

St Giles CE Infants School VA Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	59
Proportion (%) of pupil premium eligible pupils	7 (11.8%)
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)	2024 -2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs M Atkins
Pupil premium lead	Mrs M Atkins
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 10,360

Part A: Pupil premium strategy plan

Statement of intent

Our aim at St Giles is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Reading –a proportion of PP children with SEND score below non-Pupil Premium children in the Year 1 Phonics screening check

2	Writing – a proportion of PP children with SEND score below non-Pupil Premium at the end of KS1 Writing assessment
3	Maths – a proportion of PP children with SEND score below non-Pupil Premium children in understanding of maths vocabulary, fluency and problem solving and reasoning
4	Emotional well-being – some Pupil Premium children need emotional support so that they can access learning within the classroom
5	Speech and Language – some Pupil Premium children’s early language skills can be behind their peers.
6	Cost of living impacting on families from a financial perspective

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
Strengthen oral language skills	Children make rapid progress in their acquisition of language skills so that by the end of KS1 they have caught up with their peers in speech and language and reading
Reading – Pupil Premium children make expected or better progress alongside their peers	Pupil Premium children make rapid progress in their reading (including phonics) so that they reach expected standard at the end of Year 2
Writing – Pupil Premium make expected or better progress alongside their peers	Pupil Premium children make rapid progress in their writing so that they reach the expected standard at the end of Year 2
Maths – Pupil Premium children make expected or better progress alongside their peers	Pupils eligible for Pupil Premium grant reach the expected standard at the end of Year 2. Pupil Premium children make the same or greater progress than non-Pupil Premium children across KS1.
Emotional well being – Pupil Premium children are resilient in their learning	Pupil Premium children show resilience in all curriculum areas. They are ‘ready for learning’ and embrace learning positively and enthusiastically.
Financial support provided for trips, visits, and additional learning resources	All Pupil Premium children are able to attend all trips and visits. Pupil Premium children have access to additional learning resources, which enables parents to support at home.

	This in turn impacts on attainment and progress.
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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: 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £5,287.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted intervention with phonics and reading to ensure that there is rapid catch up Employment of qualified teacher to provide interventions 3 times a week	EEF research demonstrates that those that do not master the foundations of reading go on to struggle with essential tasks of life https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading	1

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

Budgeted cost: £ 4,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Thrive Practitioner to provide emotional and social interventions which improve outcomes and attendance.</p> <p>£1,078.70</p>	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,3,4,5,6</p>
<p>Provide school lunches</p> <p>£3364.90</p>	<p>Evidence shows that a hot, healthy meal in the middle of the day supports good learning behaviours and learning.</p> <p>https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</p>	<p>1,2,3,4,5,6</p>
<p>Contingency fund To subsidise school trips to improve wider opportunities for all.</p> <p>Provide uniform for individuals when needed £500</p>	<p>Wider curriculum opportunities enhance language acquisition and embed curriculum learning into long term memory</p> <p>Uniform creates a sense of belonging, vital for mental health</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £ 10,229

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023 2024, disadvantaged children with no SEND performed as well or better than non disadvantaged pupils

	<i>PPG no SEND</i>	<i>Non PPG no SEND</i>
<i>GLD</i>	<i>100%</i>	<i>90%</i>
<i>Y1 Phonics</i>	<i>100%</i>	<i>94.1%</i>

	<i>PPG</i>	<i>Non PPG</i>
<i>GLD</i>	<i>66.7%</i>	<i>81.8%</i>
<i>Y1 Phonics</i>	<i>75%</i>	<i>85%</i>

The gap remains as previous years. It is to be noted that the Reception Class had 13 children in the cohort which makes each child 7.6%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.