

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 on the Heath Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	13.5% PP 3.8% PP +
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2022 – April 2025
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Beci Smith
Pupil premium lead	Beci Smith
Governor / Trustee lead	Jenny Coombs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19715 PP £8420 PP+
Recovery premium funding allocation this academic year	£ 1075
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	£29210 N/A

Part A: Pupil premium strategy plan

Statement of intent

St Giles on the Heath Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

St Giles on the Heath Primary School is currently taking part in pupil premium audit to ensure that the best provision is being provided to our pupil premium children to ensure the greatest impact on their achievement and progress.

Our Principles:

- 1.To ensure that gaps in learning are identified early through appropriate assessments and observations.
- 2.In providing provision for disadvantaged children, we recognise that not all pupils who receive free school meals will be disadvantaged.
3. We ensure that teaching and learning opportunities meet the needs of all the pupils.
4. We ensure that the correct provision is made for pupils who belong to vulnerable groups to ensure that their needs are addressed.

Our Provision:

First-quality teaching including waves of intervention is our school's focus with a particular emphasis on areas in which disadvantaged pupils require the most support.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Additional teachers and teaching assistants provide 1:1 or small group work for children in receipt of pupil premium and they focus on overcoming gaps in learning.

At St Giles on the Heath Primary School, we believe that children not only benefit from individual/ small group attention but also from taking part in extra -curricular clubs and enrichment activities.

In previous years, the pupil premium has been used in the following ways:

1. Personalised support – maths, writing and reading in and out of the classroom.
2. After school clubs
3. School trips/visits

4. Residential in Class 3

5. Resources

6. Additional hours for T.As and teachers.

Attainment and Progress Pupil Premium Children

Due to being a small village school of 103 children, our year groups are very small. There is only a small number of Pupil Premium children in each year group therefore data cannot be included due to protect the individual children's identities. Where to find more information? Please refer to our Pupil Premium Strategy Plan 2022-2025 for more detail. This can be found on a school website.

<http://www.stgilesheathprimary.co.uk/pupil-premium/>

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Needs (SCLN) Assessments have indicated limited vocabulary and speech and language skills amongst many children, especially those who are disadvantaged.
2	Social and Emotional Needs Observations and pupil voice have indicated that there are difficulties with children's social and emotional needs, especially as a result of the pandemic and two lockdowns.
3	Gaps in reading, writing, maths and phonics Assessments have identified gaps in learning in reading, writing, maths and phonics in all year groups, especially those who are disadvantaged.
4	Access to extra - curricular opportunities Providing further opportunities for all children, especially those who are disadvantaged. The pandemic has limited the number of extra -curricular activities that children have been able to access.

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
<ol style="list-style-type: none"> 1. Children are assessed for speech, language and communication needs (SCLN) early. 2. Children are provided with first quality SCLN teaching and Universal/Targeted Provision 3. All identified Reception children are provided with NELI intervention where needed. 	<p>To integrate the use of the Babcock SCLN Team’s language screening check for all children in Reception on – entry to identify anyone who is need of intervention. To track throughout the school.</p> <p>To use the Babcock SCLN screening check on all children who receive Pupil Premium to ensure intervention is provided appropriately.</p> <p>To make sure children are referred to speech and language early.</p> <p>All staff to have attended all SCLN inset</p> <p>Staff questionnaires before and after input indicate a greater knowledge and understanding of SCLN.</p> <p>Learning Walk with SCLN adviser before and after input shows a greater knowledge and understanding.</p> <p>Reception Nell data before and after input indicates progress.</p>
<p>To improve social and emotional skills in all children, with particular attention to those in receipt of Pupil Premium, with the hope of improved outcomes at school and in later life, particularly in relation to physical and mental health, school readiness and academic achievement.</p>	<p>EEF Audit tool completed</p> <p>Staff inset</p> <p>EEF Guidance and summary of recommendations</p> <p>Looking at the whole school curriculum and at embedding SEL within all subjects where appropriate Links between SCARF and SEL are made and highlighted.</p> <p>Discrete 10 - minute sessions taught on emotions and vocabulary from pre-school through to year 6.</p> <p>Pupil Voice interviews and questions indicate that children have a better understanding of</p>

	<p>the social and emotional learning behaviours.</p> <p>Observations at break time and lunchtime show that children have improved self - awareness and self –management when upset.</p> <p>Professional Dialogue with Teachers, Teaching Assistants and MTA’s in terms of incidents and how children have responded. Has there been a change?</p>
Reading, Writing, Maths and Phonics	<p>Greater progress made from starting points for all children, particularly for children who are disadvantaged.</p> <p>The gap between national and school is narrowed.</p> <p>The gap between national PP and School PP is narrowed.</p> <p>R,W Inc Phonics scores continue to show a 3 year up trend and remain in the 80 percentile.</p>
All children, in particular disadvantaged children have access to a wide range of extra- curricular activities to provide them with the cultural capital to succeed at school and in life.	<p>Collapsed Curriculum Days</p> <p>Invites to attend extra- curricular clubs</p> <p>Pupil Premium Forest School Club</p> <p>Free Breakfast and After School Club to ensure that they have a good breakfast before starting school</p> <p>Free school trips/residentials</p>

Activity in this financial year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Our school has decided to plan across the financial year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10165

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Babcock Speech, Language and Communication training 3x sessions with all staff	The SCLN team are advisers and experts in their field. Many schools who have used the strategies for Universal Provision suggested have made considerable progress.	1
Continue to improve social and emotional skills in school to the point where children are more regulated and readier to learn	<p>See fourth area of the school improvement plan.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2
<p>To continue to purchase standardised diagnostic assessments so that gaps in learning can be quickly identified and addressed by teachers.</p> <p>Training for teachers to ensure that tests are administered and interpreted correctly.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p> <p>Diagnostic tests are one way to identify children's strengths and areas for development to help ensure that they receive the right support and intervention in a timely manner.</p>	3
To continue to support the development of Early Phonics and Reading across Red Robins, Reception, KS1 and year 3 through the purchasing of the Read, Write Inc Portal (includes further training to enhance skills)	<p>There is strong evidence that Early Phonics has a positive impact on reading.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663560/28933_ofsted_-_early_years_curriculum_report_-_accessible.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 & 3

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

Budgeted cost: £ 14,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide opportunities for the class teacher to work with disadvantaged children either 1:1 or within small groups</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The Education Endowment Foundation have carried out immense research and found that 1:1 tuition could have a potential impact of 5+ months and small group intuition 4+ months.</p>	<p>3</p>
<p>Specific 1:1 support over a longer period of time for children who are disadvantaged but also SEND</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2 and 3</p>
<p>To provide appropriate wave three interventions on either a small group basis or 1:1</p> <p>Examples:</p> <p>Neli</p> <p>Handwriting</p> <p>Fun fit</p> <p>Reading Comprehension</p> <p>Read, Write Inc Phonics tutoring</p> <p>Phonological awareness programme</p> <p>Self Esteem and Mental Health group</p>	<p>Targeted provision can help those who have specific gaps in their learning or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Neli – positive impact of 4+ months</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics#:~:text=The%20project%20found%20a%20positive,and%20fluently%20from%20Rec%20onwards.</p> <p>R,W Inc : Positive impact of 3+ months</p>	<p>1 & 3</p>

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

Budgeted cost: £ 4916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sunrise and sunset clubs are free of charge	<p>All pupils sit down with friends and have a healthy breakfast.</p> <p>Members of staff check in with individuals to make sure that they are okay and ready for the day.</p> <p>Attending Sunrise Club with often help with attendance, routine and behaviour.</p> <p>Both Sunrise and Sunset Clubs also allow parents to work.</p>	4
1:1 or small group sessions to support improvements in self-esteem, counselling and mindfulness to re-regulate the body and mind ready for learning.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 3 and 4
Providing opportunities to develop cultural capital e.g. collapsed curriculum days, Forest School, visitors into school, science week	<p>https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie</p>	4
Break time and Lunch Time Support – due to the pandemic, children have found it harder to socialise and be tolerant of each other.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2

Total budgeted cost: £ 29210

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 2020 to 2021 academic year.

From our assessments and observations, the pandemic has greatly impacted on not only children's academic progress and attainment but also on their social skill and behaviour development.

Therefore, much of our pupil premium funding is being used to support 1:1, small group interventions and also developing staff knowledge and understanding to address the many difficulties children are showing in terms of their social and behavioural development as stated in this pupil premium statement.

The school, like many other schools did not take part in National Testing. However, at St Giles on the Heath, the children undertook NFER standardised tests on their return to school in March 2021 to act as a post lockdown baseline.

NFER standardised tests continue to be used each term to track children's progress and the data is monitored using I TRACK.

SUMMER NFER DATA 2021

Percentage of children with a standardised score of 100 or above

NB: There are small numbers of children in each year group in receipt of Pupil Premium and Pupil Premium Plus

Year 1

	Reading	Maths
% of Pupil Premium	0	33%
% of Not Pupil Premium	17%	33%

Year 2

	Reading	Maths
% of Pupil Premium	0	50%
% of Not Pupil Premium	67%	64%

Year 3

	Reading	Maths
% of Pupil Premium	33%	0
% of Not Pupil Premium	91.6%	75%

Year 4

	Reading	Maths
% of Pupil Premium	100%	50%
% of Not Pupil Premium	84.6%	69%

Year 5

	Reading	Maths
% of Pupil Premium	50%	50%
% of Not Pupil Premium	73%	73%

Year 6

	Reading	Maths
% of Pupil Premium	100%	75%
% of Not Pupil Premium	71%	57%

Evaluation of last year's Pupil Premium Success Criteria:

Target	Met?
SPEECH AND LANGUAGE - A	
New programme called Early sound Play written by Speech and Language Therapists. Used as a regular programme and at least once per week in Red Robins and Reception. Those children who struggle with speech in Year 1 and 2 currently have access to these materials via 1:1 or small group work with a Teaching Assistant.	MET
The school has invested in a Language Development Programme which is taught for 10 minutes 4 x per week in Red Robins and Reception. This has been purchased through Clickety Books and been written by speech and language therapists.	MET
Our Reception staff and the literacy leader have undertaken training in the Nuffield Early Language training programme as part of the catch up provision provided by the Government. (NELI)	MET
All Reception children are assessed and any gaps in language knowledge are addressed via well planned interventions.	MET
The school has embedded Read, Write Inc. Phonics throughout pre-school, Reception, Key stage 1 and year 3 intervention.	MET
Literacy lead has attended vocabulary project and will disseminate 6 CPD sessions to staff.	MET
SCLN training provided by the Communication and Language Team at Babcock in the autumn term completed. 2 Modules and a review/audit. All staff to receive training.	THIS WAS POSTPONED TO SPRING TERM 2022 DUE TO COVID INFECTION RATE BEING HIGH
SOCIAL AND EMOTIONAL AND HOME LIFE FACTORS - PARENTAL AND PUPIL ENGAGEMENT -B	
Attendance is tracked and conversations are had with parents of children with poor attendance. • Letter to ask parents when the best time to attend meetings/workshops • Personalise invites to Parents • Personal conversation with target group of parents • Crèche provided to enable to attend workshop • Feedback from parents attended • Arrange workshops with children and parents present so that it takes the onus of them.	ATTENDANCE HAS BEEN TRACKED. DIFFICULTY IN MEETING THIS TARGET DUE TO COVID AND PUBLIC HEALTH GUIDANCE FOR ANY CHILD AT ALL UNWELL SHOULD STAY AT HOME. WORKSHOPS HAVE RESTARTED AND THERE HAVE BEEN TWO: 1. YEAR 6 SAT'S PRESENTATION 2. CLASS 3 RESIDENTIAL TALK
Pre – Teaching sessions with PP children to enable them to access the curriculum within the classroom e.g. looking at equipment that will be used, talking through pre – requisite	MET

<p>skills etc. Observations show PP children are being identified to be an expert within the classroom to help raise their kudos within the classroom and amongst their peers. Boxall Profile is used to identify children at risk from underperforming due to social and emotional needs.</p>	
<p>Social and emotional and home life factors - Parental and Pupil Engagement – C/D</p>	
<p>A revised curriculum in light of the new Ofsted Framework is created. Knowledge organisers are created for each subject and each term. Collapsed Curriculum days are trialled where teachers teach their specialism based on a current topic e.g. The Olympic Games Summer 2021. Reading and Vocabulary workshop is written and run for parents.</p>	<p>SCHOOL CURRICULUM HAS BEEN REVISED</p> <p>KNOWLEDGE ORGANISERS ARE BEING USED IN HISTORY/GEOGRPAHY/ART/SCIENCE</p> <p>INTRODUCTION OF ROAD MAPS SO THAT ALL CHILDREN KNOW THE JOURNEY THAT THEY ARE TAKING AND HOW THINGS JOIN TOGETHER</p> <p>COLLAPSED CURRICULUM DAYS COULD NOT HAPPEN UNTIL NOW.</p> <p>COLLAPSED CURRICULUM DAY BEING ORGANISED FOR THE SUMMER TERM</p> <p>SUCCESSFUL SCIENCE WEEK – INCLUSIVE</p> <p>READING AND VOCABULARY WORKSHOPS TO BE RUN IN THE AUTUMN TERM 2022.</p>

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
Speech link/Infant Link/Language Link	Speech Link
Visual Stress Assessment	https://www.crossboweducation.com/visual-stress-assessment-pack
White Rose	https://whiterosemaths.com/
ITRACK	https://awl.itrackprimary.co.uk/login.cfm
No Nonsense Literacy	https://www.nononsenseliteracy.co.uk/#/
Word Shark	https://www.wordshark.co.uk/wordshark/parents/for-dyslexia/

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