Pupil premium strategy statement 2024 – 2025

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 effect that last year's spending of pupil premium had within our school.

Overview of St. Giles CE Primary school

Details	Data
Number of pupils in school	75 children as of 14.10.24
Proportion (%) of pupil premium eligible pupils	20 of our children (14.10.24)
Academic year/years that our current pupil premium strategy plan covers *(3 year plans are recommended – you must still publish an updated statement each academic year)*	***2023 – 2024*** **2024 – 2025** **2025 – 2026**
Date this statement was published	November 2024
Date on which it will be reviewed	On-going termly review Mid-year January 2025 End of year July 2025
Statement authorised by	Mr Ben O'Connell
Pupil premium lead	Rev Peter Delafield Miss Bethany Simpson
Governor	Mr John Bolton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,016
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year (2024 – 2025)	£36,016

Part A: Pupil premium strategy plan

Statement of intent

At St Giles Primary School we are all committed to providing the best possible provision so that all of our children 'achieve through kindness, compassion and perseverance'.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress (more so than their non-disadvantaged peers) and achieve highly from their individual starting points. The focus of our school's pupil premium strategy is to support all disadvantaged pupils to achieve this goal.

Quality first teaching is at the heart of our school's approach, with a focus on areas in which disadvantaged pupils require the most support. Through inclusive teaching, specific and carefully chosen interventions, adapted provision and planned wider opportunities, our strategy is designed to support the development of our children's pastoral, social and academic needs; ensuring that disadvantaged children not only achieve sustained academic success but also progress at least as well as, if not better than, their non-disadvantaged peers.

This strategy statement also continues to address the educational recovery following the COVID-19 pandemic and compliments the wider school plans in place for closing gaps and reducing barriers to learning. The main approach for this is through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children. This has been complemented by a homework club aimed at our Key Stage 2 children and targeted maths and reading interventions.

We aim to:

- **Nurture and Support**: We aim to nurture our Pupil Premium pupils by addressing their social, emotional, and mental health (SEMH) needs. By removing barriers such as lower attendance, limited social capital, and lack of engagement in wider school life, we ensure they are fully included in school opportunities.
- **Foster a Love for Learning**: We strive to ignite a passion for lifelong learning in all Pupil Premium pupils by encouraging their full participation in both the academic and wider curriculum, ensuring they experience the same enriching opportunities as their peers.
- **Close the Attainment Gap**: Our goal is to ensure that all Pupil Premium pupils reach their full potential and to narrow, if not eliminate, the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

To achieve these objectives our school continues to adopt the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at St. Giles CE Primary.

Challenge number	Detail of challenge
1	Whilst improving, our attendance data over time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The inconsistent punctuality results in some of children missing learning. Our understanding of our children and families highlights that a significant proportion of children do not arrive in school ready to learn. This is because they arrive in school without the necessary equipment and resources including breakfast, full uniform, swimming kit, forest school kit, reading book bags, PE kits and coats.
2	Whilst discrete focus on transcription has improved for some of our disadvantaged children, this still remains an area of challenge especially for some of our younger children (KS1 and LKS2) - noticeably handwriting and poor grammar combined with less accurate encoding impacts on the overall quality and accuracy of children's writing. Lack of opportunity to write for extended periods or supported at the point of writing.
3	Children have reduced and less accurate reading fluency with essential skills of early reading (decoding, segmenting and blending) combined with lack of stamina, prosody and fluency to move onto more complex age-related texts. Children also have limited and/or reduced access to high quality texts and read less frequently at home. Lack of opportunities to talk to others about what they have read and hearing quality texts read to them.
4	Reduced fluency in maths (noticeably with regards to the essential skills such as number bonds and times tables). This impedes children's abilities to solve increasingly complicated problems (or calculations set out within word problems).
5	Our understanding of our children and families highlights that not all disadvantaged children vs non disadvantaged children have little exposure to future opportunities. This includes reduced participation in enriching activities and experiences such as: out of school sports and activities, trips out of the area, books in the home and access to IT.

	Children not always able to complete their homework and their learning not supported at home with necessary IT equipment.

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
To achieve and sustain improved attendance for all pupils, noticeably our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • All staff (teachers, TAs and our Inclusion Team) use the daily attendance channel on Teams to *actively* monitor and support pupil attendance *daily*. • All staff implement the attendance policy, with progressive support and help offered by a range of colleagues. • 95%+ attendance rates for disadvantaged pupils in line or above non-PP peers • Attendance improves and is *sustained*. • Punctuality shows improvement and 95+% of PP children are at school on time. • PP family engagement improved with staff able to make weekly contact with families.
Improved fluency (and therefore attainment) in CL, phonics and reading via effective and consistent use of a carefully chosen SSP.	✓ All children benefit from highly effective teaching of early reading from Day 1. ✓ Those who are at risk of falling behind receive daily catch up. This includes support for children who achieved less than 35 in their PSC in Year 1. ✓ At least 82% achieve PSC in Y1. ✓ All children in Key Stage 2 have identified gaps in phonetic knowledge addressed so they can read with increased fluency and encode with greater accuracy.
All eligible children benefit from additional school provision	✓ All school staff implement our agreed ’11 before 11’ so that all children experience carefully chosen enrichment opportunities during their time at St. Giles. ✓ All children take part in all of the increased provision which school offers (Forest Schools, after school sporting activities, enrichment opportunities) supporting stronger attendance.
Improved maths attainment for	✓ KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.

disadvantaged pupils at the end of KS2.	

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: £ 3,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Training – Nursery Little Wandle Fluency training for all TAs and teachers		
Ensure all staff and leaders have received high quality training to effectively teach our phonics program (Little Wandle) so all children continue to benefit from highly effective education from Day 1 of the 2023 academic year.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language intervention EEF DfE validated Systematic Synthetic Phonics programme	2 and 3
Ensure all staff prioritise disadvantaged pupils when undertaking guided reading and1:1 reading	Data shows that reading is a focus for our children across the school but most notably from Year 2 where phonics instruction ends and greater emphasis is place on reading for meaning. EEF evidence shows that supporting struggling readers are likely to require a	2 and 3

provision to ensure greater time and support is provided. This is to include planned opportunities during Breakfast Club.	coordinated effort across the curriculum and a combination of approaches but that reading comprehension has a high impact on attainment and progress education-evidence/teaching-learning-toolkit/reading-comprehension-strategie	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access partnership resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Improve the quality of social and emotional learning by providing high quality Circle Time (3 times a week) and an on-site Inclusion Team. SEL approaches (such as planned Circle Time, Nurture, ELSA, Positive Play and Lego Theraphy) will be embedded into routine practices and supported by professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	1 and 6

development and training for staff.		
Develop a considered approach to homework which supports all children	There is a strong evidence base to support carefully planned homework (deliberate practice) Homework | EEF (educationendowmentfoundation.org.uk)	2, 3 and 4

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

Budgeted cost: *£23,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (using Little Wandle's Keep Up and Catch Up) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2 and 3
Continued engagement with the tutoring programme by providing school-led tutoring for targetted pupils (both 1:1 and carefully chosen small groups).	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: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	2, 3 and 4
Purchase and use of an adaptative programme (*Maths Whizz*) to improve maths fluency for disadvantaged pupils.	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:	4

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

Budgeted cost: £ *27,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance and in Ofsted's attendance research (Securing good attendance and tackling persistent absence). This will involve training and release time for staff to develop and embed procedures, using newly appointed senior staff.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The research from Ofsted has been informed by the views of parents.	Challenge 1
Inclusion Team provide additional and targeted SEMH to support the wellbeing of children.	The review undertaken by the EEF on social and emotional learning (SEL) reported that, 'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school'. We continue to heed the cautionary finding shared by the EEF that 'this finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	Challenge 1 and 6

Wider offer of high quality Wrap-Around Provision before school through Breakfast Club at KS1 and KS2 offered free of charge to disadvantaged pupils	PP children are more likely to miss school compared to their peers. Evidence suggests creating and embedding a school Breakfast club provides a nurtured, nutritious and educational start to the day and ensures additional learning opportunities and enables the children to 'experience and do' more. EEF Toolkit:education-evidence/teaching-learning-toolkit/extending-school-time	Challenge 1 and 6

Opportunity to take part in planned programme of cultural experiences including:
 	
• Wider Opportunities provided by Derbyshire Music Partnership;
  • Young Voices
  • School trips.
  • Qualtias
	EEF research reports that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	Challenge 1 and 6

Wider offer of high quality Wrap-Around Provision after school through high quality sports clubs, offered free of charge to disadvantaged pupils	Evidence suggests creating and embedding a school club ensures additional learning opportunities and enables the children to 'experience and do' more. EEF Toolkit:education-evidence/teaching-learning-toolkit/extending-school-time	Challenge 1 and 6

Total budgeted cost: £ 36,016

Part B: Review of the current and previous academic year

Outcomes for disadvantaged pupils

Review of the current year (2023 – 2024) based upon our barriers

The **attendance gap** for the vast majority of our disadvantaged children continues to diminish over time (95.17% as of 28th June 2024) due to the continued support from all staff, as well as our inclusive offer of Breakfast Club and our SEMH support. The number of those PA has also fallen significantly. This is enabling more of our children to attend and be prepared to access a day of learning.

Attendance	2021 - 2022	2022 – 2023	2023 – 2024 As of 21st June 2024
Overall attendance	91.4%	94.0%	94.9%
Girls	92.22%	94.3	96.5%
Boys	90.27%	93.6	93.4%
FSM	86.78	88.8	89.5%
Non-FSM		96.6	97.2%
SEND	82.89	52%	79.9%
PA		13.1%	7.9%

The overall summary (which is reviewed daily and also compared to FFT and national using VYED) remains lower due to unique, individual circumstances of two children (one whom is transitioning from mainstream into special school and one EBSA).

The **discrete focus on transcription** has improved our children's transcription skills. More children than before (16 out of 24) are working within ARE however there are fewer children building on this foundational knowledge to work within greater depth.

The **highly effective teaching of phonics and early reading**, including daily keep up, has enabled the significant majority of our children to be well placed to access the Key Stage 2 curriculum.

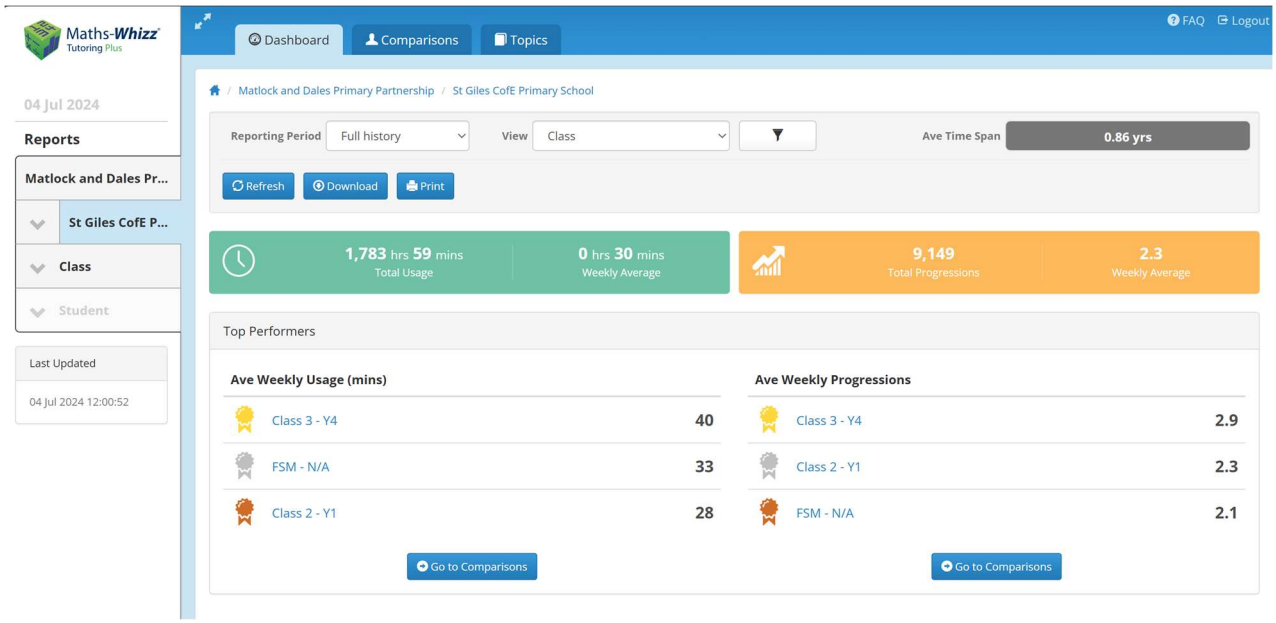
July 2024	**Early Years** 9 children	**Year 1** 12 children	**Year 2** 9 children
National 2023	76.2% in word reading	79% nationally	89% nationally
ARE in phonics at STG	100% in word reading	91.7% 1 child did not pass PSC this year	88.8% 1 child out of 9 did not pass PSC
Pupil Premium	100% in word reading (2 children)	100% (2 children)	100% (3 children one of whom is SEND)

This picture of stronger attainment continues into Key Stage 2. Where there are children who are less confident, staff are continuing to provide evidence-based support (such as Rapid Reading and precision teaching, along with additional practise).

Year 3	Year 4	Year 5	Year 6
3 children: 100% with GDS: 67%	6 children 50% with GDS: 17%	5 children 80% with GDS: 20%	4 children

Maths and fluency

Staff have implemented the use of Maths Whizz and this has positively supported our children. Our PP children have continued to access this with school removing barriers with technology. Our PP children engage in more time on this that their peers and subsequently make greater progress than those nationally.



Staff have provided additional provision to support the fluency of children's times tables. Children in Year 4 have made significant progress, month on month, leaving them well placed for the challenges of the Upper KS2 maths curriculum (see the average score from Y4 MTC per month below). Specific children are continuing to receive daily practise and additional support to further strengthen their fluency skills.

PP B: 1 child is also SEN and working significantly behind ARE	7.8	10.6	12	12	15.28		16.28	15.16	16.1

All of our children have benefitted from targeted activities ranging from leadership roles (as School Councillors and Sports Leaders), full access to all planned trips, lunchtime provision as well as after school clubs.

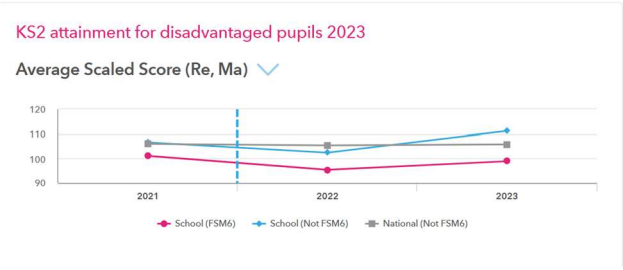
We have ensured all children are prepared for daily learning with access to our Breakfast Club and access to uniform and resources. Both attendance and punctuality have improved, enabling improved attainment and greater numbers of children have represented the school.

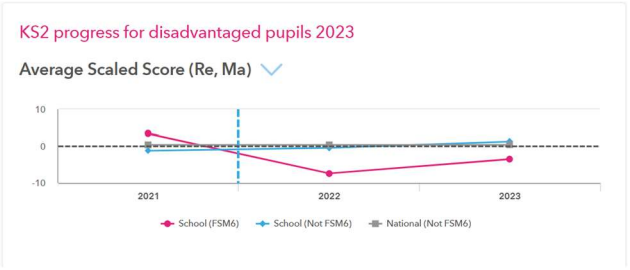
2022 - 2023

We have tracked the outcome of disadvantaged pupils during the previous academic year (2022 – 2023) using a range of externally published and moderated data (including: Early Years, PSC attainment, KS1 outcomes, MTC and KS2). In addition, we have also considered the outcomes of our own summative assessments (including attendance, inclusion and SEL progress using Boxall Profiles). These outcomes mark the end of the previous, one-year plan for the use of the school's Pupil Premium. We have used national comparisons where possible (such as Analyse School Performance) and also used reports from FFT. This is to ensure that all staff are aware of our successes and next steps as we continue to strive towards eliminating the gap between disadvantaged children and their peers.

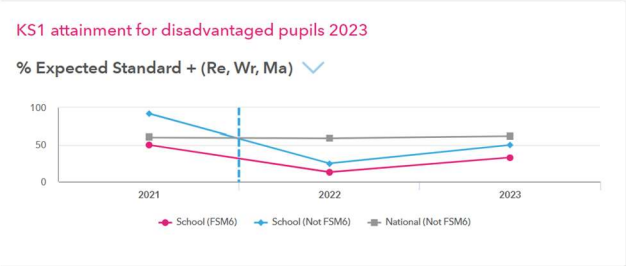
Attendance data from the end of the 2022 – 2023 year evidences that the attendance gap between disadvantaged pupils and their peers remained too wide. Attendance continues to be a priority and we are proactively working with all families, from Day 1, to support sustained attendance.

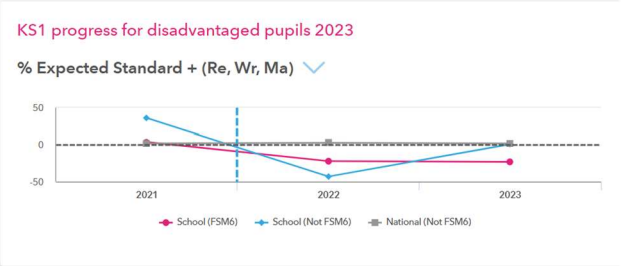
Outcomes from the end of the 2022 – 2023 academic year evidence that the disadvantaged gap at KS2 (5 children) for reading had diminished significantly, although fewer than anticipated achieved within maths and writing.





Significant progress was made within phonics, noticeably within Year 2 where all children secured their PSC (only 25% had achieved this in Year 1 during the previous academic year). Children benefitted from highly effective 1:1 tuition provided by a qualified teacher, using the recovery premium. This helped the attainment gap in reading at the end of Key Stage 1 (for our 3 children) match the outcomes at KS2, with all children achieving ARE. This picture was matched in maths.





However, just as at KS2, transcription skills (including encoding) remains a key focus with additional tutoring and trained support staff providing support from the start of the 2023 academic year.

There was demonstrable impact of the times table curriculum and progression with children well placed to access the Upper KS2 maths curriculum. Most children within Year 4 attained in line with their peers.

All Children in Year 4 (18)	Boys (10)	Girls (8)	PP (5)
Average MTC score NB: Mean average score at St. Giles for 2022: 17 vs national of 20.	21.9	21.7	19.8 (21.8)

Attendance within Breakfast Club grew, term by term, via targeted contact with familes. By the summer of 2022, 35% of pupil premium attended Breakfast Club for at least one session a week.

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation Education Limited
Rapid Writing	Pearson
Power Maths	Pearson
Little Wandle Letters and sounds revised • Keep Up • Catch Up	Little Wandle
Toe – by – Toe	Partners in Education
NESSY	Nessy Learning
Balanceability	Balanceability
Maths Whizz	Pearson

Service pupil premium funding

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**
Please note that this continues to not apply to our setting. We have not previously received, or are in receipt of, service pupil premium funding.
The impact of that spending on service pupil premium eligible pupils
Please note that this continues to not apply to our setting. We have not previously received, or are in receipt of, service pupil premium funding.