St. Giles CE Primary and Nursery Pupil Premium Strategy Statement

This document reflects year 1 of our renewed three-year strategy at St. Giles.

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	86 children 05.12.25
Proportion (%) of pupil premium eligible pupils	32.9% (28 children)
1	September 2025 – August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Mid-year 2026. End of Year July 2026
Statement authorised by	Ben O'Connell Headteacher
Pupil premium lead	Bethany Simpson
Governor / Trustee lead	Kimberly Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Giles CE Primary and Nursery School, we are committed to ensuring that all children, regardless of background or barrier, **achieve through kindness, compassion and perseverance**.

Our revised pupil premium strategy, from September 2025, is rooted in this ethos and aims to ensure that disadvantaged pupils make **better than expected progress** and achieve highly from their individual starting points.

Our strategy is designed to:

- **Nurture and Support**: We address the social, emotional and mental health (SEMH) needs of our disadvantaged pupils, removing barriers such as punctuality and anxiety. This ensures full inclusion in all aspects of school provision.
- **Foster a Love for Learning**: We ignite a passion for lifelong learning by encouraging full participation in both academic and enrichment opportunities, ensuring disadvantaged pupils experience the same breadth and depth of curriculum as their peers, as set out in our '11 before 11'.
- **Close the Attainment Gap**: We aim to eliminate the gap between disadvantaged and non-disadvantaged pupils by ensuring all children reach their full potential through high-quality teaching and targeted support.

To achieve these objectives, we adopt the **tiered approach recommended by the Education Endowment Foundation (EEF)**, focusing on:

1. **High-quality teaching**: Inclusive, adaptive teaching that targets areas where disadvantaged pupils require the most support.
2. **Targeted academic interventions**: Carefully selected and evidence-informed strategies, including tutoring and structured support.
3. **Wider strategies**: Provision that supports pastoral development, wellbeing, attendance and engagement.

This approach is underpinned by robust data analysis, ongoing evaluation and a commitment to equity, ensuring that disadvantaged pupils not only achieve but belong and but thrive, both socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	To **improve punctuality** among pupils who are consistently late by supporting and challenging home routines.
2	A significant proportion of disadvantaged pupils enter school **below age-related expectations in writing**. Baseline assessments consistently show underdeveloped fine and gross motor skills, limiting their ability to engage in early mark-making and transcription activities. This lack of physical readiness, compounded by limited early exposure to writing opportunities, impedes progress in foundational literacy.
3	Many children enter school with limited prior experience of **foundational mathematical concepts**, particularly in number, geometry and spatial reasoning. This lack of early exposure impeded acquisition and development of operations and problem-solving strategies. Without mastery of these building blocks (often acquired through a non-linear, spiral curriculum) children struggle to progress to more complex mathematical thinking.
4	Internal data highlights a rise in **social and emotional difficulties among disadvantaged pupils**, including increased anxiety, low self-esteem, and poor choices in behaviour. These issues negatively impact a minority of children's engagement, learning behaviours and academic attainment, requiring targeted support and whole-school approaches to further support wellbeing and emotional literacy.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved punctuality among a minority of disadvantaged pupils	✓ Reduction in late marks by at least 50% for targeted pupils. ✓ Daily punctuality tracking shows sustained improvement enabling all children to engage in planned morning learning.
Improved attainment in writing across both EYFS and KS1, with children accurately transcribing.	✓ 90%+ of children demonstrate age-appropriate fine motor control by end of Reception (e.g. accurate 'tripod' pencil grip and scissor use). ✓ Writing moderation shows improved transcription skills and sentence cconstruction in KS1.
High attainment in numeracy (number, geometry and in the application of operations).	✓ Observations show confident use of manipulatives and mathematical language in EYFS. ✓ 80+ of disadvantaged pupils meet ARE by the end of Early Years. ✓ 80%+ of disadvantaged pupils meet age-related expectations in maths by the end of KS1.
Children demonstrate improved emotional literacy, self-esteem and engagement in planned learning.	✓ Improved punctuality ✓ Improved engagement in learning during the day, noticeably after periods of transition. ✓ Pupil voice surveys show improved wellbeing and sense of belonging. ✓ Staff report increased engagement and resilience in learning behaviours.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on development of pencil grip/fine motor (from palmar supinate -> tripod) for all staff (teachers and TAs).	There is an established link between effective fine motor and unlaboured mark marking: '*There is also a link between physical development and literacy in the area of handwriting*' EEF/Early Years/Physical Development This is further evidenced within the Dfe's Writing Framework with pupils with handwriting difficulties '*will find composition difficult, as their working memory is heavily loaded with the demands of transcription'*.	2
Transcription training for all staff and continued focus on planning and teaching early writing.	'*Develop pupils' transcription and sentence construction skills through extensive practice*' EEF/Improving Literacy… Section 3 of the Dfe's Writing Framework '*Fluent handwriting is a significant predictor of positive writ-ing outcomes,*'	2
Planned release for moderation to ensure highlight quality provision and outcomes are secured	Internal moderation is a non-statu-tory, but vital, process conducted in schools and, where possible, with other schools. Moderation should be collaborative, undertaken through-out the year and normally with teachers across key stages. This supports the quality assurance of teacher assessment judgements and provides an opportunity for pro-fessional development. Dfe's Writ-ing Framework p97	2 and 3
SEMH approaches to become embedded into routine	EEF social and emotional learn-ing: Alongside academic outcomes,	4

educational practices such as through taught PSHE and Circle Time in the Classroom and use of resources such: The Worry Book to help prepare children for everyday difficulties and enable them to overcome these themselves.	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
Training on new statutory guidance for RSE (Relationships and sex education (RSE) and health education - GOV.UK)	EEF Social and Emotional Learning Toolkit: Demonstrates that embedding social and emotional learning (SEL) within the curriculum significantly improves pupil engagement and overall wellbeing. Social and emotional learning | EEF PSHE Association Research: Highlights that well-structured PSHE programmes develop emotional literacy, strengthen decision-making skills, and foster resilience. EEF Guidance Report – Improving Social and Emotional Learning in Primary Schools: Confirms that explicit teaching of emotional regulation and healthy relationships can accelerate academic progress by an average of **+4 months**. Social and emotional learning | EEF	4
Implementation of revised PSHE and RSE syllabus, combined with training for all staff (including TAs).	EEF Social and Emotional Learning Toolkit: Demonstrates that embedding social and emotional learning (SEL) within the curriculum significantly improves pupil engagement and overall wellbeing. Social and emotional learning | EEF PSHE Association Research: Highlights that well-structured PSHE programmes develop emotional literacy, strengthen decision-making skills, and foster resilience. EEF Guidance Report – Improving Social and Emotional Learning in Primary Schools: Confirms that explicit teaching of emotional regulation and healthy relationships can	4

	accelerate academic progress by an average of **+4 months**. Social and emotional learning | EEF	

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

Budgeted cost: £ 12,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed school led Nurture and Positive Play provision, overseen by locally based SENCO .	The **EEF Social and Emotional Learning (SEL) Toolkit** identifies SEL interventions as having a positive impact on **attitudes to learning, behaviour, social relationships, and wellbeing**, alongside academic outcomes. The **EEF Guidance Report: *Improving Social and Emotional Learning in Primary Schools*** confirms that explicitly teaching emotional regulation and positive relationships can lead to **improved engagement, reduced behaviour incidents, and academic progress of up to +4 months**. EEF guidance emphasises that **targeted, school-led approaches**, overseen by trained staff (e.g. SENCO), are most effective when embedded into whole-school practice rather than delivered in isolation. Social and emotional learning | EEF	4
Writing intervention	The EEF *Improving Literacy in Key Stage 1* guidance highlights that explicit teaching of transcription skills (handwriting + spelling) and structured practice supports fluent writing by reducing cognitive load and enabling higher-order writing skills. EEF also notes the value of sentence dictation and focused transcription practice within structured literacy programmes. Improving Literacy in Key Stage 1 | EEF	

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The partnership's Inclusion Team provide additional and targeted SEMH support to improve the wellbeing of children.	The EEF review of **Social and Emotional Learning (SEL)** reports that, *"alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."* The EEF also cautions that the evidence has **low security**, therefore schools should carefully **monitor impact and effectiveness**, which is addressed through targeted delivery and ongoing review. Social and emotional learning | EEF	1 and 4
Celebrate and champion punctuality	The **EEF Attendance Guidance** highlights that **positive messaging, incentives, and recognition** can support improved attendance and punctuality when embedded within a wider, consistent whole-school approach. Celebrating punctuality helps reinforce positive routines, improves readiness to learn, and supports engagement, particularly for disadvantaged pupils who are more likely to experience attendance challenges. Supporting school attendance | EEF	1
Daily reporting, tracking and support to address lateness	The **EEF Attendance Guidance (2023)** identifies that **early identification**, daily monitoring, and **targeted intervention** are key components of effective attendance strategies. Using timely data to trigger support allows schools to address barriers quickly and prevents patterns of persistent lateness from becoming entrenched, supporting improved learning time and pupil wellbeing. Supporting school attendance | EEF	1 and 4

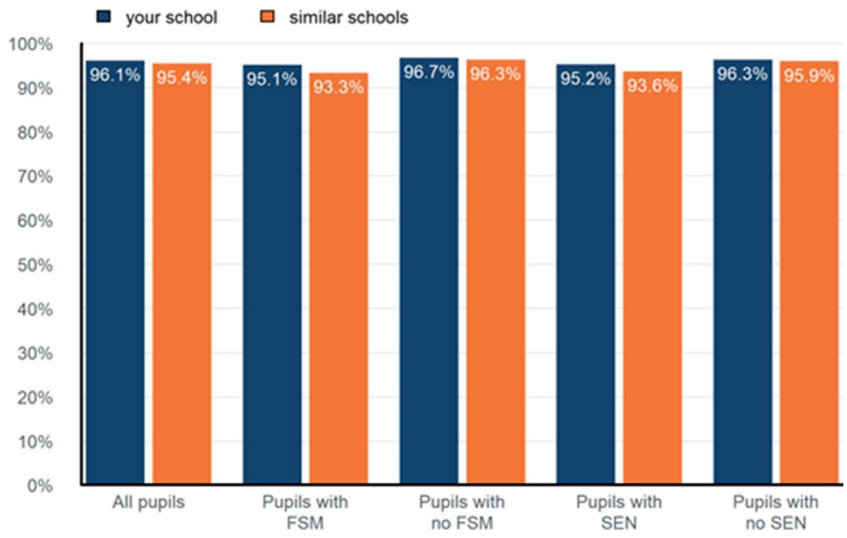
Total budgeted cost: £ 42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have undertaken a detailed analysis of the performance of disadvantaged pupils across the duration of the previous Pupil Premium strategy. This analysis draws on national assessment outcomes alongside robust internal assessment information. In line with the achievement terminology set out in the latest Ofsted inspection toolkit (5th November 2025), and reflecting the small cohort sizes within the school, the term "typically" has been used to describe performance.

Attendance across the school remains strong when compared to national averages and to similar schools. This reflects the positive impact of our inclusive culture and strong pastoral offer. However, we recognise that a small minority of pupils arrive late too frequently. Addressing persistent lateness remains a priority to ensure that all pupils are able to fully benefit from the high-quality provision available.



Typically, disadvantaged pupils in **Year 1 achieved the Phonics Screening Check (PSC)**, with the most recent outcomes showing performance **above national averages**. Notably, **100% of disadvantaged pupils met the expected standard**, demonstrating the effectiveness of early reading provision. Sustaining these high standards remains a key focus.

While outcomes across the curriculum are strong, continued emphasis on **writing development** is required to ensure that all pupils are fully prepared for the increasing demands of Key Stage 1 and the transition into Key Stage 2. Targeted support and high-quality teaching in this area will remain a priority.

Comparisons with national data indicate that achievement in **mathematics**, including performance in the **Multiplication Tables Check (MTC) in Year 4**, is typically strong.

These outcomes provide a secure foundation for further progress and continued curriculum development.

All pupils benefit from a carefully considered and well-curated range of academic and enrichment opportunities. These have contributed positively to attendance, engagement, and learning behaviours, supporting disadvantaged pupils to thrive both academically and socially.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics	Litte Wandle
Maths Whizz	Pearson
Power Maths	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable