Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	Currently 29 children equating to 31.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	• Friday 17th February 2023 • Friday 14th July 2023
Statement authorised by	Mr. Ben O'Connell
Pupil premium lead	Mr. Dan Williams
Governor lead	Mr. John Bolton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£ 49,169**
Recovery premium funding allocation this academic year	**£ 145 Per Pupil = £4,930**
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	**£ 54,099**

Part A: Pupil premium strategy plan

Statement of intent

At St Giles Primary School we are committed to providing the best possible opportunities for our disadvantaged children to flourish both now and in the future.

At St Giles we want to make sure that all children to play a full and successful part in the academic and wider school community. Through targeting planned teaching, specific intervention and wider aspiration opportunities, our strategy is designed to meet our children's pastoral, social and academic needs within a loving, nurturing environment. We aim to ensure each child develops a love for learning and acquires the skills and abilities and aspirations to live a fulfilling life of skilled employment.

We aim to:
1. Foster a passion for lifelong learning in all Pupil Premium students by encouraging them to participate in the academic and wider curriculum to the same extent as their peers.
2. Ensure that all Pupil Premium students achieve and to reduce the attainment gap between disadvantaged pupils and their peers.
3. To raise attainment for all pupils to close the gap created by the COVID-19 school closures, particularly within our younger children who have been most affected by the closure of schools. This picture matches the published research and evidence from the Education Endowment Foundation (May 2022).
4. Nurture our Pupil Premium students by supporting their SEMH needs so that the barriers that they may face e.g. poor attendance, lack of social capital, lack of involvement in the wider school are removed.

To achieve these objectives our school is adopting 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.

Challenge number	Detail of challenge
1	Improve and sustain strong attendance and punctuality.
2	Improve progress in early oracy, reading, writing and phonics.
3	Reduce the attainment gap in maths.
4	Ensure all those eligible benefit from our high quality Breakfast and after school club.

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
Improved attainment in oracy & spoken language.	✓ Language Screener used to identify children with additional need ✓ Effective and consistent delivery of NELI by trained staff. ✓ 90% achieving ARE in C& L by the end of EY
Improved fluency (and therefore attainment) in oracy, phonics and reading via effective and consistent use of a carefully chosen SSP (Little Wandle Phonics).	✓ All children on track to achieve ARE (reviewed termly). ✓ Those who are at risk of falling behind receive daily catch up ✓ At least 80% achieve PSC in Y1 ✓ All children in Year 2 catch up so all children are well placed to access Key Stage 2
Improved transcription and composition knowledge and skills so that all children are ready to access the demands of the next stage in learning.	✓ New curriculum is effectively and consistently implemented by well trained staff. ✓ Majority of all children work at ARE ✓ Introduce and embed the use of NESSY to further support children's transcription skills.
Improved attainment in Maths.	✓ New curriculum scheme is effectively and consistently implemented by well trained staff. ✓ New approach to MTC enables all children to achieve in line with national (19.8/25) ✓ 90% achieving ARE in Maths at EOY and mid-year assessments
Improved attendance shown during daily monitoring, weekly and termly attendance reviews.	✓ Attendance improves rapidly for children on watch list at risk of absence ✓ 95%+ attendance rates for disadvantaged pupils in line or above non PP peers ✓ Punctuality shows improvement and 95+% of PP children are at school on time. ✓ PP family engagement improved with HoS able to make weekly contact with families. ✓ Attendance inline with National

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: £10,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received high quality training in the delivery of phonics program – Little Wandle so all children benefit from highly effective education. DfE validated Systematic Synthetic Phonics programme	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 Staff questionnaire showed that staff have a reduced confidence in the delivery of phonics sessions and were under confident in the 7 principles of phonics teaching. Training provided October 4th and 5th 2022 had a positive and immediate impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics%20and%20reading	Challenge 2
Ensure all teaching staff are prioritising disadvantaged pupils when establishing guided reading and 1:1 reading provision to ensure greater time and support is given to ensure children maintain attainment and make rapid progress	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 coordinated effort across the curriculum and a combination of approaches but that reading comprehension has a high impact on attainment and progress	Challenge 2

	education-evidence/teaching-learning-toolkit/reading-comprehension-strategie	
Release time for English and Maths lead to work with Trust and subject leads across the partnership.	Staff working across the partnership have time to collectively develop stronger working practice and teaching principles to deliver training and feedback to all staff in school	Challenge 2 & 3
Ensuring all staff use evidence-based teaching approaches and interventions: direct instruction, deliberate practice and assessment for learning (based upon Rosenshine's principles of effective teaching)	Evidence from EEF suggests that the mastery learning approach can particularly benefit low attaining pupils who benefit from spending longer on a concept before moving on Mastery learning appears to be a promising strategy for narrowing the attainment gap. Lower attaining pupils may gain one or two more months of additional progress from this strategy than higher attaining students	Challenge 2 & 3
Writing training for all staff and continued focus on planning and teaching writing in school and purposeful feedback at the point of writing or the following day with specific and clear next steps.	Internal data shows that disadvantaged children continue to leave Year 2 with low writing skills and poor vocabulary compared with reading and phonics.	Challenge 2
Use of high quality texts further supports teaching of reading. Use of high quality texts linked to phonics ability support and ensure progress and attainment in phonics esp. at KS2 if children have not passed screening check Children are exposed	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 coordinated effort across the curriculum and a combination of approaches but that reading comprehension has a high impact on attainment and progress as well additional phonics tutoring.	Challenge 2

to high quality text daily.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics%20and%20reading By sharing high quality texts we are able to ensure that all children are exposed to carefully chosen reading material.	
Embed a revised writing curriculum, which identifies small, progressive steps in transcription and composition. Ensure all staff can deliver effectively so all children are learning appropriate next steps	Ofsted's research review on the teaching of English (published 15th July 2022) states that: · Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing. · Carefully chosen dictation activities enable pupils to practice and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.	Challenge : 2
Develop appropriate and effective feedback and marking so teachers can provide effective feedback to support progress	The EEF evidence on feedback states that, '*Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*'	Challenge 2 and 3
Ensuring staff use evidence-based whole-class teaching approaches and interventions – ensuring use of MARK assessment data and evidence gleaned from AFL to set next step targets in maths and ensure children have no gaps in understanding	Internal data shows attainment in reading, writing and maths for our disadvantaged pupils is lower compared to their non-PP peers. Evidence from EEF on the impact of mastery learning suggests that the mastery learning approach can benefit pupils particularly low attaining pupils who benefit from spending longer on a concept before moving on. If conducted appropriately (i.e. ensuring children are successful with at least 80% - 90% of learning), then the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Teachers need to plan carefully for how to manage the time of pupils who make progress more	Challenge 2 and 3

	quickly Assess for success EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Support for Maths Clubs after school and maths teaching through modelling and team teaching. X2 TA Release time for Maths leader time to embed key elements of guidance in school and to access Maths Hub and DDAT training CPD (including Teaching for Mastery training).	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	Challenge 2

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

Budgeted cost: **£ 31,213**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in maths using pre and post teaching linked to in-class teaching and allowing for readiness to learn skills, making use of school tutoring	Evidence shows the need for school maths-leaders to work together and model teaching, support learning of small groups and teachers to best plan for, teach and assess maths for all groups of pupils including greater focus on disadvantaged pupils in order to rapidly improve progress and attainment and reduce barriers to learning. EEF Guidance Report in Maths KS2 EEF – One to one tuition EEF – Small group intervention	Challenge 3
All relevant staff have received training to deliver intervention materials such as: balanceability, phonics, quality guided reading, Rapid Writing, Rapid Maths, and NELI.	Phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions	Challenge 2 & 3

	EEF findings indicate that, on average, reading comprehension approaches appear to be more effective for upper primary for both short-term and long-term impact. However, supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comprehension For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target. EEF Toolkit: Closing the Gap using Phonics Interventions	
Buy and embed use of Rapid Writing across all year groups from Year 1 -Year 5 to improve progress and attainment in writing.	The EEF research on the impact of phonics states that ' *Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.*'	Challenge 2

	EEF Toolkit: Closing the Gap using Phonics Interventions	
Guided Reading interventions led across Key Stage 2 starting with use of phonics linked books at Year 3 to support those children who have not secured automaticity in phonetic decoding.	EEF findings indicate that, on average, reading comprehension approaches appear to be more effective for upper primary for both short-term and long-term impact. However, supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. Reading deepens vocabulary and enhances writing EEF Teaching Assistant interventions For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.	Challenge 2
Embed use of Little Wandle to ensure all children keep up: 15 minutes daily, every day, for 190 days: £4,569	The EEF research on the impact of phonics states that ‘ Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’	Challenge 1,2

One-to-one and small group tutoring program for disadvantaged children to rapidly close gaps in attainment and progress in phonics using Little Wandle Keep and Catch Up materials. 2 x 6 hour sessions led by experienced and highly effective phonics and reading teacher. This initially is focused on KS1 and children in Year 3. 3.30-4.30pm for 15 hours in small groups with the child's class teacher (Y6)	The EEF research on small group tuition states that when targeted effectively it '*has an average impact of four months' additional progress over the course of a year*'. EEF –KS1 and KS2 Guidance Report Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of phonics. Moreover this is with the class teacher who knows the child the best • Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; b. training, support and resources are provided for staff using targeted activities; c. sessions are brief and regular; and d. explicit connections are made between targeted support and everyday activities or teaching.	Challenge 2 & 3

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

Budgeted cost: **£ 12,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishment of high quality Wrap-Around Provision before and after-school through Breakfast Club at KS1 and KS2 and afterschool club including a Maths Club offered free of charge to disadvantaged pupils	PP children are more likely to be later or absent in St Giles in relation to their peers. This will then widen the gap between pupil premium and non pupil premium children. 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, 2, 3, 4
Attendance: daily attendance check undertaken by School Business Officer and Head of School of at least one hour a day.	The rapid evidence assessment undertaken by the EEF (published in March 2022) concluded that 'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective'.	1,2,3,4 challenge

Opportunity to take part in cultural experiences including: • Wider Opportunities provided by Derbyshire Music Partnership; • Young Voices, • Pantomime and • school trips including pantomimes.	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, 2, 3 & 4

Wellbeing: embedding a highly effective programme of SEMH support. This includes: • ELSA 1:1 • Nurture (small group sessions provided 2 x afternoons a week by a trained member of staff) • School agreed approach to SEMH. This will be developed by a lead member of staff completing the Dfe funded SEMH Lead course.	The EEF summary on the impact of social and emotional learning support (July 2021) states that '*Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year*'. We recognise the caution 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 3, 4

Total budgeted cost: £ *54,099*

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 2021 to 2022 academic year.

We have tracked the performance of our school's disadvantaged pupils during the 2021/2022 academic year using performance data (including Early Years, PSC attainment, KS1 outcomes, MTC and KS2). In addition, we have also considered the outcomes of our own summative assessments.

Data suggests that the attendance and attainment of those disadvantaged pupils was either inline or below their peers. The gap was widest in reading and maths. Closing the gap in oracy, reading and writing and ensuring strong phonetic understanding is a key focus for this year.

Additionally, ensuring children have a solid foundation and understanding of multiplications is a key area the school is working on.

Analysis suggests that the reason for this is still primarily through the impact of lockdown and the loss of high quality teaching and learning while children were at home, especially in KS1. This is in addition to families who struggle to support their children at home and have lower aspirations. Children are still demonstrating they have a reduced readiness for school, lack of engagement with homework and home reading. This gap will only continue to widen, therefore we aim to give children a strong footing onto a springboard to launch them into readiness for secondary school.

Attendance still is a focus which disadvantaged pupils attendance, on average, is significantly lower than their peers. These families continue to be on out watch list and are offered breakfast with a book as a way to encourage these children into school.

Many of the challenges that were identified in the 2021/22 Pupil Premium Strategy are being addressed, but not necessarily by the means that were planned at the time. The school has now formed a partnership with other local schools to improve efficiency and share expertise. A permanent head of school and an executive head teacher have been appointed and the teaching team has been strengthened. These measures should lead to improved outcomes for all pupils during 2022/23 and beyond.

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

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