

Pupil Premium Statement 2016-17 Review and 2017-18 Outline Plan

1. Summary information					
School	St Gabriel's RC High School, Bury				
Academic Year	2017/18	Total PP budget	£193k	Date of most recent PP Review	Sept 2017
Total number of pupils	1081	Number of pupils eligible for PP	210	Date for next internal review of this strategy	Dec 2017 Mar 2018

2. Current attainment			
	Pupils eligible for PP (St Gabriel's)	Pupils not eligible for PP St Gabriel's	National score
% achieving 9-5 in Maths and English	37	56	39.1
% achieving 9-4 in Maths and English	60	80	58.5
Progress 8 score average	-0.3	0.06	0
Attainment 8 score average	42.4	49.9	44.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support in raising aspirations. Multiple vulnerabilities – 3 of 27 PP group are EHIC or SEN supported/5 are with EAL / Rate of absences for FSM 5% 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 and Maths watch. Enhance on line offer using new software eg. Educake in Science, Pearsons interactive for MFL.	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 and Maths Watch in this group and use data at parental meetings.

B.	Focus all Y8 and Y9 intervention support in Literacy and Numeracy on underachieving PPG pupils through timetabled extra Maths and English as an alternative to French. (Smaller groups and staffed by a specialist teacher with curriculum plan targeted at pupil needs.) Change core language study to Spanish in KS3. Other KS3 PP pupils are targeted for intervention in Maths and use of peer mentors and focus areas set by subject teacher in English. Follow up on line opportunities provided to reinforce additional learning in Maths and Reading. Y7 pupils identified from KS2 baseline in Reading and Maths of <100 and GL assessment package provided with booster Maths and English lessons in Autumn Term. Lower learner group of PP pupils to sustain additional Maths support in Spring and Summer Term.	Close the gap in Maths and English between PP and non PP pupils at KS3
C.	Achievement of PP and differentiation a whole school priority for Teaching and learning across the school, Focus fortnight to research and develop differentiation in all groups of pupils including PP. Follow up staff CPD and Department curriculum development, monitoring and quality assurance.	Close the gap in achievement to meet national average for PP pupils
D.	Increase engagement with parents of harder to reach pupils in KS4 Personalised curriculum – arranging part time college/work experience for hard to reach pupils	Parents of KS4 underachievers attend an individual interview and /or parental support workshop in both Y10 and Y11 5 Y10/11 PPG students attend part time college courses linked to future aspirations

5. Planned expenditure

Academic year

2017/18

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	<p>Whole school focus</p> <p>Move to different grouping model with more mixed ability groups and 1 or 2 top sets</p>	<p>Lower levels of achievement in boys across KS3 (especially in Y7 and Y8 English) and KS4</p> <p>Research evidence (EEF) suggests that increasing mixed ability teaching improves aspirations and achievement of middle and low ability pupils (where majority of PP boys are found). Keeping 1-2 top sets provide opportunity for challenge and success seen in research studies (EEF).</p> <p>Boy only Y8 trial in 2016-17 increased engagement levels of boys but did not address the most significant gap in middle ability boys (gap of 1.3 sub levels)</p>	<p>Staff CPD, Department curriculum development and audit. Quality assurance - HOD and SLT work scrutiny and lesson observations</p> <p>Monitor results at 3 Review points across ability groupings to measure impact compared to previous setting model and evaluate impact at end of year.</p>	SAS	<p>Link Meetings with HOD each half term and follow up at SLT</p> <p>External quality assurance – LA adviser and HMI (2 days)</p> <p>£2,000</p> <p>Nov, February and June progress review points and feedback from department meetings each half term</p>
Development of new resources for new GCSE specifications leading to improvement in technique for new GCSE examinations.	<p>Curriculum development at KS4 and feeding into Y9</p> <p>Resource development including on line</p>	<p>Use of examiner feedback, centre specific feedback compared to national and similar schools, command words initiative to continue to drive forward improvements for the 2017-18 cohort</p> <p>Improved availability of Exam question software including Exam pro, Educake, Pearson Interactive, Vocab express and website access to past papers provides targeted feedback for students on their vocabulary development, understanding and exam technique.</p>	<p>MLT and SIG Focus at each meeting</p> <p>Department development review at half termly Link meetings.</p> <p>Quality assurance evidence from HOD</p> <p>HOD Monitor use of new exam question software and evaluate Pupil use relative to exam success</p>	<p>SLT</p> <p>MHA</p>	<p>December, March and June Link meetings</p> <p>Dec 2017/ March and June 2018</p> <p>Exam Pro, Educake, Pearson interactive, Vocab express data usage</p> <p>£8,850</p>

<p>Development of new KS3 curriculum and tracking across Y7 and Y8 to incorporate increased challenge and support for learners including PP pupils.</p>	<p>Implement Lancashire Levels in Y7 and Y8</p>	<p>No further use for National Curriculum levels. Trial in 2016/17 with Geography and English to help develop assessment strategies and curriculum. Feedback helped to decide and develop school tracking model and launch with Year 7 pupils. Standardised scores mapped against GL assessment scores and reading ages to increase confidence levels using new KS2 data.</p>	<p>Training implemented in school for all HOD and materials purchased for Lancashire levels. Follow up standardisation for each HOD with Lancashire LA consultants. Time given to department development in PAD days and CPD sessions throughout the year. Each department part of the Bury Cluster for Lancashire levels standardisation and BSCL.</p>	<p>HM</p>	<p>SLT link meetings each half term to review progress with curriculum developments.</p>
<p>Development of on line resources to support new KS3 developments and independent learning</p>	<p>Curriculum development in Y7 and Y8 including assessment focus linked to Lancashire levels.</p>	<p>Mapping process of curriculum against Lancashire levels and feedback /training from primary feeders indicated the need to increase challenge at KS3 to dovetail with learners experience of KS2.</p>	<p>HOD and whole staff training on development of new school tracking. Parental feedback about format of new Y7 reports to improve and exemplify levels.</p>	<p>HM</p>	<p>Bury Cluster or BSCL Standardisation meetings termly or half yearly. Feedback to department meetings and SLT link meetings.</p>
	<p>Website development of KS3 resources for new schemes of work and assessment opportunities.</p>	<p>On line learning success at KS4 in raising results to be mirrored at KS3 to develop independent learning skills. Show my homework usage data reflects high uptake and pupil voice extremely positive about use of mobile technology to manage home learning.</p>	<p>All departments encouraged to review KS3 website materials.</p>	<p>HM / MHA</p>	<p>SLT link meetings each half term to review progress with curriculum developments. MLT meeting to share practice and standardisation feedback – Jan 2018 QA at grade collection points and year group reviews in school calendar. Monitor website expansion Jan 2018. Share best practice at MLT – Feb 2018</p>

Change the setting culture in KS3	Increase the number of mixed ability groupings in KS3	Increase the aspiration and challenge for all. Research by Education endowment foundation points to increased achievement of mixed ability with 1 top set compared to setting of all abilities.	Pastoral and academic involvement in pupil grouping, PP pupil distribution and staffing allocation to ensure best outcomes. Set moves approved by AHT and HOY	HM	Review KS3 setting Dec 2017 and further changes to move pupils at end of each term.
Make differentiation a whole school priority to meet the needs of all including PP pupils.	Improve differentiation strategies and resources in lessons.	Pupil Premium focus fortnight in 2016/17 indicated that differentiation was an area for improvement across all subjects.	Responsibility point awarded for T&L; differentiation strategies to lead staff development.	MHA/CV	HOD Differentiation - Focus fortnight Oct 2017 Differentiation whole school CPD – Dec 2017 Differentiation - Follow up Focus Fortnight Spring term 2018
Develop tracking pathway for lower learners (multiple vulnerabilities overlap with PP)	Use p levels to develop tracking model to cater for KS1/2 learners.	To ensure progress can be appropriately measured with an appropriate curriculum for learners needs.	Responsibility point given for T&L; differentiation strategies to lead staff development. Lead Working party on lower ability tracking and curriculum development and assessments. Input from Curriculum Support and AHT KS3. Time provided for departments to work on materials. Research nurture unit provision at other schools and consider this model for future development.	MHA/CV HM SS /SLT	New tracking pathway ready to trial in June 2018 end of year reports Impact on Timetable planning March 2018
Total budgeted cost					£10,850

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 MathsWatch, Vocab express, Educake 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 SMHW £3,500 GCSE POD Educake, Boardworks Mathswatch, my maths , Vocabexpress etc Staffing parents eve (2 staff x 6 evenings x 3 hours) £750
Targeting KS3 Support in English and Maths	Focus all intervention support in Literacy and Numeracy on underachieving PP pupils Using: Extra English / Extra Numeracy instead of French in Y8 and Y9 for 100 pupils in each year group Target Y7 pupils with less <100 standardised score for reading or Maths at KS2 – 6 small group booster sessions. Low PP learners to continue Ma support for the year. Decrease class sizes in Core subjects and in Year 8 to improve achievement	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 to give 113 (21PP) Y8 and 89 Y9 (32) pupils a boost in progress and extend the 2016-17 strategy to more pupils. Provide follow up on line opportunities to reinforce additional learning in intervention lessons and for home learning to accelerate progress e.g. sum dog and on line guided reading support. Use of Catch up funding and as part of transition support from KS2 to Year 7. Increased groupings in KS3 English and Maths to 5 groups in each band for Y7-Y9 and also in Y8 for Humanities, RE and Science(Based on feedback and progress data from Y7 2016-17) – to raise achievement and improve climate for learning	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 Evaluate impact on initial rates of progress by Year 7 at Interim 1 / 2. 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 st wave of intervention programmes. Y7 review points Dec / March/June KS3 review points – one per term. 2 additional teachers £99,600 Intervention £22,000
Total budgeted cost					£125,850

iii. Other approaches					
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?
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 targeting pupils using staff nominations	Pupils who access additional support have higher levels of success at KS3 and KS4. Staff able to support pupils with exam technique for new specifications 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. Learning Mentor £36,000 Study Support staffing KS4 £5,500, KS3 £3,600 Study Support lunchtime £5,800
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 Parental workshops staffing and resources £1,600 PP contributions for trips and visits, uniforms £1,050
Personalised curriculum – arranging part time college/work experience for hard to reach pupils	5 Y10/11 PPG students attend part time college courses	Improving engagement with school and provision of more appropriate curriculum for PPG pupils in KS4 College release enhances their engagement in the rest of the school curriculum and better linked to future aspirations.	Liaise with providers and monitor attendance and progress throughout.	AL	£10,260
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.		Caritas £10,450
Total budgeted cost					£74,260

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
Increased achievement of boys	Whole school focus Trial new grouping of boys only class in Y8 English	Improving levels of achievement in boys across KS3 and KS4 KS3 maths gap in Y8 (0.9 sub level with significantly more girls achieving above expected progress 4.5 sub levels and boys meeting expected progress) but no gap at end of Y9. In KS3 English a significant gap of 1.1 sub levels between boys and girls in Y7 is halved in Y8 to ensure no gender gap in Y9. KS4 attainment improved in English for boys and stayed steady in Maths (80 and 79% 9-4 pass rate in 2017 compared with 68 and 79% in 2016). 59% achieved 5A*-C in E&M in 2016. This raised to 73% in 2017.	Staff CPD successful in raising issue and leading to curriculum development to engage boys. Continue to keep this as a whole school focus as curriculum developments embedded for new GCSE specifications and KS3 Lancashire levels work. Research evidence (EEF) suggests that increasing mixed ability teaching improves aspirations and achievement of middle and low ability pupils (where majority of PP boys are found). Keeping 1-2 top sets provide opportunity for challenge and success seen in research studies (EEF). Core and RE, Humanities at KS3 all implement new grouping model.	– LA adviser and HMI (2 days) £2,000
Improvement of examination techniques	Curriculum development at KS4 and feeding into Y9 Resource development including on line	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. Improve availability of Exam question software including Exampro, Alfie Soft to provide targeted feedback for students on their understanding and exam technique. Useage data shows a mixed picture with regard to Alfie Soft with usage dropping from the previous year. Exampro, being a new product for the school showed encouraging in-class usage.	Continue with focus linked to new specifications and increasing staff and pupil awareness of the new demands. Close analysis of additional Mocks in Eng and Maths at march yielded shaper focus and increased success in GCSE exams. New for this year was the introduction of a second set of year 11 mocks. Furthermore departments are revising their curricula in order to provide more continuity between year 9 and KS4. Continue with this approach in 2017-18. Successful approach to extend to Y10 and new Y11 cohort. Extend on line packages to MFI Vocab Express and Science Educake	Exam Pro, Alfie Soft etc £8,800

PP Research group	Implement E passport scheme to monitor and mentor PP pupils. Highlight PP profile using Focus Fortnight Initiatives and staff	20 staff involved and started at Easter with a parent/pupil meeting to guide final stages of exam preparation. 4matrix was used to assist in monitoring. Of the group initially identified in October 2016 (PP students with progress concerns) 61% passed both Maths and English (this is higher than National pass rate).	Consider beginning earlier in 2017/18 to allow for more mentoring sessions and positive impact on independent study. Use monitoring data from SMHW / on line Maths / GCSE Pod. Collapse PE timetable earlier.	
ii. Targeted support				
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
KS4 Support in English and Maths	Targeted at KS4 Pupils with the biggest gaps in achievement	In 2016/17 PP pupils were first priority for intervention lessons in Maths and English and subsequent extra staffing was employed. Use of KS4 learning mentor effective for PP pupils to support learning and pastoral needs. AHT and DHT in lessons in run up to exams. Maths/English warm up days created targeted at PP and underachievers. In these examinations the gap between PP and non-PP children narrowed. Unvalidated FFTAspire data shows a gap that was 1.4 in Attainment 8 between FMS6 and National has reduced to 0.6. In Progress 8 terms the gap, previously 0.76 has become 0.42. Internally derived data using 4 matrix gives values given in table 2.	Disseminate successful practice from KS4 Maths across English and all departments: 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. More targeted support in English using on line resources led to improving results. This was most noticeable in English Literature in which GCSEPod was a key resource. Share best practice from Maths and English for targeted PP interventions. Ensure key staff in the best places for success across learner groups. Continue to target Maths /English warm up day at PP pupils.	Intervention £21,000

<p>Improving access to independent learning resources</p>	<p>SMHW development Introduction GCSE POD School website</p> <p>Training for parents on SMHW and GCSE Pod via parental workshops, interviews and parents evenings.</p>	<p>Helped pupils organise consolidation work into manageable chunks accessed on smart phones and digital devices improved pupil accessibility, progress and exam results. Over 5000 pods were accessed by PP group. This is marginally higher usage per person than for non-PP group.</p> <p>SMHW Improved communication with parents to provide them with more information about how they can support learning at home – positive feedback from parent voice. Parental use-age was defined as well above average in the 2016-16 SMHW activity report. High numbers of pupils are regularly using SMHW to organise their independent learning (86%)</p>	<p>Successful strategy – continue to monitor pupil use at review points</p> <p>Input to each parents evening, workshop throughout the year Target pupils and parents with difficulties accessing. Paper copies available.</p>	<p><i>SMHW £3,500 GCSE POD £4,300 Staffing parents eve (2 staff x 6 evenings x 3 hours) £800</i></p>
<p>Targeting KS3 Support in English and Maths</p>	<p>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</p>	<p>Extra literacy and numeracy lessons most effective with specialist teachers. Improving levels of progress in Maths and English at KS3: Average levels of progress in English have risen at the end of KS3 in 2016-17 by 1 sub level for all pupils compared to 2015-16. There is a slight gap at Y8 and Y9 in Maths but the disadvantaged gap has been halved at the end of KS3 compared to 2015-16 figures..</p> <p>Replacing a second language with extra literacy or numeracy impacted on 71 Y8 and Y9 Pupils (21 PP)</p> <p>Coordination of resources for English more effective via new KS3 English co-ordinator and enhanced use of curriculum support resources for Maths. English intervention focussed on supporting students in developing assessment work and extending their classwork. Effective use of English peer mentors and training programme to ensure quality and high uptake</p>	<p>In 2017-18 extend timetabling of extra English and Numeracy to 100 Y8 and 100 Y9 to replace French.</p> <p>Follow up / on line work packs in Maths/English provided for all underachieving (12 Maths /8 English) PP pupils at the end of Y8 /Y9 and communicated with parents. Linked to rewards for completion but low success rate so consider pupil parent workshop this year for underachievers in Maths and English.</p> <p>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>Continue close Tracking of PP pupils and use improved pupil teacher ratio for more effective targeting by subject teacher.</p>	<p>2 additional teachers £99,000 Intervention (costing above)</p>

Catch Up maths and Guided Reading	Pupils achieving less than L3 targeted for programme of intervention in Maths / English	<p>Success of intervention English Maths lessons no gap (only 0.1 -0.3 sub level) between PP and non PP pupils at the end of the year. Extended intervention to wider group and implemented from Y7 using new KS2 entry data.</p> <p>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. Average increase of 0.5 sub level after the scheme</p>	<p>Sum dog a useful tool for Year 7 intervention but not for extended use. Provides some personalisation but more effective with targeting from specialist Maths teacher. Limited use of sum dog outside of intervention lessons. In 2017-18 encourage use via Y7 Parents evening in December.</p> <p>Large scale guided reading less successful due to disruption to pastoral time, limited time at form time and lack of suitable spaces. Limit the guided reading programme to smaller group of 15 Y7 pupils using the MMU scheme with students delivering programme of targeted activities in the LRC and supporting strategies in weekly sessions and in a timetabled lesson.</p>	
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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	<p>Study support available every night for KS4 students across a range of subjects.</p> <p>KS3 GAB Support HW club on 3 nights per week.</p> <p>Extended use of Curriculum Support at lunchtime</p>	<p>Attendance across subjects developing though some pupils who are underachieving or PP do not attend regularly despite phone calls etc.</p> <p>Better attendance of PP for Whit revision booster lessons / pre exam boosters.</p> <p>95% attendance of PP for booster or coursework sessions held in the school day to improve on grades</p> <p>20-30 pupils attend regularly over the 3 nights.</p> <p>Parental support and transport was a key factor in attendance .</p> <p>Support for pupils with complex learning needs and multiple vulnerabilities throughout the year and effective use of the area as a sanctuary.</p>	<p>Review system for invitation and feedback to parents on attendance at KS4 study support.</p> <p>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.</p> <p>Limit KS3 study support to 2 nights and also continue to open Resource Centre each break and lunch for SMHW access for any pupil.</p> <p>Mailing invitation with reports showing poor homework record has been effective. Consider follow up phone calls.</p>	<p>Learning Mentor £36,000 Study Support staffing KS4 £5,500, KS3 £3,600</p>

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 and awareness of the resources and support available and expectations for the independent learning necessary to be successful at KS4 Extra curricular opportunities improve pupil engagement with learning and self esteem. 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. Effective strategy. Continue with PP as the priority parent sessions after school in Y10 and Y11.	Parental workshops staffing and resources £1,600 PP contribution for trips and visits, uniforms £1,000
Revision materials	Purchase of revision guides for all pupils at KS4 for Maths / English / Sci /RE / study skills.	Student questionnaires suggests variable impact as many students reveal after school study support or online learning to be more to their taste. Revision materials also therefore made available online	Advertise recommended revision guides to all parents at the Y10 learning workshop letter and make purchase straightforward through new parent pay system.	Revision guides £7,000
Additional Services to meet individual needs of PP pupils	Provision of anger management programmes , Caritas counselling, school	Successful for individual pupils involved but limited in use due to availability	A need to extend counselling services to increase availability for larger number of pupils experiencing difficulties.	Caritas £6,500
Personalised curriculum – arranging part time college/work experience for hard to reach pupils	5 Y10/11 PPG students attend part time college courses	Improving engagement with school and provision of more appropriate curriculum for PPG pupils in KS4 College release enhances their engagement in the rest of the school curriculum and better linked to future aspirations.	Liaise with providers and monitor attendance and progress throughout.	9,390
Total Cost				£209,990

7. Additional detail

ils eligible for PP funding at St Gabriel's

	Y7	Y8	Y9	Y10	Y11	Total
Children eligible for PPG	52	34	42	46	36	210
Including Children and Young People in Care	2	2	1	2	2	9
Armed Forces/Service Children		1				

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	192	41		164	47		160	50	
Progress in Maths from KS2 baseline in sub-levels	1.9	1.6	-0.3	4.4	3.8	-0.6	5.8	5.3	-0.5
Progress in English from KS2 baseline in sub-levels	+1.7	+1.6	-0.1	+4.0	+3.6	-0.4	5.8	5.3	-0.5

This information shows that in 2016-17:

There is no difference in achievement between disadvantaged pupils at Year 7 in English. In Y8 and Y9 there is little difference between pupil progress in receipt of PP funding and other pupils in English. Average levels of progress have risen at the end of KS3 in 2016-17 by 1 sub level for all pupils compared to 2015-16.

The progress of disadvantaged pupils in Year 7 Maths is in line with all pupils in the school. There is a slight gap at Y8 and Y9 but the disadvantaged gap has been halved at the end of KS3 compared to 2015-16 figures..

Levels of progress KS4

	School Progress 8 (validated 2016)	School Progress 8 (unvalidated estimate 2017)	School Progress 8 (English Pillar, validated 2016)	School Progress 8 (English Pillar, unvalidated estimate 2017)	School Progress 8 (Maths Pillar, validated 2016)	School Progress 8 (Maths Pillar, unvalidated estimate 2017)
PP pupils	-0.55	-0.3	-0.53	-0.3	-0.17	0.0
All pupils	-0.20	0.0	-0.26	+0.1	-0.06	0.0

This information shows that in 2016-17:

The average attainment of PP children in Maths exceeds the National average attainment for all children. The average attainment of PP children in English is in line with the National average for all children. Progress measures for PP children appear to have improved from 2016 to 2017 and in Maths the progress of PP children is in line with all children in the school..

	School Attainment 8 (validated 2016)	School Attainment 8 (unvalidated estimate 2017)	School Attainment (English Pillar, validated 2016)	School Attainment (English Pillar, unvalidated estimate 2017)	School Attainment (Maths Pillar, validated 2016)	School Attainment (Maths Pillar, unvalidated estimate 2017)
PP pupils	42.13	42.4	9.07	9.2	10.46	8.6
All pupils	51.72	49.9	10.77	10.6	8.51	9.5
National (all)	49.50	44.2	10.44	9.2	9.74	8.3
PPG vs National (all)		-1.8		0		+0.3

