

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	102
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022
Date this statement was published	21 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ben Twelves
Pupil premium lead	Ben Twelves
Governor / Trustee lead	Penny Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,403
Recovery premium funding allocation this academic year	£2,122
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	£48,515

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demography and School Context

- St Giles CE Primary School is a small primary school with 102 pupils on roll. It became an academy under Derby Diocesan Academy Trust in September 2015.
- Our school is a happy Church of England school with close links to St Giles Church. All members of staff work together as a team to provide the best opportunities for all our pupils.
- We pride ourselves on being a safe, caring, family oriented school where each child feels valued and the whole child is nurtured. We make the most of our wonderful environment by taking learning outdoors whenever the opportunity arises appealing to all learning styles.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To provide small group work focussed on overcoming gaps in learning
- Nurture groups to develop children's social and emotional skills so that they are more able to engage in academic lessons
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support from highly skilled staff
- Pay towards activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and thus enhance learning.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills.
2	Social and emotional needs that are barriers to learning.
3	Behavioural difficulties.
4	Chaotic family life and Social Care involvement.
5	Poor maths skills

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 Language Skills	Reading and Writing Assessment scores show a reduced difference between PP and non-PP children.
Children are confident and able to engage fully in all aspects of school life.	<p>Fewer incidents related to children being upset and struggling to engage due to emotional needs.</p> <p>Confident and happy children who enjoy all aspects of school life and fully engage.</p>

<p>Targeted academic support</p>	<p>Children identified in bottom 20% receive interventions to support and accelerate their learning.</p> <p>Gaps between these children and Age Related Expectations is reduced.</p>
<p>Children take part in a wide range of educational and social experience.</p>	<p>PP children have engaged in a wide range of extra-curricular activities and residential experiences.</p>
<p>Whole Class Teaching – Quality first teaching ensures that all children are supported and challenged well within the class.</p>	<p>All children achieve their targets (using FFT estimates) by making good progress.</p>

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject Specific Subject Leader training £1000</i>		1,2,3,4,5

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

Budgeted cost: £ 14,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual 1 to 1 academic support £9069 +£5850</i>	<p>1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</p> <p>4. When adopting behaviour interventions – whether targeted or</p>	1,2,3,4,5

	universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.	

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

Budgeted cost: £ 32,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group 2 afternoons each week Cost £2350	<p>1. 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1,2,3,4
One to One support and morning transition work £2925	<p>1. 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	1,2,3,4

	<p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>Targeted English and Maths Interventions Daily in all year groups. £26321</p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	1,5
<p>Financial support to for residential visits £500</p>		4
<p>Breakfast Club for identified children £500</p>		2,3,4

Total budgeted cost: £ 48,515