for reading.</li> </ul>	<p>Literacy coordinator</p> <p>ADHT (T&amp;L)</p> <p>SENDSCO</p> <p>Accelerated Reader / Myon full year £4,650</p>	<p>AHT Feedback to DHT Quality of Education.</p> <p>Review against CPD plan to map additional support and next steps each half term.</p> <p>Reading age analysis provides baseline for Literacy TLR planned intervention for PPG pupils starting Nov. Data analysis evidence each term of impact of interventions on reading ages via on line tool.</p> <p>Accelerated reader usage. Myon usage.</p>
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			<ul style="list-style-type: none"> <li>Use lesson changeover time as an opportunity for further reading.</li> </ul>		
<p>Improving standards of behaviour, attendance and punctuality to maximise learning opportunities.</p>	<p>Positive Discipline implemented and re-established post-school return. Higher standards of uniform, behaviour and punctuality. A whole school approach where low level disruption and defiance is not acceptable.</p> <p>Use of house for focused intervention.</p> <p>Attendance monitoring focus on PPG students and close tracking of punctuality and attendance by Attendance Officer and by GAP Leads &amp; HOY for their year groups.</p>	<p>Higher standards of behaviour meaning more effective learning environments and supports quality first teaching. Strong message from Headteacher about high standards expected and consistent use of Positive Discipline strategy by all staff to ensure consistency which is the key to success. There is an ethos for improving learning for all including PPG.</p>	<ul style="list-style-type: none"> <li>System for recording sanctions and rewards via the terms passports. Record logged by pupils and checked by form teachers weekly.</li> <li>QA by learning walks and passport checks. Booklet drawn up to assist HOYs in doing systematic checks. All staff follow procedure and follow up to ensure consistent and fair use of protocols.</li> <li>5 Gap Leads for close mentoring and intervention of PPG pupils in each year group. Sept 2020</li> <li>Analysis of behaviour, punctuality data for PPG pupils by Gap Lead for each year group. Action implemented by Progress leaders supported by pastoral managers to ensure high quality first level intervention.</li> </ul>	<p>DHT (pastoral)</p> <p>House – staffing - £12,580</p> <p>DHT (Q of E) Gap Leads</p> <p>AHT (MIS) Attendance Officer £5,050</p>	<p>QA feedback to SLT each half term.</p> <p>HT Report back to IEB meetings</p> <p>Gap – HOY meetings every month.</p> <p>Focus 5 feedback to SLT meeting each half term.</p>

			<ul style="list-style-type: none"> <li>At half termly pastoral team meetings with form teachers Focus 5 are top of the agenda.</li> </ul>	HOY Gap lead	Focus 5 feedback to SLT meeting each half term.
<b>Total budgeted cost</b>					£
<b>ii. Targeted support</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>
KS3 Targeted intervention and KS4 targeted intervention	<p>Staff revision holiday programme.</p> <p>Once identified underachieving children to receive input in the form of help with extra lessons from staff at half term</p> <p>Capacity exists in the staff deployment timetable to deliver select booster programmes to PPG students in who are under-achieving in a variety of subjects.</p>	<p>Statutory funded strategy to help narrow gaps in achievement.</p> <p>The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning.</p> <p>From the 2020-21 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary and</p>	<ul style="list-style-type: none"> <li>Ensure subject specialists used to deliver support where possible.</li> <li>Standard pro-forma to log pupils and measurement of impact of the intervention on their grades and skills.</li> <li>HOD/Subject Co-ordinators involved in targeting of pupils (with Focus 5 PPG priority group) and design of</li> </ul>	DHT	July 2021

	<p>Utilise National Tutoring Programme once launched or locally sourced teachers to direct extra resource and teaching to PPG children.</p> <p>Use weekend online study sessions using teachers from school plus remote teaching to improve the out of school provision to PPG learners.</p>	<p>secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures. There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils.</p>	<p>intervention strategies and resources based on best practice and to address gaps in skills or knowledge.</p> <ul style="list-style-type: none"> <li>• Evaluation of impact of intervention collated with any progress at data points (2 each year for each year group) and next steps reviewed across subjects to decide priorities for specific Focus 5 students. Feedback to DHT.</li> </ul>		
<p>Target support for mental well-being and resilience at most vulnerable pupils</p>	<p>Examine potential use of 'Emotional Literacy' for PPG and SEND pupils across Y7-11.</p> <p>Pastoral support managers and inclusion managers provide support for targeted vulnerable students identified by PASS survey.</p>	<p>ACE and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support</p>	<ul style="list-style-type: none"> <li>• HOY analysis of needs and liaise with pastoral managers and seclusion managers to decide support plans and actions.</li> <li>• Analysis and Follow up actions discussed at scheduled progress review meetings for each year group with progress leader and SENDCO.</li> </ul>	<p>Pastoral managers £10,250</p> <p>ADHT (B&amp;I)</p>	<p>Feedback from PPG review meeting each half term to SLT meeting.</p>
<p>Increase uptake of Study Support by PPG students.</p>	<p>Implement whole school year 11 support system.</p> <p>Logging attendance for Y11 study support developed through NOVA T6 and use of SIMS.</p> <p>Close scrutiny of Focus 5 PPG study support attendance with follow up actions for non-attendance.</p>	<p>Independent learning directly correlates with exam success. Rigorous monitoring allows staff to measure the impact of the additional help and to reward pupils taking responsibility for their learning.</p> <p>Availability of on line resources for students from homes where</p>	<ul style="list-style-type: none"> <li>• Focus 5 key underachievers in y11 each supported by a GAP lead to centralise communication home and organise priorities for pupils involved. Proforma to record actions and support.</li> <li>• Study support data shared on reports and 2</li> </ul>	<p>DHT</p>	<p>Feedback to DHT line manager.</p> <p>Feedback of progress measures at data review at SLT.</p> <p>Mentor action reported to Gap leads via standard pro-format. Impact collated in PPG report each half term to SLT.</p>

	Rooms 25, 27, 28 made available for on-line study.	internet access or internet or on line resources is limited.  To encourage harder to engage PPG students to use time constructively for learning and support them where necessary.	parents' evenings if possible. Supplementary next steps <ul style="list-style-type: none"> <li>• Focus 5 non-attendance at KS4 parents evening followed up by parental phone calls/ Gap Leads.</li> <li>• Key Y11 Focus 5 PPG underachievers across subjects non-attendance followed up by mentors/ gap lead.</li> </ul>		
Access to lessons when unavailable	All teachers to put their 'classwork' lessons on SMHW every week with instructions on how to keep up remotely.	Attendance is the biggest factor in not achieving GCSE results and potential. Missed teaching and learning input results in extensive gaps which widen the gap further.	<ul style="list-style-type: none"> <li>• Investigate methods by which SMHW access can be logged as part of support plan.</li> </ul>	DHT	Support plan documentation. Report back to DHT line management meeting.
High quality Independent on line Resources used significantly by PPG pupils  All Y11 PPG pupils have a full set of detailed information to facilitate revision  All Y10 PPG pupils have a full set of detailed information to	Access to on line resources via the school website – GCSE Pod, Century Tech, Mathswatch and Vocab express to support Eng/Sc/Ma/MFL.  Supply revision guides for all subjects to Y11 PPG pupils.  Supply revision guides for all subjects to Y10 PPG pupils.	Continue the use of Century tech as a diagnostic tool to aid targeting of independent work to ability and existing knowledge. A specific tool to support pupils with gaps in attendance  To ensure that information to fill any gaps in T&L or catch up from absences is readily available in a pupil friendly format (that doesn't rely on internet access)	<ul style="list-style-type: none"> <li>• Lessons available online.</li> <li>• Century tech use guided for PPG pupils returning from absence.</li> <li>• Monitoring of Century tech, GCSE Pod use by Gap lead and follow up support for any pupils with low use-age.</li> <li>• See parents of key Y11 underachievers in school/over phone/via letter to outline study support, on line resources and provide revision materials. At Y11 parents evening before Mocks Nov 2020.</li> </ul>	DHT  Gap Lead (11)	GCSE Pod, Century Tech, Mathswatch and Vocab express to support Eng/Sc/Ma/MFL. All these costs £3600  Revision guides for all subjects to Y11 PPG pupils. Year 10 as well £2500

<p>facilitate revision for Y10 Mocks in January.</p>					
<p>Use of employers to increase aspirations of PPG pupils to support appropriate choices of future pathways.</p> <p>Support PPG students in determining college choices.</p>	<p>Prioritise PPG children on occasions where selection is needed for activities pursued.</p>	<p>Raising aspirations is key to ensuring pupils move on to appropriate chosen future pathways in education, employment or training.</p> <p>To provide future pathways information to inform and inspire college and apprenticeship application process.</p>	<ul style="list-style-type: none"> <li>• Additional support provided for PPG and Focus 5 when more time is needed to support their application and future pathway choice is needed.</li> </ul> <p>Supplementary next steps</p> <ul style="list-style-type: none"> <li>• Follow up of non-attendance of any targeted PPG students by careers Co-ordinator.</li> </ul>	<p>AHT (PD)</p> <p>Yr 11 Gap Lead</p>	<p>AHT (PD) report back at SLT at SLT meetings.</p> <p>Destination data and patterns including close analysis of NEETS shared with SLT in October.</p>

Increase opportunities for PPG pupils to address the deficit in cultural capital	When appropriate increase the uptake of Duke of Edinburgh scheme by PPG pupils  Offer financial assistance to PPG pupils to encourage uptake of trips and learning opportunities e.g. music lessons, theatre, concerts, university visits and summer schools.		<ul style="list-style-type: none"> <li>• Target PPG pupils as priority for 50% of D of E places. D of E enrichment TLR to support their successful completion of the Bronze Award.</li> <li>• Support PPG pupil uptake of school trips, events and trips abroad by financial subsidies.</li> <li>• Support resources to aid learning for PPG pupils eg music tuition.</li> <li>• Support PPG families where uniform provision is financially difficult</li> </ul>		Uniforms £3,000
<b>Total budgeted cost</b>					£
<b>OVERALL PLANNED PPG SPEND</b>					£

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Target met?</b> <b>[2019 projected spend]</b>
Establishing and maintaining High standards of T&L	Introduction of 7 part lesson (Do now, Big picture, Learning outcomes, Activate, Model, Resilience and Plenary) to ensure more rigorous and consistent standards in lesson planning and delivery. QA schedule (whole school and external) review and inform.	The quality of education is judged to be Requires Improvement in most recent SEF with commentary that suggests it is moving closer to Good.  Monitoring visit by Ofsted (report March 2020) contains a narrative of ever improving provision.	Approach to be continued and developed.  School week revised to enable more time spent in classrooms.  Weekly CPD calendared slot replaced by new approach. CPD is calendared for the year and focusses on 5 key areas.	<b>Yes, Ongoing.</b>  <b>[£13800 + £26400 staffing.]</b>

<p>Increased rigorous accountability for PPG Progress and Strategies.</p>	<p>Whole school CPD programme weekly focused on high quality T&amp;L strategies.</p> <p>Development of coaching team to develop leadership of T&amp;L.</p> <p>Curriculum Mapping to ensure fluency and cohesion and building on knowledge and skills from KS2 to KS4.</p> <p>Overt classroom focus on PP pupils. Focus 5 pupils for each class selected by subject teacher with priority for PPG underachievers.</p>	<p>Coaching team passed the training course. However different priorities and the pandemic have delayed this launch. No impact as yet.</p> <p>All curricular mapping done and QAd during lockdown. Schemes continue to be developed and the roll out of these is calendared. Curriculum Intent across the school developed. Curriculum implementation continues.</p> <p>Improvements have been made but more is needed.</p> <p>In March the monitoring visit noted: 'The recommendations from the review of the pupil premium are being implemented. While there are some signs of recent improvement, disadvantaged pupils do not achieve as well they as they should.'</p> <p>Since then the PP (GCSE) P8 score has improved from -1.15 to -0.01, an improvement of over one grade in every subject.</p>	<p>This will be picked up again within this academic year. As a precursor to it teachers have been offered Coaching as a third Appraisal target and many have chosen it.</p> <p>Will continue and is now part of practice and calendar.</p> <p>Focussed approach should help QA with Gap Leads meeting with HODs on a calendered basis.</p> <p>Centre Assessed Grades appear to be a more fair methodology of assessing the holistic progress of PP pupils.</p>	
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<p>Improve the quality and consistency of marking across the school to ensure that pupil response to feedback drives improvement.</p>	<p>Training to all staff on blue box response marking and standards across the whole school.</p>	<p>Feedback and marking policy implemented and level of compliance has been judged as high across various scrutinies.</p>	<p>Compliance to policy has been good. CPD is planned to improve directed marking still further.</p> <p>The degree to which students respond to marking remains inconsistent.</p> <p>Work sampling becomes part of the QI cycle.</p>	<p>Ongoing.</p>
<p>Improved academic and pastoral KS2-KS3 transition for PP pupils</p>	<p>ADHT Behaviour &amp; Inclusion and (formerly) AHT progress and Intervention - meetings with Y6 staff at 8 main feeder schools to establish true baseline.</p> <p>Build on Primary partnership work across 3 primary schools for English. Extend to further 2 feeder schools for maths and 2 feeder schools for English.</p> <p>Core and Foundation HOD primary school visits to see level of stretch and challenge</p>	<p>Collaborative working and a greater focus on KS2 national curricular work has led to subjects rewriting their KS3 programmes of study. Aspects of KS2 work that had appeared in KS3 have been removed and as a consequence the year 7 diet is more appropriate and presents a higher challenge.</p>	<p>Continue to monitor the approach and the curricula. Clearly different activities and actions also took place as a result of national lockdown.</p>	<p>Ongoing [£3250]</p>

<p>Focus on reading across the school</p>	<p>Whole school reading initiatives developed by TLR for Literacy.</p> <p>CPD provision on reading techniques to all staff.</p> <p>Targeted support for KS3 pupils with reading ages significantly below expectations.</p>	<p>Recruitment completed. Due to pandemic these programmes have only really started from September 2020. Awaiting impact.</p>	<p>Literacy initiatives to relaunch including Myon, Accelerated Reader, local libraries, reading in form time, KS3 readers for lesson changeover.</p> <p>Upskill TLR for literacy using external training.</p>	<p>Starting</p> <p>[£3900 – staff]</p> <p>[£2000 – Acc Reader]</p>
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<p>Improving standards of behaviour, attendance and punctuality to maximise learning opportunities.</p>	<p>Positive Discipline strategy training and launch to all staff July and Sept 2019.</p> <p>Increasing capacity to support - pastoral managers /KS3 and KS4 inclusion managers.</p>	<p>External behaviour review indicated an improving picture of behaviour prior to shutdown.</p> <p>Ofsted monitoring visit also confirms improvements.</p> <p>Capacity has been increased and has been instrumental in improvements.</p>	<p>Successes now to be evolved to fitting the current COVID situation and Year group bubbles.</p> <p>Continue use and facility of SLE Behaviour.</p>	<p>Ongoing</p> <p>[£11420 + £14600 + £8250 + £19500 - staffing]</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Target met?</b></p>

KS3 Targeted intervention	Implement Y7 and Y8 PPG underachievers programme.	Implemented.	Timetable no longer allows for such intervention.	Unknown
KS4 targeted intervention	<p>1 extra Maths and English lesson for students not taking French in Y9 ( pupils, PPG pupils)</p> <p>2 small Learning Skills groups not taking MFL in Year 8 (pupils, PPG pupils)</p> <p>Targeted Small group support in Maths, English and Mu, Art, MFL, RE delivered for 8-10 week blocks in PE time from October 2019.</p> <p>Review use form time to deliver 1 hour Maths /1 hour English to Y11 high/mid PPG and mid/low PPG groups.</p>	Evaluation not possible due to school shutdown, March 2020.	Such activities to be discontinued.	[£57600]

<p>Target support for mental well-being and resilience at most vulnerable pupils</p>	<p>Conduct PASS for PPG and SEND pupils across Y7-11.</p> <p>Pastoral support managers and inclusion managers provide support for targeted vulnerable students identified by PASS survey.</p>	<p>Implemented.</p> <p>Evaluation not possible due to school shutdown, March 2020.</p>	<p>Actions likely to be continued subject to various operability questions.</p>	<p>Unknown</p> <p>[£1500 + £5000 – Pass, Caritas]</p>
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<p>Increase uptake of Study Support by PPG students.</p>	<p>Develop whole school Logging system for Y11 study support. Develop an incentive scheme where time spent on on-line independent study and attendance at study support is rewarded by incentives linked to attendance and cost of the Leavers prom.</p> <p>Close scrutiny of Focus 5 PPG study support attendance with follow up actions for non-attendance.</p> <p>Resource Centre available as a base for on-line independent learning 4 nights a week and Room 7 on Wednesday afternoons.</p> <p>Late and Positive discipline detentions held in computer rooms</p>	<p>Evaluation not possible due to school shutdown, March 2020.</p> <p>Limited evidence that follow up actions lead to improved after school attendance.</p>	<p>Attendance will be improved by implementing a compulsory after school session 4 days a week.</p> <p>Attendance will be monitored via SIMS to meet safeguarding and COVID requirements.</p>	<p>Unknown</p> <p>[£7700 + £750 Study support, rewards]</p>
<p>Improving High ability progress and</p>	<p>Deliver High ability PPG masterclass (Y9,Y11)</p>	<p>Attendance by PPG children fell during implementation.</p>	<p>Consider other methods of improving this area.</p>	<p>No.[£9000 + £300]</p>
<p>High quality Independent on line Resources used significantly by PPG pupils</p> <p>All Y11 PPG pupils have a full set of detailed information to facilitate revision</p>	<p>Access to on line resources via the school website – GCSE Pod, Educake, Mathswatch and Vocab express to support Eng/Sc/Ma/MFL.</p> <p>Supply revision guides for all subjects to Y11 PPG pupils.</p> <p>Supply revision guides for all subjects to Y10 PPG pupils.</p>	<p>Usage of these packages by PP children was in line with others pre-pandemic.</p> <p>School sites allow access to all.</p> <p>Usage unknown. With examination series cancelled it is not possible to judge.</p>	<p>Continue to promote usage. Consider developing further lockdown strategies beyond those recently developed.</p> <p>To continue.</p>	<p>Partly.</p> <p>[£2000 + £1295 + £150 + £150]</p> <p>[£2500]</p>

<p>All Y10 PPG pupils have a full set of detailed information to facilitate revision for Y10 Mocks in January.</p>		<p>Await year 11 mock results.</p>	<p>To continue.</p>	<p>[£2000]</p>
<p>Use of employers to increase aspirations of PPG pupils to support appropriate choices of future pathways.</p>	<p>Careers Survey of all pathway interests of pupils across Y7-11 Careers café employer 45min sessions each fortnight. Targeted attendance of PPG pupils and Focus 5.</p> <p>Support for PPG students on CV and application writing by Careers Advisor (Positive steps)</p> <p>Future pathways Careers fair organised October 2019 for Y10 and Y11 parents and students.</p>	<p>Sessions attendance skewed towards PP.</p>	<p>TBD</p>	
<p>Increase opportunities for PPG pupils to address the deficit in cultural capital</p>	<p>Increase the uptake of Duke of Edinburgh scheme by PPG pupils</p> <p>Offer financial assistance to PPG pupils to encourage uptake of trips and learning opportunities e.g. music lessons, theatre, concerts, university visits and summer schools.</p>	<p>D of E suspended.</p>	<p>N/A. Will promote PP uptake when in restarts.</p>	<p>[£1950 + £5000 DofE, trips]</p>

## 7. Additional detail

### Levels of progress KS3 2019-20 (based on last report)

	Y7 Non PPG	Y7 PPG	Diff	Y8 Non PPG	Y8 PPG	Diff	Y9 Non PPG	Y9 PPG	Diff
Number of pupils	169	48		169	49		171	51	
At or above expected progress in Maths	84	82	-2	78	61	-17	85	64	-21
At or above expected progress in English	95	83	-12	90	79	-11	86	91	+5

This information shows that in 2019-20:

The difference in expected progress for year 7s at the start of the year is immediately transparent. It suggests that year 7 English is a key area to address and as such Literacy initiatives should be founded there. The Maths gap is less pronounced in the first instance but appears significant as we go up the school years. English in year 9 suggests that PP children are outperforming non-PPG.

## Levels of progress KS4 2019-20

All Children	2016	2017	2018	2019	2020
P8	-0.20	-0.13	-0.21	-0.42	0.23
A8	51.7	48.6	45.4	45.9	50.69
%E&M 9-5	n/a	53.0	42.0	46.3	56.1
%E&M 9-4	71.4	77.0	63.0	72.1	83.9
English P8	-0.26	0.18	0.12	-0.08	0.27
Maths P8	-0.06	-0.12	-0.41	-0.36	0.4

This information shows that in 2019-2020

The improvement in attainment and progress across the school in A8, Maths and English from previous years is also replicated in the attainment of PP students (with the Maths attainment increasing markedly). In 2017 children made progress in line with that of other disadvantaged children; in 2018 progress slipped and in 2019 it slipped further. In 2020 PP pupils still remain behind their peers in terms of attainment and progress however the gap has narrowed significantly. In terms of P8 there has been over a whole grade improvement in all subjects.

Disadvantaged	2016	2017	2018	2019	2020
P8	-0.57	-0.42	-0.9	-1.15	-0.01
A8	41.5	41.4	33.0	34.3	42.61
%E&M 9-5	n/a	36.34	24.0	28.6	32.35
%E&M 9-4	44.7	60.6	42.0	45.2	76.47

Pupils eligible for PP funding at St Gabriel's 2019-20

	Y7	Y8	Y9	Y10	Y11	Total
Children eligible for PPG	44	49	48	35	32	<b>208</b>
Including Children and Young People in Care -	2	5	1	2	1	11
Armed Forces/Service Children -	0	0	0	1	0	1