



# St Giles' C of E Primary School

*Learn, Grow and Flourish*

**Updated: Dec 24**

**Signed: M P**

**Review Date: Dec 25**

## **Pupil premium strategy statement 2024-2025**

This statement details our school's use of pupil premium (and recovery 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
School name	St Giles Church of England Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	32.5% (27 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	Dec 23
Date on which it will be reviewed	Dec 25
Statement authorised by	Mark Pipe Headteacher
Pupil premium lead	Mark Pipe
Governor Chair	Wendy Wing
Governor lead PPG	Kelly Carty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b>	<b>£39,960</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Giles Church of England Primary School, the children are at the center of everything we do. The school has a strong ethos of inclusion with high expectations and aspirations for all the different groups of children within our school community. The school is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society. With this in mind, we focus on vulnerable groups and consider, very carefully, how and what school resources we can use to enhance every individuals' achievements.

We aim to effectively spend the pupil premium funding in order to reduce barriers to learning for disadvantaged pupils. This aims to ensure that the proportions of pupils making expected progress and the proportions exceeding expected progress in reading, writing and mathematics are similar to, or improving, in relation to those for other pupils nationally and in the school.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced by our proportion of PP children. Relevant research is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers can include the following: less developed language and communication skills, less confidence, difficulty in maintaining self-regulation, lower starting points and attendance and punctuality issues. There can also be complex family situations that, at times, prevent children from progressing. As with all pupils, the challenges and barriers are varied and there is no "one size fits all".

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of **all** the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that **not all** pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

**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

Achieving these objectives:

The range of provision the Senior Leadership and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- Additional teaching and learning opportunities provided by qualified staff.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target disadvantaged pupils to achieve Age Related Expectations
- Additional learning support.
- Behaviour support
- Additional Nurture provision, including breakfast.

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 are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

Challenge Number	Details of Challenge
1	<p><b>Phonics: Limited speech and language skills including gaps in phonics which impacts on reading and writing.</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties and gaps with phonics than their peers.</p>
2	<p><b>Attendance:</b></p> <p><b>Poor attendance and punctuality prevent some disadvantaged pupils from successfully accessing learning at school.</b> Over the last year, attendance has been lower than the “national” for all pupils, with disadvantaged pupils having greater persistent absence.</p> <p>Punctuality: Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.</p>
3	<p><b>Oral language skills and vocabulary gaps:</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p><b>Maths: lack of fluency, reasoning and problem-solving skills in maths.</b></p> <p>2023 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.</p>
5	<p><b>Emotional and social difficulties: Social, emotional and mental health difficulties, which impacts on self-esteem and behavior.</b> Our observations show that many disadvantaged pupils need extra support and guidance in the management and self-regulation of their emotions and feelings.</p>
6	<p><b>Impact of the pandemic:</b> Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths in key stage 1 and early years. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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
<b>Improved reading attainment among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• KS 1 outcomes show that 80% of disadvantaged children meet the expected standard in 2024/25 and 90% in 2025/26</li> <li>• KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard and 90% in 2025/26 .</li> <li>• Phonics outcomes show that 80% of disadvantaged children meet the expected standard in 2024/25 and 90% in 2025/26</li> </ul>
<b>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</b>	<p>In 2025/26 there will be high attendance for all pupils.</p> <p>Attendance of disadvantaged pupils overall to improve with a target of 95%. Persistent absent percentages for disadvantage pupils to be in line with national averages of other pupils.</p>
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.</li> <li>• There will be vocabulary development in each subject.</li> </ul>
<p><b>To ensure wellbeing provision is good quality for all pupils in our school, particularly disadvantaged pupils.</b></p> <p><b>Improvement in pupils' self-esteem and behaviour.</b></p>	<p>There will high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• quality PSHE lessons taught</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Providing pupils with access to resources, such as books, libraries, clubs and life experiences.</li> <li>• Providing pupils with the opportunity to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers.</li> <li>• Ensuring each disadvantaged pupil will attend at least one after school enrichment club each year.</li> <li>• Providing pupils with books and maths resources at home.</li> <li>• Ensure needs are addressed and individual provision is put in place for children with SEMH difficulties.</li> </ul>

<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard and 80% in 2025/26</p> <p>To narrow the attainment gap between disadvantaged pupils and their peers in maths to ensure that each child maximises their potential.</p>
<b>Parental engagement</b>	<ul style="list-style-type: none"> <li>• Parents have positive experiences with the school.</li> <li>• More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events.</li> <li>• Pupils engage more with home learning.</li> <li>• More parents attend Families connect</li> <li>• More parents attend workshops</li> </ul>

## 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

**Budgeted cost: £19,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure first quality daily teaching and sharing expertise. Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching .	<a href="#">EEF Guide to the pupil premium</a> <a href="#">Ofsted Report on the Effective use of Pupil Premium</a> <a href="#">EEF Guidance report: Making best use of Teaching Assistants.</a> <a href="#">Early Career Framework</a>	1-7
Ensure the quality of phonics is good by developing our phonics teaching through whole school training of Read Write Inc supported by the purchase of online training, development days and teaching materials.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 7
Enhancement of our maths teaching and curriculum planning, through purchase and use of the <a href="#">Mathematics Mastery Programme</a> .	The DfE non-statutory guidance has been produced in conjunction with the <a href="#">National Centre for Excellence</a> in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence. <a href="#">Improving Mathematics in Key Stages 2 and 3.</a>	3, 4, 7
Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.	<a href="#">Ofsted's research into the curriculum</a> highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.	1, 2, 4, 7



## Targeted Academic Support

**Budgeted cost: £9,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics support / DSR support provided for individual pupils/small groups from Reception to Year 6.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Introduce NELI programme in Reception led by Deputy Headteacher to support the development of language and oracy.	EEF guidance - Preparing for literacy - additional 4 months progress; EEF toolkit - Communication and language approaches (+6 months progress)	1, 3, 6
High quality TA led interventions in English and Maths.	EEF guidance - Making best use of TAs - recommendation 5	1, 3, 4, 7
One to one tutoring via Third Space Learning for individualised targeted maths support.	EEF - Evidence indicates that <a href="#">one to one tuition</a> can be effective, providing approximately five additional months' progress on average.	4, 7
Provide opportunities for pupils to engage in IDL Maths and Reading programmes.	<a href="#">The effectiveness of IDL – A summary of Research</a>	1, 3, 4, 7
To provide additional nurture provision for disadvantaged children identified as requiring support with social, emotional and mental health needs using Boxall Profiles (currently under review with SENDCO) to monitor needs.	<p>Based on '<i>Beyond the Boxall Profile – Whole Class Strategies</i>' (Ruby F, 2019) We aim to adopt a whole class nurturing approach to wellbeing "ensuring the wellbeing of all pupils is taken into account and nurtured".</p> <p>Nurture provision will be central to the school strategy for behaviour and all classrooms to adopt nurture provision as part of quality first teaching.</p> <p>Where additional focused nurture support is needed, this will be provided either as a part of a small nurture group or on a one to one basis.</p>	5, 6

## Wider Strategies

**Budgeted cost: £9,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</b>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6, 7
<b>Ensure mental health needs are addressed and individual provision is put in place for children with SEMH difficulties.</b>	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	5, 6, 7
<b>Curriculum focuses on resilience and mental health of pupils.</b>  <b>To provide mentoring and Drawing and Talking for pupils with SEMH</b>	In 2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	5, 7
<b>Enrichment trips, experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.</b>	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)  Pupils' horizons will be broadened and they will learn more about culture, history and geography.	7
<b>Continue to provide free Breakfast Club and After School Club for targeted families.</b> <b>Continue to provide breakfast in classes for PPG children.</b>	Rationale and evidence based on Nurture UK's 'The importance of snack time' (Wilson, C. 2019).  'Studies show that eating together strengthens opportunities for communicating and building relationships' (Lee, 1996).  <b>Monitoring</b> Increased attendance for disadvantaged	6, 7

	<p>children</p> <p>Improved punctuality for disadvantaged</p> <p>Improved opportunities for identifying speech and language needs.</p>	
<p><b>To provide additional nurture provision for disadvantaged children identified as requiring support with social, emotional and mental health needs using Boxall Profiles to monitor needs</b></p>	<p><i>Class Strategies'</i> (Ruby F, 2019) We aim to adopt a whole class nurturing approach to wellbeing "ensuring the wellbeing of all pupils is taken into account and nurtured".</p> <p>Nurture provision will be central to the school strategy for behaviour and all classrooms to adopt nurture provision as part of quality first teaching.</p> <p>Where additional focussed nurture support is needed, this will be provided either as a part of a small nurture group or on a one to one basis.</p> <p><b>Monitoring</b></p> <p>CPD for all staff on the importance of nurture and developing nurture provision in the classroom.</p> <p>Monitoring and evaluating Boxall profiles for identified children.</p> <p>Monitoring impact of nurture provision through termly Boxall profiles for identified children.</p>	<p>5, 7</p>

**Total budgeted cost: £ 39,960**

## 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 2023/24 academic year.

#### EYFS

Of the nine in the cohort, two were in receipt of EYFSP, one of the two pupils achieved GLD.

KS1 Phonics screener.

No pupils in receipt of PPG passed the phonics screener.

#### KS2 Outcomes

Of a cohort of 15, 7 pupils were in receipt of PPG.

Significant leadership and staff changes during this period also had a impact on results for the cohort and PPG Pupils.

33% of pupils in receipt of Pupil Premium, achieved the expected standard in Maths  
50% of pupils in receipt of Pupil Premium, achieved the expected standard in Reading  
33% of pupils in receipt of Pupil Premium, achieved the expected standard in Writing  
16.7% of pupils in receipt of Pupil Premium, achieved the expected standard in SPaG

### Additional activity

#### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have also ensured the feedback from the school's most recent Pupil Premium Commissioned School Visit is in place and made reference to the HfL Pupil Premium Strategy Guide.

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