# St Gile St George Academy logoSt Giles’ and St George’s Academy Pupil Premium Strategy Statement

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Giles’ and St George’s CofE Academy |
| Number of pupils in school | 314 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/25-2027/28 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed next | December 2025 |
| Statement authorised by | C Pointon, Headteacher |
| Pupil premium lead | H Booth, SLT |
| Governor / Trustee lead | Sue Taylor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £153,920 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £153,920 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Being a Church of England school, we are driven by our gospel values. We embed dignity, resilience, respect and hope to ensure all of our pupils, regardless of socio-economic background, achieve their full potential and make a positive contribution to society.  Our inclusive ethos is built around the gospel values that encourage all pupils to be actively involved in their own learning. We strive for all pupils to enjoy a high-quality learning experience through which their individual learning needs are met. The gospel values help to provide a safe and supportive environment where all pupils have high aspirations, thrive, both personally and academically, and succeed in being the best that they can be.  St Giles’ and St George’s C of E Academy offers a positive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   **KEY PRINCIPLES**   * We have high expectations for all pupil groups and individuals. We do not equate deprivation with low ability and expectations. * We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and that not all socially disadvantaged pupils attract pupil premium funding. We therefore focus on the needs and progress of all our pupils. * Reliable research, trialling and self-evaluation are used in order to allocate pupil premium funding to activities that are most likely to have an impact on the achievement of our pupils. * We ensure that the provision of additional support does not socially isolate pupils. Extra help is integrated into the teaching programme and it is likely that intervention groups will be a mix of pupils who are eligible for the pupil premium and those who are not. * Engagement with all parents is fundamental to promoting improved outcomes for our pupils * All pupils eligible for funding, including those who are working above ARE or those who demonstrate potential to work above ARE will access support to raise levels of progress, attainment, attendance, well-being and mental health and self-esteem and confidence. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The attendance of our pupil premium children as a group is 2.8% lower than that of non-pupil premium children. Persistent absence is 3.2% higher than that of non-pupil premium children. |
| 2 | The gap between PP and non-PP children attainment is wider in writing, compared to reading and maths. |
| 3 | 30% of our pupil premium children also fit into another vulnerable group, such as having an additional special educational need. |
| 4 | Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have, meaning that knowledge of the world and vocabulary acquisition is limited. |
| 5 | Poor parental engagement, especially with home reading and school support workshops. |

## 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.

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| Intended outcome | Success criteria |
| *1 – For attendance of our pupil premium children to be no lower than the attendance of their non-PP peers.* | * Attendance officer will promptly call who have an absent child without reason. * Attendance officer will monitor attendance and send warning letter when attendance gets below 97%. * Attendance officer will complete direct work with families and a comprehensive support plan with incentives and sanctions will be put in place for each family. * Fines given for unauthorised absences due to holidays within term time. * EWO notified when attendance gets below 90%. * Staff understand that attendance is everyone’s responsibility. Staff to monitor attendance and liaise with attendance officer. Staff to speak to parents in the first instance of a drop in attendance to offer support. * Links established with new local care home, who will enable the school to use their facilities as incentives and rewards for improved attendance/lateness. * Introduce ‘Little Heroes’ initiative with KS1, EYFS and as an intervention with KS2 children. * If a child’s attendance drops to 95%, begin to put support in place for child and family. * My Concern case opened once attendance reaches 90% |
| 2 – The attainment gap in writing between PP and non-PP children will be below the national gap of 20% in most year groups.  The majority of PP children will meet their accelerated flightpath targets in writing. | * Regular communication with English lead as to PP attainment, possible strategies. * English lead to relay writing PP data for feedback * Pupil progress meetings will highlight PP progress and identify specific catch-up interventions. * PP children prioritised for catch-up writing clubs. * All PP children will have an individualised support plan identifying areas of strength and areas for development with specific interventions, these are monitored for impact by class teachers and senior leaders each term. * Ready to progress curriculum adopted by all NC classes to close gaps and reinforce basic skills. * Re-evaluate teaching of writing and introduction and use of ‘How to teach writing’ from the ‘writing for pleasure’ centre. |
| 3 – Clear, timely communication between SENCO, PP lead, head teacher and class teachers will ensure that interventions are being completed and are having a positive impact on progress. | * All class staff with be aware of the PP children in their class and create a PP support plan outlining all measures taken in addition to high quality teaching to support the child. * Discussion with SLT termly with regards to PP data and strategy updates – including head teacher and SENCO measuring outcomes and impact. * PP lead to hold all staff to account to ensure impact of provisions for PP children. * PP lead to scrutinise Arbor termly with regards to behaviours and put in place action and support plans as required. * Liaise with attendance officer frequently with regards to attendance and lateness and families with specific needs. * SLT meeting time allocated in order to communicate between staff each week. * Staff meeting time termly to update and discuss disadvantaged plans on Edukey and the impact that provisions are having. * Monitoring of Edukey DA plans and PP children in class to ensure that provisions are having a positive impact on children and families. |
| 4 – A wide range of enrichment activities are planned for across year groups throughout the year. Pupil premium children will have access and support through costings to ensure that they do not miss out. | * PP children will have the same opportunities as non-PP children to extra-curricular and real-life experiences cost will be met by the school. * Raising aspiration opportunities will be actively sought and given to PP children. * Individual PP plans will highlight opportunities for curriculum enrichment for children (music lessons etc.) which will be funded by the school. * Curriculum enrichment lead to ensure equal opportunities for PP children and liaise with PP lead with regards to attendance of PP parents to events and inclusivity of events. * Staff to keep extra-curricular club registers to monitor uptake. PP children and parents to be individually invited to clubs * Staff to take into account of children’s aspirations and interests when completing Edukey conversations, ensuring that there are opportunities throughout the year for children to enhance their interests. * Staff to liaise with PP lead for support in ensuring these experiences occur. * Links established with new local care home, who will enable the school to use their facilities, widening the enrichment opportunities the school can offer. * Forest school opportunities, both in academic and extra-curricular time will ensure extra opportunities for wellbeing, SEMH, PP children’s interests to be pursued. |
| 5 – Parents are well equipped to support their children at home.  Progress in reading will improve due to home reading frequency increasing.  Parents feel like they are a part of the school family and feel welcomed into the school, thus improving our home school partnership. | * Well-publicised and attended workshops focusing on our approach to teaching maths, reading, writing, phonics and how parents can support. * Parents invited to termly shine mornings to work alongside their child in the classroom. * Manageable homework share events to promote efforts, via Teams, Facebook and in person. * Class charts/Class dojo to ensure effective and timely communication between teacher and parent. * Frequent Facebook posts promoting great exciting learning in all year groups. * PP parents receive personal invites to Pastoral Coffee and Catch-up sessions * PP lead to work with attendance officer to host coffee morning for PP parents and professionals in parenting and attendance to attend. * Parents feel involved in the school’s decision making and that their thoughts are valued. Parent voice to highlight views on homework and school offer. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *29,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Appointment of new Senior Leader to oversee PP strategy | The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement  EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’. |  |
| Staff meetings looking at the use of Edukey Provision Mapping tool | Building an ongoing holistic understanding of pupils and their needs  *EEF Special educational needs in mainstream schools* | 2 |
| The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD | Staff who feel skilled and confident leading an intervention will see better progress from the children.  We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.  Complement high quality teaching with carefully selected small-group and one to one interventions.  *EEF Special educational needs in mainstream schools*  *Small group tuition +4 months* | 3 |
| CPD for PP lead to ensure robust tracking systems are in place which are monitored and impact reviewed. | The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement |  |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.  Interleaving and questioning +7 Months  Assessment for learning / feedback + 6 Months | 2 |
| Regular assessments to identify underperforming students and to signpost interventions. | Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact | 2 |
| Pupil progress meetings led by PP lead and HT to provide developmental feedback, identify training needs and to share best practice. | DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’.  Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice. | 2 |

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

Budgeted cost: £ *90,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Catch up interventions will take place during the school day. | EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months  This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months. | 2 |
| Providing subject specific intervention sessions. E.g. In school & lunchtime sessions  Providing specific intervention programmes | Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.  In house assessment data suggests that targeted academic intervention of pupils has had a significant impact on attainment. This is supported by the EEF teaching and learning Toolkit (2021) which reports that small group tuition has an effect of +4 months | 2 |

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

Budgeted cost: £ *34,420*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide high quality pastoral care including mentoring and support of vulnerable students by ELSA’s via ‘The Hive’ | EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students  Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77. | 1, 3, 5 |
| Targeted attendance activities, including:   * Review and update attendance policy * Incorporate attendance into transition planning * Work with PP parents and students to identify specific barriers to attendance * Introduction of ‘Little Heroes’ attendance initiative.   Target support based on specific barriers | Research presented by organisations such as Welsh Assembly Government (2011) *&* Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student | 1 |
| Work with partners (DFE, BG etc) to provide laptops and ICT access for all students | Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic. | 2 |
| Increase Pupil Premium parental engagement   * Develop early online booking for PP parents * Where PP parents have not attended, encourage alternative contact via class teacher * PP parents to receive personal invites to events | Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx.10% gap)  EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress | 5 |
| Ensure that students can access full taught and extra curriculum  Take note of PP conversations based on interests when deciding clubs. Provide invites for PP children who this would benefit. | EEF’s tool kit reports +2 months benefit from both arts and sports participation | 4 |

**Total budgeted cost: £ 153,920**

# 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 2024 to 2025 academic year.

**Quality of teaching for all**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Achieve the best outcomes for PP eligible pupils in  **Reception Class** to ensure  the attainment gap closes and their complex needs supported. | Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.  Purchasing of an increased range of reading books and reading packs made for home support.  Promote additional outdoor learning opps to improve engagement and language/communication skills  Stoke Speaks Out - provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.  EYFS parent communication to support the early years development  Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support. SENCO to be made aware at earliest opportunity of children with potential additional needs.  AEN funding applications made where appropriate  15 DA Reception children with significant speech & language delay are targeted for support from Speech and Language team  All pupils targeted are EHCP or vulnerable in addition to being DA. |  |
| Ensure an increased number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above the age** related expectation | High quality CPD based on quality first teaching.  .  Purchasing of more on-line learning res  sources for home usage Feedback provided to promote next steps.  Reasoning promotes understanding and children are challenged up more swiftly.  Monitoring of targets by PP Lead to ensure that accelerated progress is being expected and targeted in pupil progress meetings. |  |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Improve the opportunities for phonic CPD.  Development of reading opportunities through the school, supported through the SDP.  Increase the opportunities for application of writing and across the curriculum and for pleasure. Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.  Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT |  |

**Targeted support**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above**  **the age** related expectation | Provide additional small group work/intervention for highest ability PP eligible pupils.  On line learning resources promote further learning opportunities. | = |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures ‘quality first’ teaching.  TA small groups – secure basic skills are embedded together with new learning. Implement some formal/non-formal interventions to support specific need.  Apply the strategies from the toolkits and make the reasonable adjustments  Introduction and adaptation of ‘How to teach writing’. |  |
| Access to the wide range of SEHM interventions both internally and externally, thus improving pupil’s  mental health well-being. | New Pastoral/Safeguarding Lead to overhaul the provision for SEMH children and line manage the work of the in school counsellor.  In school counsellor to support children with mental health needs  Mental health team to support families with availability online  Forest school to support mental health wellbeing  Create links with new care home to increase resource capacity.  Use of ‘The Hive’ provision with all staff knowing what is on offer and able to make referrals where they see the need. |  |

**Other Approaches**

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| **Desired outcome** | **Chosen action / approach** | | **Impact/Review** |
| Significantly close the attendance gap between PP and NPP pupils | Daily contact/monitoring Support clinics  Accessibility to support online, face to face and paper-based Target focus families for intense support  Increase face-to-face contact calls with families of concern  Attendance expectations and procedures reiterated to parents every year via Dojo. Expectations set on new to school ‘show arounds’ and in welcome packs.  Attendance officer to closely monitor attendance and begin interventions and support at 95%. Open a My Concern at 90%.  All teachers to be involved in helping to improve attendance of their pupils. | |  |
| Provide breakfast club  Provide for basic needs- clothes /equipment Support from Learning Support mentor  Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies |  | |
| Improve both parental and **pupil**  **engagement** and support for the parents of pupils eligible for PP | To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.  When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached  Increase the impact of the leadership roles for DA children to provide a sense of responsibility and raise self-esteem  Become more involved with community events, when safe to do so. |  | |
| Improve both **parental** and pupil **engagement** and support for the parents of pupils eligible for PP | Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.  Select parents for trip helps – don’t ask for volunteers. New email for parents to contact teachers  Parent engagement days – when safe to do so Refer to agencies for help –eg Home Start. |  | |

## 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*

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| Programme | Provider |
| Edukey | TES |
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# Further information

**References**

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| **DfE** | PPG allocations – how much money you will get and eligibility | <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-academies-and-free-schools> |
| **DfE** | Using Pupil Premium: guidance for school leaders  How school leaders can use their pupil premium funding effectively, complete their strategy statement and information about pupil premium payments. | <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template> |
| **Derby Research School** | Marc Rowland – Pupil Premium Strategy Planning - recording of whole seminar | <https://drive.google.com/file/d/1ySQ1xqmNh5m5gJ1_IpBVO46q3dKyK2gP/view> |
| **DfE** | Recovery Premium Funding | <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding> |
| **EEF** | School Improvement Planning | <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning> |
| **EEF** | Putting Evidence to Work – a School’s Guide to Implementation | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> |
| **EEF** | Teaching and Learning Toolkit | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> |
| **EEF** | Using your pupil premium funding effectively | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> |
| **EEF** | How to compare your data to other similar schools | <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/?fbclid=IwAR2YpVxXYfYCZxRQp-prkwsxD1i2N8Y2GBtaxmrD0M8JqCtG8hIRbwbqhu8> |
| **The Key** | Pupil Premium: How to spend it wisely | <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/pupil-premium-how-spend-it-wisely/> |
| **Book:** | Addressing Educational Disadvantage. The Essex Way.  Marc Rowland | <https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=sr_1_1?crid=1EWXOS6J2EHQ3&dchild=1&keywords=addressing+educational+disadvantage+the+essex+way&qid=1635602633&sprefix=addressing+edu%2Caps%2C169&sr=8-1> |