

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Gunnersbury Catholic School
Number of pupils in school	Yr7-11 – 894
Proportion (%) of pupil premium eligible pupils	Yr 7-11 19.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	Dec 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Kevin Burke
Pupil premium lead	Carolyn Cullen
Governor lead	Andrew Flatt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,280
Recovery premium funding allocation this academic year	£37,536
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,816

# 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Maintaining attendance above 95%
5	To improve the cultural capital of disadvantaged learners
6	Monitor and support 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
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 7-9) and NTP support with Year 7-10
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. Daily equipment checks by form tutors
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.

Monitor and support pupil' social, emotional and behavioural needs

Work with tutors, Heads of Year and parents to ensure pupils are supported both and outside the classroom.

## 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: £59,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for NTP and Academic Mentors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 2
CPD for all staff on supporting PP students	'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)	1, 2, 3
Pupil Premium Co-Ordinator	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic (EEF 2021) Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. (EEF Mentoring research)	1, 5, 6
CPD library	Encourage staff to deliberately practice specific skills and apply what they have learnt by experimenting back in the classroom. (EEF 2019)	1
ECT training and new staff induction	Effective implementation requires schools to pay regular attention to specific, additional activities; however,	1

	the busy everyday life of a school can make this investment of time and effort difficult. (EEF 2019)	
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, 3
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, 2, 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.	1, 3
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 teaching them specific strategies for planning, monitoring, and evaluating their learning. (EEF/Thinking Schools)	1, 2, 3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 66,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme-Maths and English Tutor	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (EEF June 2019) Improving Maths at KS3- 'Interventions should include explicit and systematic instruction'(EEF Maths Guidance)	2
Academic Mentors	'Overall the pattern is that small group tuition is effective' (EEF)	2
Lexia (reading)	'On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year.' (EEF)	2
Hegarty (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
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)	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

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)	1, 2, 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Co-ordinator position. They will conduct regular learning walks to 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, 2, 3, 4, 5, 6
Whole school reading during period 7 (DEAR)	Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. (EEF Improving Literacy in secondary schools)	2
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
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
Use of a laptop for students to complete	Access to technology can support work.	3

homework for all PP students if needed		
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	1, 2, 5
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (social skills)	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> 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>	4, 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
Trips- subsidised for students	An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes (EEF 2021)	5
Ensure attendance is above 95%	To remove any barriers to learning high attendance will be aimed for (EEF) 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	1,4

Year 10 careers guidance	Every pupil should have guidance regarding opportunities beyond school	1, 4, 5
Breakfast club	The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club (EEF research)	4
Engagement with parents	Every parent should have support to allow students to achieve at school, this includes meetings and regular communications	1, 3, 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, 4
Tracking of academic data	Tracking pupil data (EEF) to ensure close monitoring and targets as needed	
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
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: £ 183,075**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Outcomes for Pupil Premium students in 2022.

##### Year 11

	<b>Gunnersbury PP students Summer 2022</b>	<b>DFE National comparison Boys</b>
<b>Number of students</b>	23	
<b>% 4+ in English and Maths</b>	87%	National Boys PP: 45.4% National Boys non PP: 73.3%
<b>% 5+ in English and Maths</b>	65%	National Boys PP: 27.2% National Boys non PP: 53.8%
<b>Attainment 8</b>	56.65	National Boys PP: 34.9 National Boys non PP: 50.2
<b>Ebacc APS</b>	5.25	National Boys PP: 2.99 National Boys non PP: 4.43
<b>Progress 8</b>	+0.38	National Boys PP -0.72 National Boys non PP -0.03

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 2022 Progress 8 for Gunnersbury Pupil Premium Students was +0.38. This compares with a national figure of -0.72 for disadvantaged boys and -0.03 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	0.28
8	0.73
9	0.92
10	0.83

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 advisor.

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.

### Catch-Up Programme

After school intervention sessions run throughout the year to support with Catch-Up and learning gaps, these were supported by our teaching assistants and monitored by the classroom teacher.

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 Year 10 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Embedding formative assessment	SSAT
Metacognition	Thinking Schools

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Communication with parents throughout the year to offer any additional support needed. After school additional English and Maths lessons. Support for music tuition
What was the impact of that spending on service pupil premium eligible pupils?	Students showed improvement and confidence in both English and Maths and were able to access music lessons in school.



## Further information (optional)

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