

# Pupil premium strategy statement – Gunnersbury Catholic School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	897 (Y7-11)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Kevin Burke
Pupil premium lead	Carolyn Cullen
Governor / Trustee lead	Andrew Flatt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,935
Recovery premium funding allocation this academic year	£39,468
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185, 403

# Part A: Pupil premium strategy plan

## Statement of intent

At Gunnersbury Catholic School we strive to support and provide life chances for all students irrespective of their background or the challenges they may face academically, pastorally, socially or personally. We aim to ensure all students have access to high quality education and opportunities both inside and outside the classroom.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Improve the cultural capital of our disadvantage students
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Low aspirations of learners

2	Weak literacy/numeracy skills
3	Poor revision/exam preparation techniques
4	Metacognitive / self-regulation strategies
5	Maintaining attendance to at least 95%
6	Monitoring and supporting pupil' social, emotional and behavioural needs

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and the work completed in books
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by attendance over 95%
Raise aspirations and attainment of PP students	Disadvantaged Year 11 students to achieve a significant positive progress 8 score. Students identified as disadvantaged in Key Stage 4 will receive extra careers intervention.
Improve weak literacy/numeracy skills Year 7-11	Outcomes from extra English and Maths lessons (Year 10-11) and additional Maths and English at KS3- outside of lessons
Support students preparing for external exams and ensuring they have all the materials and equipment needed to fully participate in learning and examinations	Participation in revision techniques session(s). Parental meetings. Exam equipment given to all of Year 11. Support from HOY/DirofKS

Improving the wellbeing and attendance of all pupils including those who are disadvantaged.	Sustained attendance above 95%. Half termly monitoring and extra contact for those under the 95% threshold. Wellbeing checks undertaken and intervention where necessary.
To improve the opportunities of disadvantaged pupils to attend trips and other enrichment activities within the school	PP funding to allow pupils to play musical instruments or attend trips. Auditing those on the pupil premium register to, where possible, their attendance at extra-curricular activities.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training.</p> <p>CPD for all staff on supporting PP students</p> <p>CPD for all staff on supporting PP students</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>‘Ensuring an effective teacher is in front of every class, and every teacher is supported to keep improving, is the key ingredient of a successful school’ (EEF June 2019)</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
CPD library	Encourage staff to deliberately practice specific skills and apply what they have learnt by experimenting back in the classroom. (EEF 2019)	1, 6

ECT training and new staff induction	Effective implementation requires schools to pay regular attention to specific, additional activities; however, the busy everyday life of a school can make this investment of time and effort difficult. (EEF 2019)	1, 2, 4, 6
Support and challenge plans for learners	‘Ensuring an effective teacher is in front of every class, and every teacher is supported to keep improving, is the key ingredient of a successful school’ (EEF June 2019) Learning walks and book audits by staff	1, 2, 4
Tracking of student engagement	Teachers need to know students’ individual needs to help them make progress (EEF) This would be via questionnaires and discussions with students	1, 3
Use of effective assessment and feedback	Teachers need to know students’ individual needs to help them make progress. ‘Feedback studies tend to show very high effects on learning’ (EEF) ‘Students need to reflect on the teacher comments in their books and their needs to be evidence of how they are responding to teacher feedback and actively using it to improve their work.	2, 4
Cost of Staff to allow setting and small groups	Create opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices. (EEF 2019)	2, 3
Investment in external programmes to improve teaching across the school	Students in the Embedding Formative Assessment schools made the equivalent of two additional months’ progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating. (EEF/SSAT)  Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by	1, 2, 4

	teaching them specific strategies for planning, monitoring, and evaluating their learning. (EEF/Thinking Schools)	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80, 619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia (reading)	'On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year.' (EEF)	2
My Maths (Maths)	To become mathematically competent, learners need to develop a rich foundation of factual and procedural knowledge. (EEF)	2
Year 7 guided reading	'On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year.' (EEF)	2, 6
Targeted handwriting support	Support will be targeted and personal.	2
After school interventions in core subjects (Year 10/11)	'Overall the pattern is that small group tuition is effective' (EEF)	1, 2
Toe by toe/Morning reading small groups	'On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year.' (EEF)	1, 2
Supporting targeted groups and those below target to catch up and be prepared for their examinations (Particularly English and Maths)	Create opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices. (EEF 2019)	1, 2, 3, 4
Supporting students with academic work	Create opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices. (EEF 2019)	1, 2

KS4 - Saturday, Half-Term and Easter revision and intervention classes	Create opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices. (EEF 2019)	3, 1, 6
Reading Club books	with reading speed and comprehension improving dramatically from Year 7 to 8 for our disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies</a>	1, 6

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

Budgeted cost: £58, 919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor engagement and progress of underachieving PP students, analyse achievement, communicate with parents and ensure students are involved in wider school life	Support will be targeted and personal. Findings shared with SLT, HOD, HOY and class teachers where appropriate. Teachers need to know students' individual needs to help them make progress. (EEF)  Parental engagement strategies and aspirations (EEF research)	1
Instrumental Music Lessons Subsidies	Our instrumental lessons are subsidised in order to improve access to an arts-based approach allowed the child to develop holistically. The instrumental lessons link to creative skills and techniques, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation</a>	1, 6
Rewards	Year group rewards for achievement points across lessons and engagement with support programmes	1, 2, 6
Whole school reading	Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students'	1, 4, 6

during period 7 (DEAR)	understanding of ideas. (EEF Improving Literacy in secondary schools)	
Improve independent study skills and motivation through academic mentoring	Metacognition and self-regulated learning can add 7+months to a student's learning (EEF)	3
Mentoring	Teachers need to know students' individual needs to help them make progress. (EEF)	1, 6
External speakers programme	SB <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 6
Revision guides provided by the school for core subjects for all year 11 PP students	Many PP cannot afford revision guides- subsidising supports revision	3
Necessary equipment provided for all year 11 PP students	We aim to support students who cannot afford their own equipment	3, 6
Use of a laptop for students to complete homework for all PP students if needed	Access to technology can support work.	3, 6
Early study skills session	Metacognition and self-regulated learning can add 7+months to a student's learning (EEF). Teaching independent study skills to students should support their achievements.	3
Economist Foundation-club focusing on topical talks/ Other extra-curricular clubs eg Coding club	Every pupil should have a supportive relationship with a member of school staff and build relationships with other students	6



Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (social skills)	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	6
Music Tuition- Lessons subsidised for students	An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes (EEF 2021)	1, 5, 6
Trips- subsidised for students	An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes (EEF 2021)	5, 6
Ensure attendance is above 95%	<p>To remove any barriers to learning high attendance will be aimed for (EEF)</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	5, 6
Year 10 careers guidance	Every pupil should have guidance regarding opportunities beyond school	1, 4,5, 6
Breakfast club	The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club (EEF research)	5
Engagement with parents	Every parent should have support to allow students to achieve at school, this includes meetings and regular communications	1, 6
Regular meetings with Year 11 parents	Work with parents to improve engagement in their studies with reference to data on attainment, engagement and attendance.	1, 6
Tracking of academic data	Tracking pupil data (EEF) to ensure close monitoring and targets as needed	1, 6

Trips for pupil premium students	Students will be taken on trips to improve their cultural capital. Supporting pupils' social, emotional and behavioural needs (EEF recommendation)	5, 6
Academic & career mentoring to raise ambition and improve understanding of career paths	Mentoring appears to have a small positive impact on academic outcomes... Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)	1, 4, 5, 6

**Total budgeted cost: £185, 988**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for Pupil Premium students in 2023.

##### Year 11

	<b>Gunnersbury PP students Summer 2023</b>	<b>DFE National comparison Boys</b>
<b>Number of students</b>	22	
<b>% 4+ in English and Maths</b>	86%	National Boys PP: 40.3% National Boys non PP: 70.3%
<b>% 5+ in English and Maths</b>	68%	National Boys PP: 23.4% National Boys non PP: 49.9%
<b>Attainment 8</b>	59	National Boys PP: 32.5 National Boys non PP: 48.0
<b>Ebacc APS</b>	5.43	National Boys PP: 2.78 National Boys non PP: 4.25
<b>Progress 8</b>	+0.67	National Boys PP -0.71 National Boys non PP 0.02

Our strategies and efforts focused upon Pupil Premium students have continued to enable success at Gunnersbury. At GCSE the positive impact of our support on Pupil Premium students was extremely significant. In 2023 Progress 8 for Gunnersbury Pupil Premium Students was +0.67. This compares with a national figure of -0.71 for disadvantaged boys and 0.02 for non-disadvantaged boys. These figures reflect that the Gunnersbury Pupil Premium cohort of students achieved over a grade higher in each of their GCSE exams in comparison to the average achievement of pupil premium students nationally. In fact, our Pupil Premium students achieved significantly higher than non-disadvantaged students nationally.

The positive impact of the support for disadvantaged pupils is echoed throughout the school with every year group achieving positive progress scores from their starting point the year before. These are detailed below

<b>Year Group</b>	<b>Progress</b>
7	0.37
8	0.67
9	1.30
10	0.64

To help achieve this excellent progress time is taken to monitor and support pupils social, emotional & mental health. Student voice surveys are carried out with groups of disadvantaged students to understand their relationship with school. Pupils have access to a wide range of mentoring and careers guidance to help build their self-confidence and ambition which includes all Key Stage 4 pupil premium students receiving one to one career advice from the school careers adviser

Where necessary small group and one-to-one mentoring occurs to help support pupils to build their self-confidence or improve their emotional literacy.

This wraparound pastoral support plays a huge part in the outstanding outcomes of Gunnersbury's disadvantaged pupils.

### **Further supportive outcomes**

Provision of Computer Hardware for Learning:

Laptops were distributed to pupils who needed them to support their education.

Small group teaching at GCSE is a successful strategy to ensure students have teacher support and a classroom environment that nurtures and guides students through the work.

Intervention lessons and Saturday classes- these were successful to support the learning and prepare students for assessments in greater depth.

Revision guides for GCSE were distributed in the core subjects to support revision in the summer term.

Meetings were held with parents of PP students to support targets following on from assessments and advice with exam preparation.

Assessment results are monitored throughout all key stages and intervention is applied where necessary.

### **Improving cultural capital of students**

Pupil Premium students receive money towards attending extra-curricular trips

Audits take place to ensure that Pupil premium students are attending extra-curricular clubs.

Money towards music lessons for Pupil Premium students. Some of these are fully funded where necessary.

Mentoring different groups of students through our academic mentor or through different programmes in school to raise achievement, attendance and well-being of pupil premium students

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
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Embedding formative assessment	SSAT
Metacognition	Thinking Schools
Team skills/emotional needs	Yes Futures

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
Intervention in English and Maths
<b>The impact of that spending on service pupil premium eligible pupils</b>
Involvement in activities to build confidence, social skills and support with academic work.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local Mental Health Support Team
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.