



St Giles C of E Academy

Pupil Premium Strategy

2024 – 2027 (2025 Update)

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
SCHOOL NAME	St Giles C of E Academy
NUMBER OF PUPILS IN SCHOOL	303 + Nursery Provision
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	21%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£99,990
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2024 - 2027
DATE THIS STATEMENT WAS PUBLISHED	November 2024 – Reviewed November 2025
DATE ON WHICH IT WILL BE REVIEWED	September 2026
STATEMENT AUTHORISED BY	Richard Grace/Alison Firth/Governors
PUPIL PREMIUM LEAD	Richard Grace (Headteacher)
GOVERNOR / TRUSTEE LEAD	Janice Watson (Vice Chair of Governors)

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£99,990
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£99,990

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St Giles C of E Academy, we are dedicated to fostering a vibrant community school where pupils, parents, teachers, support staff, governors, and local community members collaborate to ensure the success and growth of every child. Our vision, *“Growing Together,”* reflects our commitment to nurturing each pupil’s potential through an inclusive, engaging, and enriching curriculum that meets their unique needs both within and beyond the classroom.

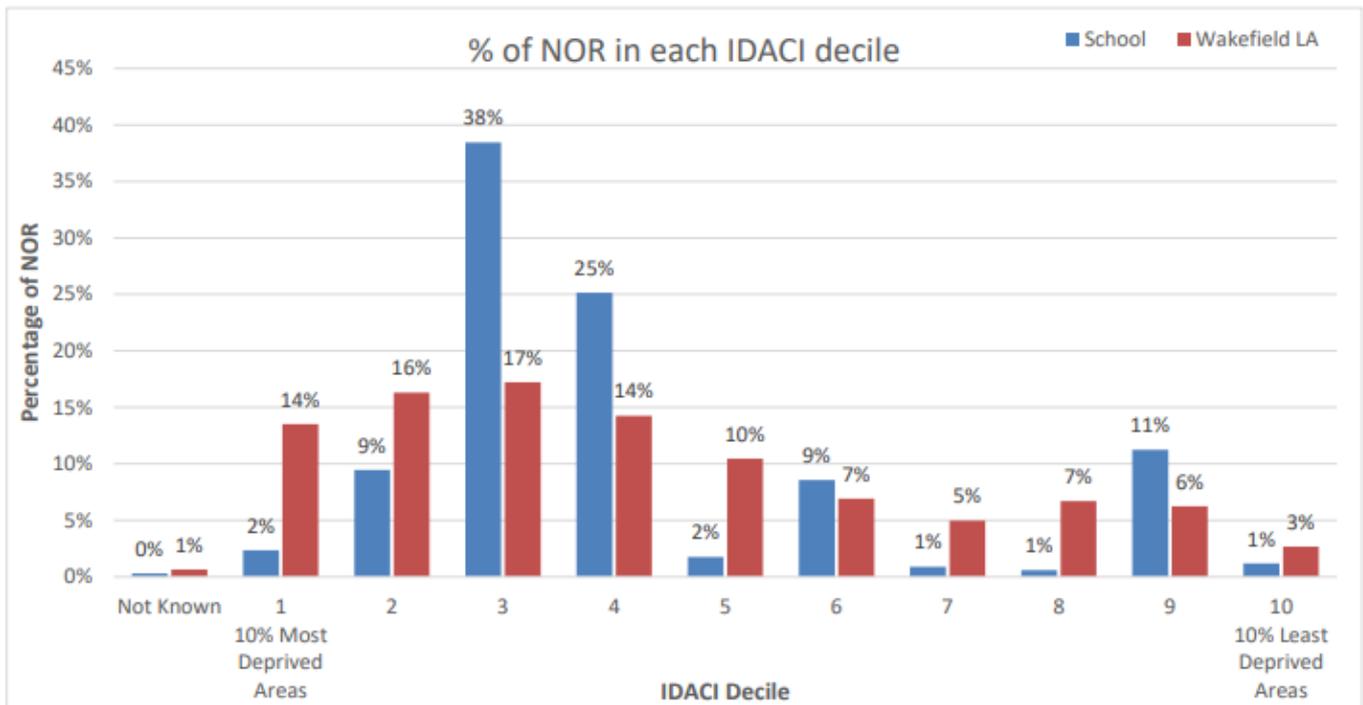
Pupil premium funding represents a vital part of our budget, and we are committed to using it strategically to create meaningful impact. Although our proportion of disadvantaged pupils is currently just below average, we believe that this number would increase if more families understood their eligibility and benefits available through free school meals. By raising awareness, we aim to ensure that all students have equitable access to resources and opportunities that empower them to thrive.

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)



Several factors affect the Pupil Premium pupils at St Giles C of E Academy, often impacting their well-being and ability to thrive. Many face challenges related to fatigue, obesity, and other health issues, which we’ve found to stem from multiple contributing factors, including:

- Parents working unsociable hours in low-paid employment, limiting family time and oversight.
- Pupils assuming responsibilities at home, such as preparing meals and ensuring younger siblings arrive at school on time.

- Limited access to nutritious food at home.
- Gaps in understanding of healthy diets, leading to poor dental and general health care.
- Consistent challenges with attendance, which remains an obstacle for some of our families.

In addition, a significant number of our Pupil Premium pupils have one or more Special Educational Needs, requiring a tailored approach with skilled teachers and focused management to address these intersecting needs effectively.

At St Giles, we hold high aspirations and ambitions for all our pupils. We believe that success is not determined by background or circumstance but by a student's passion for learning, commitment to growth, and dedication to achieving their best. We are committed to providing every opportunity for our pupils to realize their full potential and succeed in all aspects of life.

Our focus is on strengthening our capacity to meet the diverse needs of all pupils, with particular emphasis on supporting those with Social, Emotional, and Mental Health (SEMH) needs. To achieve this, we are enhancing the quality of teaching across the school by dedicating additional leadership time: our Deputy Head will have increased capacity to lead this initiative, and both Assistant Headteachers and middle leaders will have designated time to actively monitor and elevate teaching and learning standards.

A whole-school focus will centre on deeply engaging pupils in their learning through improved questioning techniques, fostering a culture of challenge, and delivering effective feedback. Teachers will also support one another through lesson study triads, with each teacher coaching colleagues in refining these areas. Our Performance Management system will hold all teachers accountable for advancing these objectives, with a focus on improving instructional quality and fostering distributed leadership.

We are further investing in high-quality, targeted support for teaching and learning to address identified needs and support pupils eligible for free school meals, with a particular focus on early reading skills in Key Stage 1 through the strategic deployment of teaching assistants.

To inspire a lifelong love of reading, we aim to elevate phonics standards by engaging students in reading from an early age. Enhancements to our school library, along with updated technology, will provide students with an enriched reading environment. Additionally, the adoption of the *Little Wandle* Systematic Synthetic Phonics (SSP) program will bring consistency and a uniform approach to phonics instruction, ensuring that every child has the support they need to succeed in reading.

Our role is pivotal—we *are brief visitors in our children's lives*, and our goal is not to enable an escape from the community but to create a positive, lasting impact within it. We know that children from all backgrounds can have high aspirations, and we work to uncover and support those aspirations without relying on assumptions. We strive to avoid labels and any “problem-based” mindset, ensuring that every child is met with high expectations and a fresh perspective.

Consistency across our staff is key to fostering a supportive environment. Children are naturally curious and bound to test boundaries; it's a vital part of their development. As adults, we must be the constant, modelling stability and shared expectations. We aim to be uniform in our expectations of behaviour and engagement, encourage students to be themselves, while also guiding them to understand and respect boundaries. We continually assess this, using tools like the Boxall Profile to understand and support our most vulnerable pupils. Social inclusion is not just an ideal—it's foundational to their success. In the classroom, our approach is focused on coaching and building self-efficacy. We check for understanding

consistently, ensuring we're not making assumptions based on background or ability, and guiding each child to take ownership of their learning.

Finally, we are committed to developing and supporting our staff, equipping them with the skills and resources to create an environment where every child can thrive. By fostering a culture of inclusion, consistency, and high expectations, we are empowering our children not just to learn but to flourish in a setting where they feel seen, valued, and inspired.

To support our most vulnerable pupils We are dedicated to maintaining a responsive and flexible approach to our PSHE curriculum to meet the evolving needs of our community. Following a recent analysis by West Yorkshire Police, which revealed a concerning increase in assault-related incidents in the Pontefract North Ward, our school has proactively adapted our curriculum to address these issues. Recognising the importance of fostering a safe and supportive environment, we have integrated lessons focused on understanding the underlying factors of such incidents and teaching effective strategies for conflict resolution. Our updated curriculum now includes targeted modules on personal safety, empathy, and the broader impact of violence on individuals and communities. To further support these efforts, we are using Pol-Ed materials from the Pol-Ed police website, which provide valuable resources on crime prevention and the importance of community involvement in safety.

By equipping our students with knowledge and practical skills on these critical issues, we aim to empower them to make informed decisions, develop strong interpersonal skills, and contribute positively to a safer, more cohesive community.

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 (SEMH)
4	Lack of engagement with vulnerable families. (Social and Academic).
5	Despite Phonics data being in line or above national figures; focus on the 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 – especially that of boys.	<ul style="list-style-type: none"> - Continue implementing <i>Little Wandle SSP</i> with fidelity across the school. - Conduct workshops with parents to support consistency in applying the scheme at home. - Regularly audit the scheme to ensure resources are being used effectively.
Closing the PP and gender gap in EYFS and KS1.	<ul style="list-style-type: none"> - Narrow the gap between disadvantaged and non-disadvantaged pupils in reading. - Increase student engagement with the school library. - Expand the collection of non-scheme books, emphasizing contemporary

	<p>authors.</p> <ul style="list-style-type: none"> - Close the gender gap in reading progress within EYFS and KS1.
Attendance increases toward national	<ul style="list-style-type: none"> - Raise PP pupil attendance - Decrease the number of persistent absentees among PP pupils.
SEMH - Improvement of pupils mental health and anxieties.	<ul style="list-style-type: none"> - Work with <i>Future in Mind</i> to enhance staff expertise in supporting pupils with social, emotional, and mental health needs. - SENDCo and Pastoral Lead to oversee implementation and progress in these areas.

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: £ 37508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the Boxall Profile to accurately identify and assess pupils' SEMH needs, ensuring tailored support strategies are in place. Collaborate with Future in Mind to enhance staff knowledge and skills in addressing specific SEMH challenges identified through the Boxall Profile. SENDCo and Pastoral Lead to oversee the implementation of targeted interventions based on Boxall Profile results, supporting pupils' mental health, emotional growth, and overall well-being. (£16,134)</p>	<p>The EEF's Targeted Support guidance emphasizes the importance of tailored interventions for pupils who face additional barriers, including those with SEMH needs. The Boxall Profile is an effective tool for identifying specific SEMH challenges, enabling schools to provide targeted interventions that can: Improve outcomes for vulnerable pupils: The EEF highlights that tailored, high-quality support for pupils with additional needs, including those from disadvantaged backgrounds, leads to improved outcomes. Increase engagement and reduce barriers to learning: By addressing SEMH barriers, pupils are better able to engage in lessons and achieve academically. Oral language interventions Teaching and Learning Toolkit EEF</p>	2,5
<p>Zones of Regulation Support and Display in all classrooms. Pupils learn to identify which zone they're in, and practice using strategies to move toward the Green Zone, where they're most ready for learning. By starting the day with activities that engage the Zones of Regulation, pupils who</p>	<p>Research links self-regulation to improved academic performance, especially in young students. Students from low-income families who learn self-regulation through structured programs like the Zones of Regulation show improvements in both behaviours and learning outcomes. Studies show that sensory integration interventions (such as sensory pathways) help reduce anxiety and improve</p>	2,3,4

<p>may be stressed due to hunger or environmental challenges can be helped to find calm, centred emotions. (Resources - £750)</p>	<p>focus, particularly in children who have experienced trauma or ongoing stress, like those in food-insecure households . Schools that implement entry routines involving physical and emotional regulation report decreases in disruptive behaviours and increases in student engagement, as well as improvements in overall school climate. Behaviour interventions Teaching and Learning Toolkit EEF</p>	
<p>Teaching of Early English and phonics. English Lead and Early Reading Lead promotes literacy, provides staff CPD and monitors and supports reading intervention. (£3,000 TLR) Little wandle phonics – targeted intervention from morning sessions to ensure rapid catch up for those deemed to be falling behind. (Emphasis on KS2 trained by ERL - £1500 cover) Intervention groups lead by HLTA’s and TA’s at the instruction of the ERL. (£16124)</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes Phonics Teaching and Learning Toolkit EEF</p>	5
<p>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. (Funding already taken into account in this section))</p>	<p>“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 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.</p>	2,3,4,5

TARGETED ACADEMIC SUPPORT

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

Budgeted cost:	£ 36361	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the Deputy headteacher in her role as inclusion lead, for one day a week to work with staff to identify and to stop issues before	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

they start. Lead Support staff CPD (£19,817)		
Small group support classes taught by HLTA (Funding already allocated) Pre-teaching sessions ran by the class teacher with HLTA cover in place for the remainder of the class. (£8062 x 2)	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.” Small group tuition Teaching and Learning Toolkit EEF	4,5
Times Table Rockstars (£180) – 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. Small group tuition Teaching and Learning Toolkit EEF	4
Literacy Shed online literacy package to be deployed to enhance the curriculum and support the teaching of lower ability KS2 students (£240)	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)

Budgeted cost: £ 27056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community Engagement & Safety is part of our curriculum offer. This brings together local agencies, including the police (Pol-Ed), Wakefield District Housing (WDH), private building companies, and Network Rail, to foster safety, community awareness, and learning for pupils and families. Through engaging workshops and interactive booths, this event offers valuable resources and hands-on activities. (Free Workshops delivered by Local companies)	Studies indicate that early safety education, particularly through interactive learning with agencies like police or emergency services, significantly improves children’s safety knowledge and preparedness. Programs that involve practical role-playing and direct engagement help reinforce safety skills that children can apply in real-life situations and this is increased Academic and Social Engagement. Family workshops and events encourage parental involvement in schools, which is a strong predictor of pupil success.	3
Pastoral Lead closely monitors and support PP attendance and regularly meets with vulnerable families to ensure close	“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”	1,4

relationships and a culture of trust is built between families. (£17556 – 50% time needed for this member of staff)	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. (£2000)	“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, Walking bus Alternative provisions, Data Management and attendance reporting. (£2500)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	1,4
Free Breakfast Club (£4000) 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

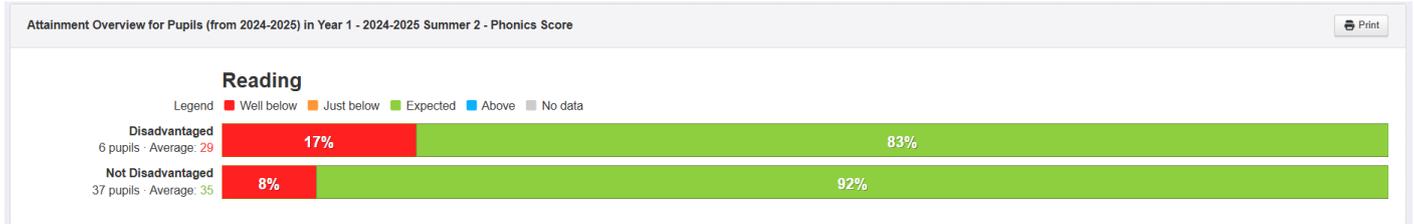
TOTAL BUDGETED COST: £ 100925

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

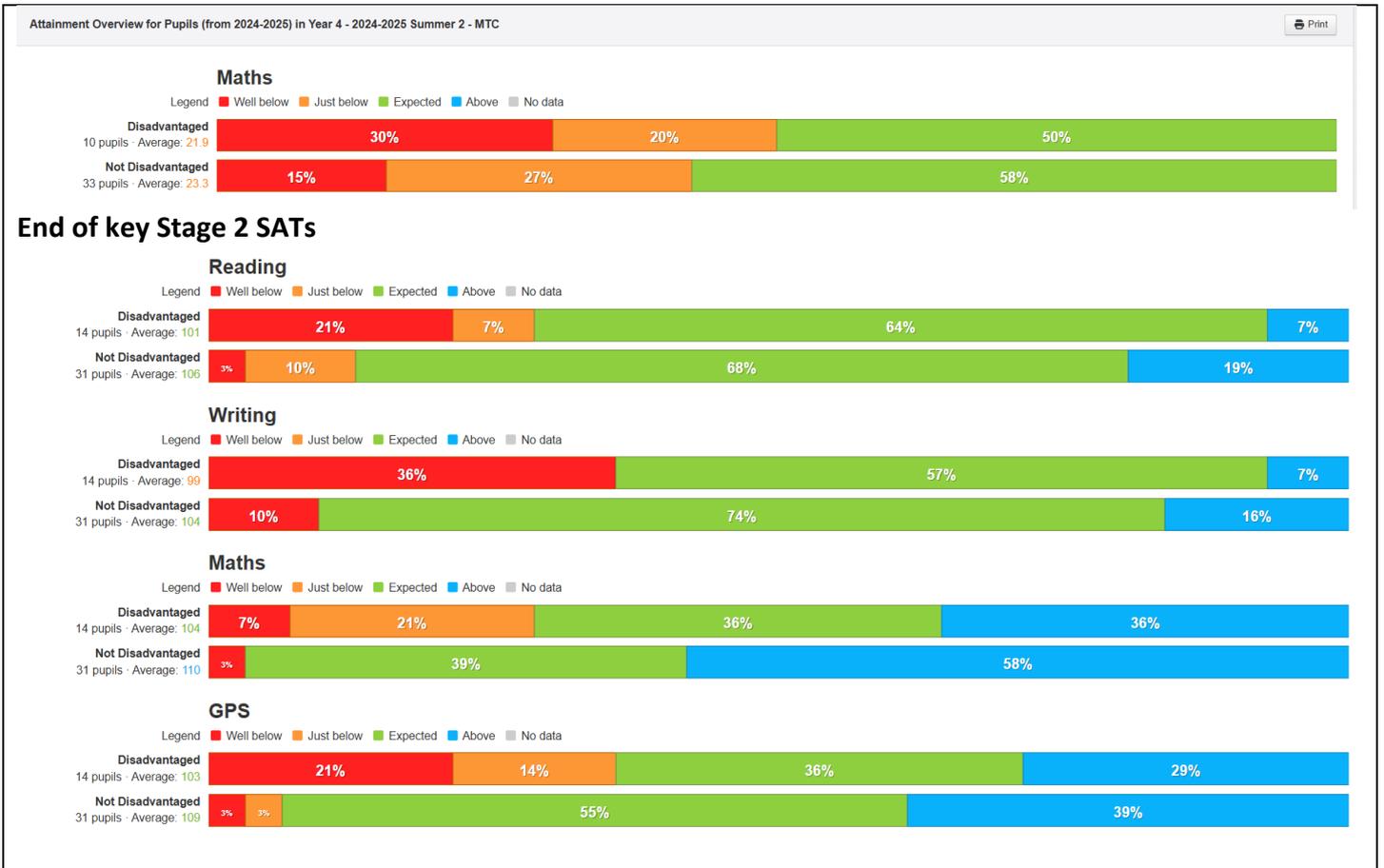
PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Phonics Screening Check – Year 1



MTC



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
Boxhall Profile	Testbase
Twinkl	Classroom Secrets
Insight Tracking	Whiterose Maths +