

# Pupil premium strategy statement for 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium for the this 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 (A) Infant School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	September 2021- July 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Angus
Pupil premium lead	Nicola Angus
Governor lead	Daniel Beck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,520
Recovery premium funding allocation this academic year	£ 900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£15,420

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of identified pupils of all abilities and to close the gaps between them and their peers.

At St Giles' C of E (A) Infant School, we welcome all families, irrespective of faith, belief or background. We pride ourselves on our strong, supportive ethos and culture at our school and strive to build positive relationships with all families. We ensure that all children receive access to Quality First Teaching and we ensure that we offer a range of in house and external continuing professional Every child receives a broad and balanced approach to their learning and development all children have opportunities to access clubs and our wider curriculum offer. Interventions are bespoke and are matched to pupil needs, which are identified through pupil progress meetings and ongoing assessment opportunities.

Each child in receipt of Pupil Premium has their own one page profile identifying their learning needs, aspirations and how we can support them in school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at St Giles' C of E (A) Infant School:

Challenge number	Detail of challenge
1	Reading –some PP children score below non Pupil Premium children at the end of KS1 Reading scores and in the Year 1 Phonics screening check
2	Writing – some Pupil Premium children score below non Pupil Premium children at the end of KS1 Writing assessment
3	Maths – some Pupil Premium 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

7	National studies show that COVID-19 had a greater impact on disadvantaged pupil's education and well-being.
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## 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. They 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.

## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – training opportunities for teachers and teaching assistants.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them – Educational Endowment Foundation	Challenges 1-6
A uniform and consistent approach to the teaching of early reading including the implementation of a new nationally validated phonics scheme with fully decodable books. Associated training needs.	Consistent approaches to a synthetic, systematic programme allow for greater progress – according to the Educational Endowment Foundation, approximately 5 months is added. It will also improve outcomes at the end of Key Stage 1 and Key Stage 2.	Challenge 2
Effective support and challenge through teaching assistant deployment and training.	Education Endowment Foundation: Working with teaching assistants can lead to improvements in pupils' attitudes...when TAs are used in a focused way – to deliver structured, high quality support to small groups or individual children – pupils make an additional two to four month's progress.	Challenges 1-6
A uniform and consistent approach to the teaching of Mathematics	Education Endowment Foundation: Using an approach or programme that is evidence based and has been independently evaluated is a good starting point.	Challenge 4

including associated training needs.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention	Education Endowment Foundation: Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	Challenge 5
Maths small group interventions – pre teach sessions using White Rose and mastery approach	Education Endowment Foundation: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	Challenge 4
'Little Wandle' Keep up' programme	<p>Education Endowment Foundation: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning</p>	Challenge 2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive emotional well being support programme	EEF: work on social and emotional learning must be seen as connected with (rather than competing with) the wider priorities of the school. It should be viewed as lying at the core of effective teaching and learning, and integrated with the wider policies of the school – from pedagogy to parental engagement.	Challenges 4 and 6
Jigsaw PSHE programme		Challenges 4 and 6
Financial support for trips, visits , access to clubs and additional learning resources		Challenge 6

**Total budgeted cost: £41,000**

## Part B: Review of outcomes in the previous academic year – 2022 to 2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **End of Key stage 1 outcomes – July 2023**

100% of Pupil Premium children met the expected standard in Maths

100% of Pupil Premium children met the expected standard in Reading and Writing

100% of Pupil Premium children made above expected progress in Reading, Writing and Maths

#### **Year 1**

In Year 1 20% of Pupil Premium children met the expected standard in Reading, Writing and Maths. Where PP pupils did not meet the standard, 40% were just below in Reading and Maths, with 40% below standard. In Writing, 80% were below standard.

60% of PP pupils made at least expected progress in Reading, Writing and Maths.

#### **Early Years Foundation Stage**

25% of Pupil Premium children reached a good level of development.

100% of PP pupils in EYFS made at least expected progress in all areas of learning.

#### **Impact of Thrive emotional well being programme for PP children:**

- Improved engagement with learning
- Improved attendance and punctuality
- Improved relationships with peers during unstructured times such as playtime

## 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*

<b>Programme</b>	<b>Provider</b>
<b>No additional purchases made during 2022 to 2023</b>	

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A