



# St Giles C of E Academy

## Pupil Premium Strategy

2023 - 2024



This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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
<b>SCHOOL NAME</b>	St Giles C of E Academy
<b>NUMBER OF PUPILS IN SCHOOL</b>	311 + Nursery Provision
<b>PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS</b>	27%
<b>PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR</b>	
<b>ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)</b>	2023/2023
<b>DATE THIS STATEMENT WAS PUBLISHED</b>	November 2023
<b>DATE ON WHICH IT WILL BE REVIEWED</b>	September 2024
<b>STATEMENT AUTHORISED BY</b>	Richard Grace/Alison Firth/Governors
<b>PUPIL PREMIUM LEAD</b>	Richard Grace (Headteacher)
<b>GOVERNOR / TRUSTEE LEAD</b>	Janice Watson (Vice Chair of Governors and Chair of Resources Committee).

FUNDING OVERVIEW	
DETAIL	AMOUNT
<b>PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR</b>	£91665
<b>RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR</b>	£10260
<b>PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)</b>	£0
<b>TOTAL BUDGET FOR THIS ACADEMIC YEAR</b>	£101925
Additional MSAG funding	£47484

**PART A: PUPIL PREMIUM STRATEGY PLAN**

**STATEMENT OF INTENT**

At St Giles C of E Academy we aspire to be a true community school, where pupils, parents, teachers, support staff, governors and other community members work together to achieve and celebrate success and progress for **every** pupil. Our vision – ‘Growing together’, encompasses our vision of our pupil premium allocation. We believe that ensuring that our children have a varied, immersive, stimulating and enhancing curriculum, which is tailored for **their needs**, will give them every opportunity to succeed; whether curricular or extra-curricular.

At St Giles C of E Academy, Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

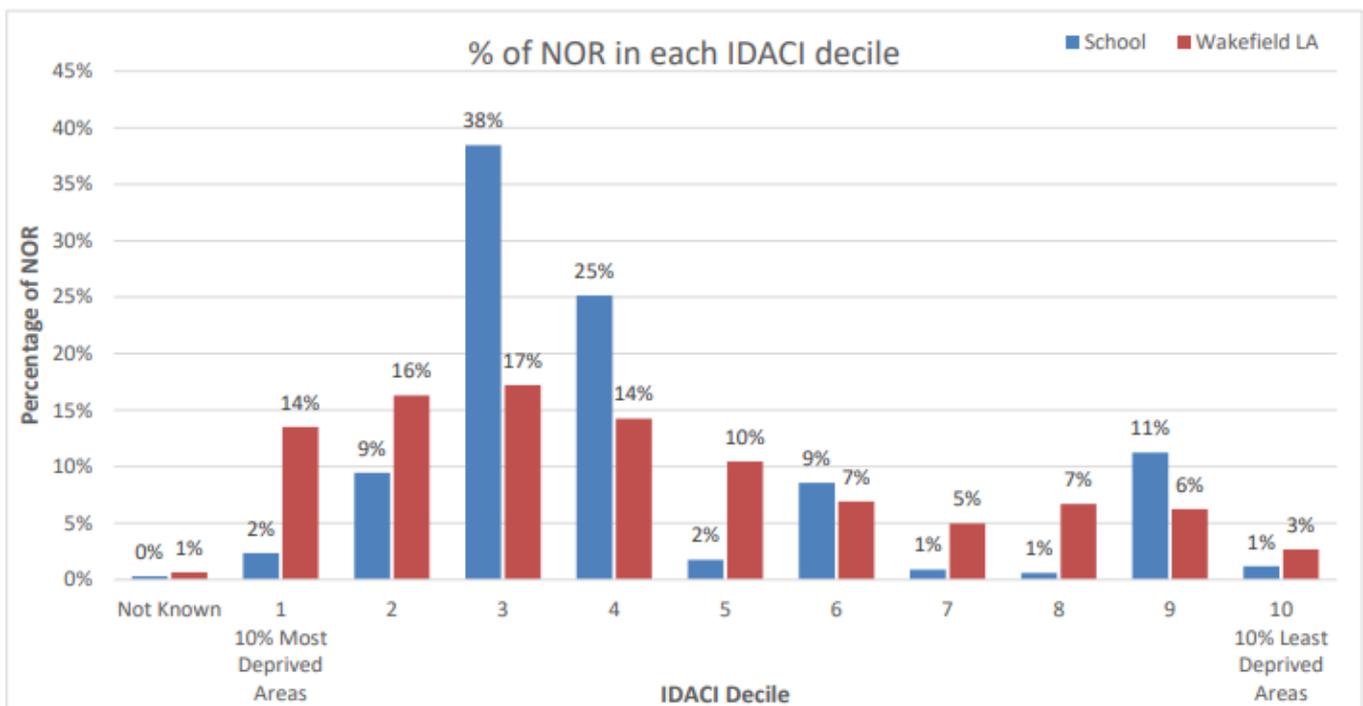
The proportion of disadvantaged pupils for whom the pupil premium provides support is average. We believe that this proportion would be higher if families were aware of the full entitlements they would be eligible for if they applied for free school meals.

*Information from January 2022 School Census*

**Income Deprivation Affecting Children Index (IDACI)**

The average IDACI score for this school is 0.19 (LA Avg = 0.20).

This school is ranked 50th out of the 113 primary schools in the LA. (1st = least deprived)



There are a number of factors affecting the Pupil Premium pupils attending our Academy. Many of our pupil premium children suffer with fatigue, obesity and other health problems. When we researched this, it is down to contributing several factors –

- Parents who work unsociable hours in low paid employment
- Pupils who are responsible for helping siblings by preparing meals and ensuring they arrive at school on time
- Homes where there is very little food or nutritional food available,
- A lack of understanding about healthy diets, and poor dental and general healthcare for the children.

Attendance is always a significant challenge as for some of our families.

A large number of our Pupil Premium pupils also have one or more Special Educational Needs. This requires additional support, highly skilled teachers and sharply focused management to ensure that multiple needs can be met at the same time.

We have high aspirations and ambitions for our pupils. We strongly believe that it is not about backgrounds, culture or challenges but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that pupils are given every chance to realise their full potential.

This year, our aim is to further increase the percentage of outstanding teaching across the school, through the release of the Deputy. Also ensuring the Assistant Headteachers and middle leadership team have designated time to monitor and improve the teaching and learning across school.

There will be a whole school focus on: engaging pupils in their learning; questioning and the art of challenge; and feedback. Teachers are, in turn, responsible for coaching assigned teachers through lesson study triads. School's Performance Management systems will make all teachers accountable to this initiative, through two key objectives: Improving the quality of teaching, and Distributed leadership.

Further to that, we are investing in additional high-quality extra support for teaching and learning, focusing on identified areas of need, and those children eligible for FSM in identified groups. (The implementation of TAs in all KSI year groups to develop early reading).

We also want to further strengthen standards in phonics reading, by enthusing children to become avid readers and will further develop the school library by installing, embedding a love for reading throughout school and using the latest information technology. The implementation of a new SSP, Little Wandles, will allow for consistency and a uniform approach towards the delivery of phonics throughout the school.

### CHALLENGES

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

Challenge Number	Detail of Challenge
1	Attendance and Punctuality (Lost learning time)
2	Low starting points in terms of communication, fine and gross motor skills in EYFS
3	Increase in behaviour difficulties linked to anxiety and mental health issues
4	Lack of engagement during the pandemic with vulnerable families.
5	Reading and phonics development of PP children who had little access to resources.

### 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 Outcomes	Success Criteria
Progress in Early Reading	Begin to close the gap to the non-disadvantaged. Love of reading increasing. More children partake in school library. Increase the amount of school, non-scheme books available for children including an increase in the provision of contemporary authors.
Number passing phonics screening test increases.	Continuation of the implementation of 'Little Wandles SSP' Workshops with parents to ensure consistency and fidelity of the scheme. Audit of the scheme to ensure correct use of resources.
Attendance increases toward national	Ensure that the attendance of PP pupils is above 2019-2020 of 94% Number of persistent absentees decreases.

Improvement of pupils mental health and anxieties.	Work with future in minds to aid staff knowledge of supporting targeted pupils. Learning mentor and Pastoral lead to oversee this.
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**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:** £ 72,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to strengthen the Teaching of Early Reading and phonics. Early Reading Lead promotes literacy, provides staff CPD and monitors and supports reading intervention. (£6,200 + £3,00 TLR) Little wandle phonics – targeted intervention from morning sessions to ensure rapid catch up for those deemed to be falling behind. Intervention groups lead by HLTA’s and TA’s at the instruction of the ERL. (£30,000)	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	5
<i>As in previous years the continuation of WELLCOM Speech and Language assessment (£500) for all EYFS children, to identify early speech problems. SENDCO to deliver sessions in school.</i>	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 50% of disadvantaged children in EYFS will either require small group support or 1:1 support from the school.	2,5
The teacher in charge of SEND and the PP Leads work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils. (£12,500)	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see	2,3,4,5

	TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	
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**TARGETED ACADEMIC SUPPORT**  
(for example, tutoring, one-to-one support structured interventions)

<b>Budgeted cost:</b>	<b>£ 35,246</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a Nurture and Behaviour Lead (£17,000) to stop issues before they start	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	1,3
Small group support classes taught by HLTA (£7,500) Pre-teaching sessions ran by the class teacher with HLTA cover in place for the remainder of the class.	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	4,5
Times Table Rockstars (£176) – the schools maths data is down to TT and 'Big Maths' Sessions	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	4
EY Resourcing (£5000) to meet the need of the outdoor EY Curriculum EY / KS1 Reading Outside resources (£5000)	Improve the quality of resources used in both the indoor and outdoor area, including books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.	5
Literacy Shed online literacy package to be deployed to enhance the curriculum and support the teaching of lower ability KS2 students (£540)	The use of Literacy shed has led to improved confidence in class and a secure functional foundation in basic literacy skills.	4,5

**WIDER STRATEGIES**  
(for example, related to attendance, behaviour, wellbeing)

<b>Budgeted cost:</b>	<b>£ 20,300</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead closely monitors and support PP attendance and regularly meets with vulnerable	"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed	1,4

families to ensure close relationships and a culture of trust is built between families. (£12,500)	alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” Behaviour interventions strategy from the EEF teacher toolkit. With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with a 30% increase in Social Services involvement.	
Other Extra-curricular clubs and trip support. (£3600)	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research	1,3,4
Equipment, uniform and subject supplies. (£1000)	Removing potential barriers to participation increases attendance.	1,4
Transport support, Breakfast club, Alternative provisions, Data Management and attendance reporting. (£1000)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	1,4
Magic Breakfast (£1200) provides a free breakfast for all children to start their day	Ensure that vulnerable children are fed before the start of the school day. Helps those families who struggle with younger children.	1,4

<b>TOTAL BUDGETED COST:</b>	<b>£ 132,246</b>
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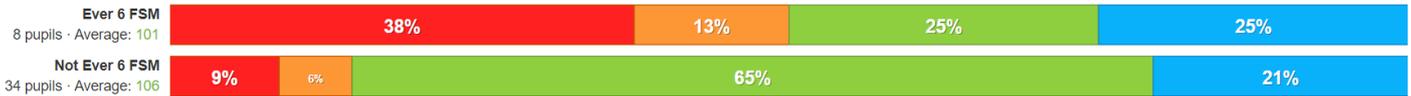
**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

**PUPIL PREMIUM STRATEGY OUTCOMES - Year 6 results**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

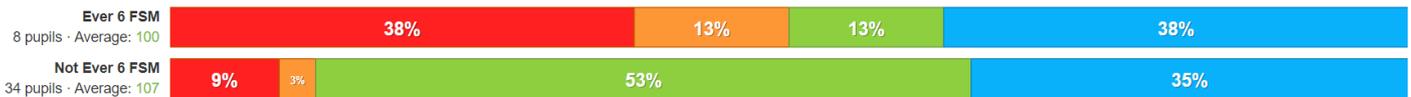
**Reading - SAT Scaled Score**

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



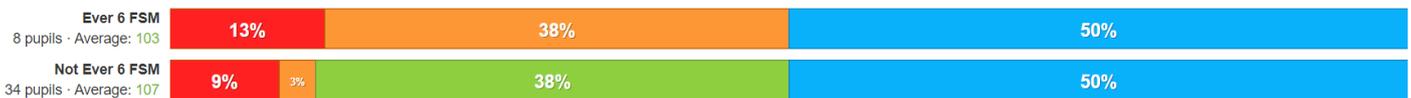
**Maths - SAT Scaled Score**

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



**GPS - SAT Scaled Score**

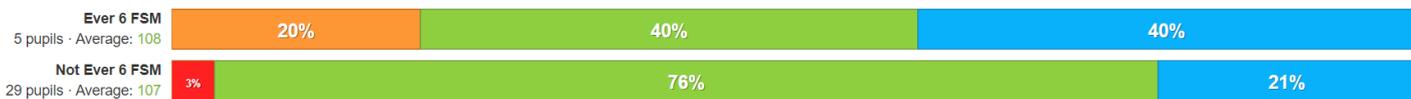
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



These are the outcomes for PP and non PP when children on the sen register have been removed.

**Reading - SAT Scaled Score**

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



**Maths - SAT Scaled Score**

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



**GPS - SAT Scaled Score**

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



**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
Little Wandles SSP	Times Tables Rockstars
WELLCOMM	Testbase
Twinkl	Classroom Secrets
NFER Testing	Whiterose Maths +

