

## Pupil Premium Statement 2017-18 Review and 2018-19 Outline Plan

1. Summary information					
<b>School</b>	St Gabriel's RC High School, Bury				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£196,240	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	1088	<b>Number of pupils eligible for PP</b>	213	<b>Date for next internal review of this strategy</b>	Feb 2019 May 2019

2. Current attainment			
	Pupils eligible for PP (St Gabriel's)	Pupils not eligible for PP St Gabriel's	National score
<b>% achieving 9-5 in Maths and English</b>	22	45	43
<b>% achieving 9-4 in Maths and English</b>	42	68	65
<b>Progress 8 score average</b>	-0.83	-0.18	0
<b>Attainment 8 score average</b>	33.4	47.6	46.2

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>	Engagement in independent learning and lower levels of support / access hinder progress and revision for examinations and development of exam technique
<b>B.</b>	Lower levels of Literacy and Numeracy Skills moving through KS3 and preventing high achievement in KS4
<b>C.</b>	Lower levels of achievement in boys including PP boys. Engagement of boys in learning. Low than expected rates of progress in lower learners
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental support in raising aspirations. KS4 = 75 Y10/Y11 PPG pupils Multiple vulnerabilities – 5 pupils are EHIC or SEN supported/23 pupils EAL / PPG pupils account for 38% of cases of less than 92% attendance.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increased attendance at after school study support /Easter revision classes/ 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. Increased monitoring of use-age and communication with parents each month. 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 and increased monitoring of use-age and communication with parents each month. Purchase Linguascope programme to support KS3 PPG pupils to support home learning for new early entry GCSE Spanish Course (starts Y7 cohort Sept 2018)	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. Parents to be sent monthly record of learner's use of independent packages.

<p><b>B.</b></p>	<p>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 Comprehension and Maths of &lt;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.</p>	<p>Close the gap in Maths and English between PP and non PP pupils at KS3</p>
<p><b>C.</b></p>	<p>Achievement of PP, boys and differentiation for low learners a whole school priority for Teaching and learning across the school. Whole school CPD on boys with National speaker to drive forward department initiatives. Follow up staff CPD and Department curriculum development, monitoring and quality assurance. Introduction of Core group in Y7 for very low learners (below 85 standardised score) to cover basic numeracy and literacy skills in addition to timetabled lessons. Introduction of Personalised Learning Pathway to help differentiate work for very low learners using rainbow levels based on KS1 and KS2 curriculum. Staff training and working party across departments. Additional tracking for rainbow levels to demonstrate progress. Embed the development of courses in Y8 and Y9 for a small group of lower learners (40 Y8 and 12 Y9 PPG pupils) not taking MFL – learning skills in Y8 for 2 PPG pupils (Literacy and numeracy skills applied to enterprise contexts) and the new course Y9 (5 PPG pupils) Life Steps (KS3 version of Asdan KS4 Key skills course)</p>	<p>Close the gap in achievement to meet national average for PP pupils (including low learners and SEN)</p> <p>Improve differentiation for lower learners to recognise their progress, target intervention more effectively and allow parents to engage with their learning more comprehensively.</p>
<p><b>D.</b></p>	<p>Increase engagement with parents of harder to reach pupils in KS4</p> <p>Personalised curriculum – arranging part time college/work experience for hard to reach pupils Development of inclusion centre in the school and for Bury North Cluster schools to access to support PPG pupils finding it difficult to engage with the curriculum. Host Teens and Toddlers programme (with built in work experience) for North Cluster and trial the use of Craig Omerod to run horticultural based programme. Focus on increasing engagement and aspirations of the most challenging PPG pupils to engage in education and training.</p> <p>Target more intensive Careers support at PPG pupils most at Risk of NEET. Increase input on college choices, Apprenticeship applications, CV writing and interview skills.</p>	<p>Parents of KS4 underachievers attend an individual interview and /or parental support workshop in both Y10 and Y11 8 Y10/11 PPG students attend part time college courses linked to future aspirations Develop the provision of alternative curriculum/work experience for PPG pupils who find it difficult to engage with school. Work with parents of the targeted PPG pupils from St Gabriel's to encourage participation and provide support for their next steps into education/training/employment.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</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>
Increased achievement of boys	<p>Relaunch of Whole school focus on boys.</p> <p>Continue to work with different grouping model with more mixed ability groups and 1 or 2 top sets</p> <p>Increase boys group aspiration initiatives and target PPG boys trialled in Summer 2018 (Craig Omerod) and Mountain biking course.</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 for challenge and success seen in research studies (EEF). Results from Y8 2017-18 reflected higher rates of progress compared to the cohort's Y7 attainment.</p> <p>Good engagement and positive impact on behaviour patterns of trial group in Y8 June 2018.</p>	<p>Staff CPD with nationally recognised expert (Gary Wilson) , Department curriculum development and audit. Improved Quality assurance system - HOD and SLT work scrutiny and lesson observations. School Improvement Group research of best practice and development of model.</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> <p>Evaluate and Review programme content to choose most effective contexts e.g. outdoor, team work,</p>	MHa /REM /AJT	<p>Link Meetings with HOD each half term and follow up at SLT</p> <p>Dept/SLT QA before and after CPD event Gary Wilson cost £1,100</p> <p>Nov, February and June review points/ feedback from dept meetings each half term Feb / May 2018 review to evaluate and plan next cohort. HOY to measure impact on behaviour patterns, lates, reward points and attendance. 25% (25% PPG pupils) Boys Group funding £3750 Mountain biking funding £540</p>
Development of new resources for new GCSE specifications leading to improvement in technique for new GCSE examinations using lessons learnt from 2017 results.	<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 and new grade boundaries to continue to drive forward improvements for the 2018-19 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</p>	<p>MLT and SIG Focus at each meeting Department development review at half termly Link meetings. Quality assurance evidence from HOD</p> <p>HOD Monitor use of new exam question software and evaluate Pupil use relative to exam success. Develop MIS systems to communicate use-age to parents of Y11 on a monthly basis.</p>	<p>SLT</p> <p>MHA</p>	<p>December, March and June Link meetings</p> <p>Dec 2018/ March and June 2019 Exam Pro, Educake, Pearson interactive, Vocab express data usage GCSE Pod £4,316 Educake £480 Show my Homework £2,825</p>

<p>Embed new KS3 curriculum and tracking across Y7- Y9 to incorporate increased challenge and support for learners including PP pupils.</p>	<p>Implement Lancashire Levels in Y7 –Y9 and the transition to GCSE.</p>	<p>No further use for National Curriculum levels. Trialled in 2016/17 with Geography and English to help develop assessment strategies and curriculum. Feedback helped to decide and develop school tracking model. Standardised scores mapped against GL assessment scores and reading ages to increase confidence levels using new KS2 data.</p>	<p>Standardisation for each HOD with Lancashire LA consultants in 2016-17 supported by PAD days and CPD sessions throughout the year. Bury Cluster for Lancashire levels standardisation established by St Gabriel’s across all departments and using Lancashire LA materials.</p>	<p>HM</p>	<p>SLT link meetings each half term to review progress with curriculum developments. Bury Cluster Standardisation meetings termly. Feedback to department meetings and SLT link meetings.</p>
<p>Development of on line resources to support new KS3 developments and independent learning</p>	<p>Curriculum development in Y7-Y9 to increase differentiation including assessment focus linked to Lancashire levels.</p>	<p>Mapping process of curriculum against Lancashire levels and primary visits by Ma/Eng teachers (Bury SSIF project) helped to link with KS2 curriculum and skills to increase challenge at KS3.</p>	<p>Parental feedback about format of new KS3 reports to improve and exemplify levels.</p> <p>All departments encouraged to review KS3 website materials.</p>	<p>HM</p>	<p>SLT link meetings each half term to review progress with curriculum developments. MLT meeting to share practice and standardisation feedback – Jan 2019 QA at grade collection points and year group reviews in school calendar.</p>
<p>Development of on line resources to support new KS3 developments and independent learning</p>	<p>Website development of KS3 resources for new schemes of work and assessment. Purchase Linguascope on line to support PPG /lower learners with early entry Spanish GCSE.</p>	<p>On line learning success at KS4 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>Continue to monitor use of SMHW, website use and other on line tools used at KS3. Increase SMHW training and demonstrations at Parents Evening.</p>	<p>HM / MHA</p>	<p>Monitor website expansion Feb 2019. Share best practice at MLT – March 2019 HOD MFL evaluate useage figures for Linguascope in June 2018 to check success of strategy for sub groups. involved. Linguascope £300</p>

<p>Continue to develop differentiation as a whole school priority to meet the needs of different sub groups all including PP pupils.</p> <p>Develop tracking pathway for lower learners (multiple vulnerabilities overlap with PP)</p>	<p>Improve differentiation strategies and resources in lessons.</p> <p>Use R&amp;R manager to increase capacity for mentoring input to KS3 underachieving pupils 30% pupils in R&amp;R are PPG (22% PPG boys)</p> <p>Embed new Personalised Learning Pathway (Rainbow levels) to develop curriculum and increase progress for learners working at KS1/KS2</p> <p>Initiate SMILE group breakfast club for very low learners in Y7 /Y8. Timetable new Core group of very low learners from Y7/Y8 for 7 Maths /Eng lessons. Staff with HLTA and SPLD</p>	<p>Pupil Premium focus fortnight in 2016/17 indicated that differentiation was an area for improvement across all subjects. PPG review (Oct 2018) learning walks showed high quality personalisation in Ma/English/Humanity lessons sampled.</p> <p>To ensure progress can be appropriately measured with an appropriate curriculum for learners needs.</p> <p>Use time before school to work on phonics and reading and increase confidence of this small group of learners.</p> <p>SEN pupils and Low learners (30% overlap with PPG) continue to be a whole school priority.</p>	<p>Pastoral and academic involvement in pupil grouping, PP pupil distribution and staffing allocation to ensure best outcomes. Responsibility point awarded for T&amp;L; differentiation strategies and boys to lead staff development.</p> <p>AHT to Lead Working party on lower ability tracking and curriculum development and assessments. MIS development to embed Rainbow levels report for all Interim progress points. Teaching Staff and support staff training.</p> <p>Research nurture unit provision at other schools and consider this model for future development.</p>	<p>HM</p> <p>MHA/REM/CLD</p> <p>HM</p> <p>SLT</p>	<p>Evaluation of results at review points and focus on underachievers from the sub groups. Use R&amp;R manager to increase capacity for mentoring input to KS3 pupils 30% pupils in R&amp;R are PPG (22% PPG boys) 30% R&amp;R Manager cost (£0% use PPG pupils) £8,400</p> <p>New tracking model disseminated to parents for Interim 1 review Nov 2018. Impact on Timetable planning for 2018-19.</p> <p>Review provision at 3 strategic review points – Dec/March /June TLR 3b Maths for planning Core Maths £1,075</p> <p>TLR 3b English for resource development / Core group differentiation £1,075</p> <p>25% of 2.5days teacher pay for TD to lead Core English planning and delivery and Learning skills course (25% group PPG) £4,000</p>
<b>Total budgeted cost</b>					25,036

<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>
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. Revision books purchased for PPG pupils	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. Developing MIS to provide monthly pupil records of use to ensure better communication with parents.	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 £2,825 GCSE POD , Educake, Boardworks, Mathswatch, my maths , Vocabexpress etc Admin time to increase communication to parents Y11 PPG pupils revision books £2000
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 9 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 162 (40 PPG) Y8 and 101 Y9 (12 PPG) pupils a boost in progress. This impacted KS3 results on trial in 2017/18.  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 Maths watch  Use of Catch up funding and as part of transition support from KS2 to Year 7.  Increased groupings in KS3 Eng/ Maths to 5 groups in each band for Y7-Y9 and also in Y9 for Humanities 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 2.  Close Tracking of PP pupils and use improved pupil teacher ratio for more effective targeting by subject teacher.	HM  HM  JMR	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. Y7 review pts Dec / March/June KS3 review points – 1 per term. 2 additional teachers (U3) for extra groups Eng/Ma and Y8/9 Intervention Ma/Eng 4 lessons/wk alt to 2 <sup>nd</sup> Lang £102,800 Y7 PPG Boosters –4 lesson/ wk 2 lessons Maths £4,650 2 lessons cover to release Eng staff on rota - £1500 JH Maths Intervention £5,250 3 HOD – 3 int lessons/wk £7,029
Targeted KS4 Maths Intervention for PPG pupils					
<b>Total budgeted cost</b>					£126,054

<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 and GABS support after school	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. 40% of pupils seen by Learning mentor are PPG and higher % of complex cases. 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. 40% cost of learning Mentor £13,600 Study Support staffing KS4 and KS3 £7,000
Parental Workshops and pupil mentoring	Increase Y11 Parents evening to October and March Parental workshops for Y10 and Y11 parents  Use of external mentoring schemes e.g. Salford Foundation Inspired to achieve mentoring (with JD Sports), Man City, Support PPG pupils with progression routes e.g. more intensive Careers support (Positive steps) Xplode organisation to help with CV writing, applications and interview skills	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, curriculum linked trips, mentoring and careers advice.	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.  Extracurricular opportunities improve pupil engagement with learning and self-esteem. Raising aspirations for next steps.	JMR	SLT meetings after each event and PP Governor review each term  PP contributions for trips and visits, uniforms £1,050  Transport to mentoring schemes £210  30% Careers Advisor Contract £2,400
Personalised curriculum – arranging part time college/work experience for hard to reach pupils	8 Y10 /Y11 PPG students attend part time college courses	Improving engagement with school and provision of more appropriate curriculum for PPG pupils in KS4  College release /learning in the new inclusion centre enhances their	Liaise with providers and monitor attendance and progress throughout.	JMR/DS	College placements /work experience for PPG pupils £10,300

Development of new inclusion centre to develop horticultural work experience	Trial group starting Nov 2018 Review effectiveness and plan further cohorts	engagement in the rest of the school curriculum and better linked to future aspirations.			Craig Omerod horticultural course – use North Bury Inclusion funding
Host Teens and Teenager programme for PPG pupils from St Gabriel's and North Bury cluster	Trial group starting Jan 2019 Review effectiveness and plan further cohorts	Provide alternative curriculum for pupils at risk of NEETS	Liaise with providers and monitor attendance and progress throughout.	JMR/DS	Program paid for by North Bury Cluster
Curriculum development for more vocational course Look at expanding for Y9 cohort – Music technology, Graphic design courses and Media.	Imedia and Btec PE and other vocational courses will provide more appropriate alternative curriculum for the needs of the Y9 cohort.	Strategies to increase uptake and attainment in ICT and PE. Research and trial courses from more vocational courses in Music, Film and Media and Graphic Design.	Review via link meetings with SLT in PE, Performing Arts and New Technologies.	MHA	Entry cost for vocational courses -imedia / PE course £427
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. PPG pupils make up 40% of pupils seen by counsellor and have more complex issues to support. PPG pupils make 30% of pupils supported by Attendance officer and have more complex issues to support. Use of anger management consultant for PPG pupils – accessed through North Bury Inclusion funding	Extend counselling services to increase availability for larger number of pupils experiencing difficulties and support pupils with mental health issues.		40% cost of Caritas support £4,800  30% cost of Attendance Officer £8250  PPG contributions to trips, visits, uniforms. £1,500
<b>Total budgeted cost</b>					<b>£48,487</b>
<b>OVERALL PLANNED PPG SPEND</b>					<b>£199,577</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
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>Boys achievement is still a whole school focus for 2018/19 St Gabriel's reflects the national picture. KS3 maths gap is minimal in Y7 0.4, increasing to 0.6 in Y8 and a gap of 1 sub level by the end of KS3. In KS3 English the gap of 0.8 sub levels between boys and girls in Y7 is maintained in Y8 and Y9.</p> <p>In 2017 KS4 attainment improved in English for boys and stayed steady in Maths (80 and 79% 9-4 pass rate compared with 68 and 79% in 2016). 59% achieved 5A*-C in E&amp;M in 2016. This raised to 73% in 2017. In 2018, though the pass rates for boys and girls dropped away the dip in boys' performance was not as marked E&amp;M for example at 5+ from 44% in 2017 to 41% in 2018. Attainment 8 for boys also when compared to National figures showed no difference to average.</p> <p>Research evidence Positive impact on PP engagement and behaviour for learning. Progress data affected by change to more challenging KS3 curriculum (Lancashire levels trial) Lesson observations reflected outstanding practice in lessons for these groups. 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 successful in raising issue and leading to curriculum development to engage boys. However, KS3 and KS4 data still reflects the national picture for boys achievement. Continue to keep this as a whole school priority as curriculum developments embedded for new GCSE specifications and KS3 Lancashire levels work. Further relaunch with nationally recognised in 2018/19</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). Core and RE, Humanities at KS3 all implement new grouping model. Postive impact on behaviour and results particularly in Y8 2017-18 compared to their progress in fixed sets in Y7.</p>	<p>– LA adviser and HMI (2 days) £2,000</p>

<p>Development of new resources for new GCSE specifications leading to improvement in technique for new GCSE examinations</p>	<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, command words initiative was effective in driving forward improvements for English in the 2017-18 cohort. Maths detailed analysis and on line engagement throughout the course gave an accurate projection of success. Earlier problems of staffing in KS3 impacted strongly on maths engagement in lower ability pupils (lower entry levels in KS2 Maths vs Eng) Improve availability of Educake /ExamPro to provide targeted feedback for students on understanding and exam technique. Usage data shows in 2017 the uptake of packages such as GCSEPod was higher for PPG students than average uptake. In 2018 the uptake figure for PPG was in line with school average.</p>	<p>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. Less effective was the second of Y11 mocks which on balance took up too much precious subject teaching time in courses which had a heavier subject content. Learn lessons from 2018 exams via examiner feedback and close scrutiny of past papers / grade boundaries.</p> <p>Extend on line packages to MFI Vocab Express and Science Educake – usage correlates with success in the subject. Important message to share with cohort in 2018</p>	<p>Exam Pro, Alfie Soft etc £8,850</p>
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Development of new KS3 curriculum and tracking across Y7 and Y8 to incorporate increased challenge and support for learners including PP pupils.	Implement Lancashire Levels in Y7 and Y8  Curriculum development in Y7 and Y8 including assessment focus linked to Lancashire levels.	Trialled in 2016/17 with Geography and English to help develop assessment strategies and curriculum. Feedback helped to decide and develop school tracking model. Standardised scores mapped against GL assessment scores and reading ages to increase confidence levels using new KS2 data. Mapping process of curriculum against Lancashire levels and primary visits by Ma/Eng teachers (Bury SSIF project) helped to link with KS2 curriculum and skills to increase challenge at KS3.	Standardisation for each HOD with Lancashire LA consultants in 2016-17 supported by PAD days and CPD sessions throughout the year. Bury Cluster for Lancashire levels standardisation established by St Gabriel's across all departments and using Lancashire LA materials. Parental feedback about format of new KS3 reports to improve and exemplify levels. In 2018-19 make excellent progress more explicit as targets on reports.	
Development of on line resources to support new KS3 developments and independent learning	Website development of KS3 resources for new schemes of work and assessment opportunities.	On line learning success at KS4 to be mirrored at KS3 to develop independent learning skills. Show my homework usage data continues to reflect high uptake and pupil voice extremely positive about use of mobile technology to manage home learning.	All departments encouraged to review KS3 website materials but focus inevitably taken up with materials for new GCSE specifications. Continue to develop in 2018-19 Continue to monitor use of SMHW, website use and other on line tools used at KS3. Increase SMHW training and demonstrations at Parents Evening. Train more staff to deliver and increase capacity.	
Change the setting culture in KS3	Increase the number of mixed ability groupings in KS3	KS3 data for Y8 reflects higher rates of progress in mixed ability classes compared to Y7 progress in fixed sets.	Pastoral and academic involvement in pupil grouping, PP pupil distribution and staffing allocation to ensure best outcomes. Responsibility point awarded for T&L; differentiation strategies and boys to lead staff development. Also built in to redefined SIG group areas.	
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. PPG review (Oct 2018) learning walks showed high quality personalisation in Ma/English/Humanity lessons sampled.		
Develop tracking pathway for lower learners (multiple vulnerabilities overlap with PP)	Use p levels to develop tracking model to cater for KS1/2 learners.	P levels proved to complicated to be used inclusively within Y7 lessons. Development of St Gabriels Personalised learning pathway makes better use of KS1 /KS2 curriculum and is more appropriate for these learners. Time before school needs timetabled planning of phonics and reading to be more effective. SEN pupils and Low learners (30% overlap with PPG) continue to be a whole school priority.	AHT Working party on lower ability tracking and curriculum development and assessments have led to trial resources and PLP rainbow levels. Development continues in 2018-19 to develop Rainbow levels report for all Interim progress points. Good uptake by majority of Teaching Staff and effective training of staff involved and SSA's. Make further use of the PLP champions. Breakfast club and Core group lessons (for very low learners) initiated as part of 2018-19 plan	
			Total Cost	£10,850

<b>ii. Targeted support</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>Cost</b>
KS4 Support in English and Maths	Targeted at KS4 Pupils with the biggest gaps in achievement	In 2017/18 PPG 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 2017. In 2018 due to the introduction of a second mock window these were not timetabled. In examinations from 2017 the gap between PP and non-PP children narrowed. data shows a gap that was 13.2 in Attainment 8 between FMS6 and National has reduced to 8.6. In Maths and English (5+, 4+) where in 2017 the difference from National was 12.4 and 17.0 in 2018 these are more in line with National averages at -0.6 and -1.6.	Disseminate successful practice from KS4 English and all departments: curriculum development, personalised targeting of work for each individual pupil and use of examination feedback to drive improvements. Less effective in Maths due to an engagement issue with lower learners from historical staffing issues in KS3 Maths and lower KS2 Maths scores (compared to English). In 2018-19 timetable subject specialists into Y11 PE slots and collapse PE earlier.  Target Maths /English warm up day at PP pupils and increase parental communication with monthly on line learning records for each pupil.  Restrict use of March Mock to English and Maths to ensure subject curriculum time less affected by examinations.	Intervention £21,000

<p>Improving access to independent learning resources</p>	<p>SMHW development Introduction GCSE POD</p> <p>Training for parents on SMHW and GCSE Pod MathsWatch, Vocab express, Educake 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 in 2017. In 2018 the usage continues be in line (or slightly above) the use by non-PPG students.</p> <p>SMHW Improved communication with parents to provide them with more information about how they can support learning at home – continued positive feedback from parent voice. Parental use-age was defined as well above average in the 2018-19 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. Educake Useage correlates with success in Science. Continuing more targeted support in English using on line resources led to improving results. GCSEPod continues to be a key resource for English Literature.</p> <p>Input to each parents evening, workshop throughout the year Target pupils and parents with difficulties accessing. Paper copies available. Train more non-teaching staff to deliver and increase capacity in 2018-19.</p> <p>In 2018-19 run reports based on last use and communicate with parents of pupils not suing home learning effectively. Offer support in school via KS4 study support/GABS support at KS3</p>	<p>SMHW £3,500 GCSE POD £4,300 Staffing parents eve (2 staff x 6 evenings x 3 hours) £750</p>
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<p>Targeting KS3 Support in English and Maths</p>	<p>Focus all intervention support in Literacy and Numeracy on underachieving PP pupils Extra English / Extra Numeracy instead of French in Y8 and Y9 for 100 pupils in each year group</p> <p>Target Y7 pupils with less &lt;100 standardised score for reading or Maths at KS2 – 6 small group booster sessions. Low PP learners to continue Ma support for the year.</p> <p>Decrease class sizes in Core subjects and in Year 8 to improve achievement</p>	<p>Extra literacy and numeracy lessons most effective with specialist teachers. Improving levels of progress in Maths and English at KS3: The rise in the average level of progress in English has been maintained at the end of KS3 in 2017-18 to 5 sub levels with more progress being made in Y8 and Y9 for all pupils compared to 2015-16. PPG students are close in achievement to other pupils. There is a slight gap at Y8 and Y9 in Maths but the disadvantaged gap has been halved at the end of KS3 2017/18 compared to 2015-16 figures.</p> <p>Replacing a second language with extra literacy or numeracy impacted on 200 Y8 and Y9 Pupils (54 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 focused 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 - Increased groupings in KS3 English and Maths to 5 groups in each band for Y7 /Y8. Absence by English teacher resulted in moving to 4 groups in Y7. Narrowed PP gap and maintained improvement in English levels of progress at Y9 (see table at Point 7) but less progress made in Y7 across mid/high ability pupils and boys in the larger groups.</p>	<p>In 2017-18 extend timetabling of extra English and Numeracy to 101 Y8 (12 Y8) and 91 Y9 (26 PPG) 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>Maths intervention improvement with more specialised staffing (4 out of 6 classes) More targeting of intervention lessons to pre/post maths lesson analysis. English approach for creative additional lesson to use English skills in different contexts- good feedback from pupil voice.</p> <p>Continue close Tracking of PP pupils in Maths and English.</p> <p>Budget constraints are increasing class sizes in 2018-19 especially in Intervention classes in Y8/Y9 although smaller classes sizes have contributed to improving picture in KS3 Maths and English.</p>	<p>2 additional teachers £99,000 Intervention (costing above)</p>
<p>Catch Up maths and Guided Reading</p>	<p>Pupils achieving less than L3 targeted for programme of intervention in Maths / English</p>	<p>Success of intervention English Maths lessons no gap between PP and non PP pupils at the end of the year for Y7 pupils. Extended intervention to wider group and continue to implement from Y7 using new KS2 entry data.</p> <p>Guided reading focus in 2017/18 was well supported with training and targeted allocation of Y7 pupils to 8 MMU students. However, baseline and end point assessment was completed by individual students and not collated/returned to school by MMU.</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 2018- 2019 timetable specialist staff on Maths sessions and create a rota for English specialists to provide Y7 Booster. Use Trello resources from the SSIF project to improve engagement of English boosters at Y7. Guided reading programme to smaller group of 15 Y7 pupils using the MMU scheme not available in 2018-19. BBM planned for very low reading scores via Curriculum Support (30% overlap with PPG learners) Consider use of Star reading assessment from SSIF project to measure progress on Y7 Booster English lessons.</p>	<p>2 additional teachers £99,600 Intervention £22,000</p>
			<p>Total Cost</p>	<p>£125,850</p>

<b>iii. Other approaches</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>Cost</b>
Study Support	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  Curriculum support area open for pupils at lunchtimes.	Attendance across subjects developing though some pupils who are underachieving or PP do not attend regularly despite phone calls etc.  95% attendance of PP for booster sessions held in the school day to improve on grades  25 pupils attend regularly over the 2 nights. Parental support and transport are key factors in attendance.  Support for pupils with complex learning needs and multiple vulnerabilities throughout the year and effective use of the area as a sanctuary.	Review system for invitation and feedback to parents on attendance at KS4 study support. Continue to 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 continue to open Resource Centre each break and lunch for SMHW access for any pupil.  Mailing invitation with reports showing poor homework record has been effective with a limited number of pupils. Parental support for learning is the key issue. Consider follow up phone	Learning Mentor £36,000 Study Support staffing KS4 £5,500, KS3 £3,600
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 staff resources £1,600 Trips and visits, uniforms £1,050
Additional Services to meet individual needs of PP pupils	Provision of Caritas counselling, school Attendance officer	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 £10,450
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 parents and monitor attendance and progress throughout. Develop careers Guidance and further vocational programs for this sub group at risk of NEETs.	10,260
<b>Total Cost</b>				<b>£74,260</b>

## 7. Additional detail

Pupils eligible for PP funding at St Gabriel's

	Y7	Y8	Y9	Y10	Y11	Total
Children eligible for PPG	50	49	32	39	43	213
Including Children and Young People in Care	5	1	2	1	0	9
Armed Forces/Service Children	0	0	1	0	0	0

## 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	177	52		199	34				
Progress in Maths from KS2 baseline in sub-levels	2.1	1.9	0.2	4.1	3.4	0.7	6.2	5.5	0.7
Progress in English from KS2 baseline in sub-levels	1.4	1.3	0.1	3.4	2.9	0.5	5.1	4.8	0.3

This information shows that in 2017-18:

There is no difference in achievement between disadvantaged pupils at Year 7 in English and Maths.

In Y8 and Y9 Maths there is a difference between pupil progress of pupils in receipt of PP funding and other pupils but progress slowed in Y8. There are similar rates of expected progress for all Maths students in Y9 as they move into the GCSE course.

New KS3 criteria have impacted on progress figures in Year 7 and Y8 will be reviewed and moderated within the Bury cluster to monitor standards. However, there is minimal difference between disadvantaged and other students in Y9 for pupils in English. Rates of progress are similar for all students by the end of the Key Stage.

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	-0.4	-0.83	-0.47	-0.94	
All pupils	-0.20	-0.15	-0.28	+0.07	-0.43	

This information shows that in 2017-18:

The overall disappointing results of the school are replicated in those of the disadvantaged students. Though the progress of disadvantaged students was in line with disadvantaged progress nationally and attainment was higher than national in 2017 this has not been replicated in the 2018 figures. In Maths and English students are approximately half a grade behind average progress and a full grade in attainment

	School Attainment 8 (validated 2016)	School Attainment 8 (validated 2017)	School Attainment (unvalidated 2018)	School Attainment (English Pillar, unvalidated estimate 2018)	School Attainment (Maths Pillar, unvalidated 2018)
PP pupils	42.13	41	33.44	8.1	6.1
All pupils	51.72	49	45.24	10.4	8.5
National (all)	49.50	46.3	46.3		



