



2021/22 Pupil premium strategy statement

St Giles' C.E. Primary School is an established and successful primary school, serving a rich and diverse community. The school has a very distinctive Christian ethos and is inclusive of all faiths, religions and ethnicity. Pupil mobility is less than the national average and the indication of deprivation is above the national average. The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

- We ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision including academic support is made to meet their needs.
- 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 will be in receipt of free school meals.

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 C.E. Primary
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	36% (154)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October,2021
Date on which it will be reviewed	October,2022
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	Mrs H Mavi
Governor / Trustee lead	Mrs D Coughlan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173, 505
Recovery premium funding allocation this academic year	£10, 106
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	£183, 611

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Giles C.E. we are aiming for specific outcomes for Pupil Premium Funding:

- Improving attendance to ensure PPG is in line with Non-PPG.
- Improving language and communication skills from Early Years to Year 6.
- High quality individual support through the schools' local offer and professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.
- Closing the attainment gap in reading, writing and mathematics between PPG pupils and others in the school. Research strategies include Metacognition Pedagogy strategies throughout school.
- Closing the attainment gap in reading, writing and mathematics between the school's PPG pupils and all pupils nationally.
- Increasing the engagement of parents with their children's education and with the school.
- Supporting parents to access services to enable them to better meet their child's needs.
- To ensure pupil's mental health and wellbeing are met through research based Speech and Language Programmes and Pragmatics groups , Academic Resilience approach.(Young Minds NFS)

Having stated our Intent, key challenges and intended outcomes, we have invested in a range of actions and interventions to ensure our PPG provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to various research projects, an example being the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.(**Source: Education Endowment Foundation – Evidence summaries**)

Our various provisions for PPG children fall into one or more of the following categories:

- **Metacognition and Self-Regulation:** Impact = +8 months *eg KS1 & KS2 Catch Up Hour*
- **Reading Comprehension Strategies:** Impact = +6 months *eg 'On Track English' Reading Intervention & 'Cracking Comprehension Rising Stars' multisensory approach and FFT lightning Squad.*
- **Collaborative Learning:** Impact = +5 months *e.g. Legotherapy - Kidz Klub*
- **One-to-One Tuition:** Impact = +5 months *e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Targeted Provision (SEND) Academic Mentor (Ranstead)*
- **Oral Language Interventions:** Impact = +5 months *e.g. Time to Talk*

- **Phonics:** Impact = +4 months *e.g. Phonics Booster (1:1/Small Group Tutoring)*
- **Small Group Tuition:** Impact = +4 months *e.g. Mathematics Support*
- **Digital Technology:** Impact = +4 months *e.g. TT Rockstars, Education City, Purple Mash, Serial Mash*
- **Sports Participation:** Impact = +2 months *(A comprehensive sports programme in school throughout the day ensuring all access quality coaching, including opportunities to access free HAF funded sports during the holidays based at St Giles CE Primary.*
- **Outdoor Adventure Learning:** Impact = +4 months *e.g. NFS –National Curriculum Outdoors, Gardening Club*

Challenges

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

Challenge number	Detail of challenge
1	High percentage of poor language and communication skills in Early Years. Pupils have difficulty expressing themselves orally.
2	A significant overlap between children who are receiving Pupil Premium Funding as well as having SEND needs.
3	Increasing the engagement of parents with their children's education and with the school.
4	Pupils struggle with decoding texts using synthetic phonic strategy.
5	Pupils struggling to be enthusiastic about 'Reading For Pleasure' -Barriers beyond school
6	Pupil's limited vocabulary impacting pupil's comprehension skills development. Pupil's reading pace impacts on their comprehension skills leaving them with limited vocabulary an response time to questions
7	Pupils need time and coaching to develop their resilience when solving mathematical problems and answering reasoning questions.
8	Pupil's social and emotional needs hindering the development of academic resilience and progress. (PPG & LAC)Significant proportion of PPG pupils requiring support to meet communication, social and emotional needs exacerbated over the past 18 months.

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
<p>1. Early identification of additional language & communication needs to action best provision.</p> <p>Improvement in pupil's ability to listen to and understand instructions.</p> <p>Wellcom Screening to implement oral language interventions.</p> <p>Speech & Language based interventions 1:1/small group</p>	<p>Improved oral language and communication skills for all PPG pupils.</p> <p>Throughout the curriculum partner talk is embedded and structured sentence stem reply is modelled by all staff.</p> <p>Speech & Language Therapist weekly visits to ensure relevant staff have the high quality CPD to deliver a range of programmes to enhance language and communication acquisition from Early Years to Year 6.</p> <ol style="list-style-type: none"> 1) Talk Boost 2) Colourful semantics 3) Makaton 4) Higher order reading skills focussed upon expressive and receptive language. 5) Higher order pragmatics
<p>2. High quality individual support through the schools' local offer and professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.</p> <p>Ensure transition of PPG children to secondary school and other settings is effective to secure long term success.</p>	<p>Graduated response in place in line with our Local Offer. Pupil's learning needs are identified and effective support is implemented.</p> <p>Pupils are identified at the earliest opportunity to ensure that support is directed early to secure the greatest progress possible during the pupils' time in school.</p>
<p>3. Increased and improved parental engagement with PPG families.</p>	<p>PPG pupils completing the weekly homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps.</p>

<p>4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their Non-PPG peers.</p>	<p>RWInc Phonics Tutoring (1:1; small group) Rocket Phonic Reading Scheme to develop fluency.</p> <p>Digital Learning Resources- To provide PPG children with bespoke software to enable out of school learning including holiday learning.</p>
<p>5. Pupils able to discuss their books, Pupil Home Reading Diaries updated regularly- PPG children demonstrating a love of books and reading.</p>	<p>Daily Storytelling (EYFS-Y6)</p> <p>School Library Books</p> <p>Facilitate wider reading to meet individual interests in books</p> <p>Whole School Reading Spine to ensure the breadth & depth of high quality genres and authors.</p>
<p>6. Closing the attainment gap in reading between PPG pupils and others across the school</p> <p>Closing the attainment gap in reading between the school's PPG pupils and all pupils nationally</p> <p>Whole School Vocabulary Spine; Pre-Teaching & Overlearning</p>	<p>Rising Stars Cracking Comprehension Multisensory programme implemented from Reception to Year 6</p> <p>Rising Stars On Track English Programme implemented as part of targeted academic support.</p> <p>Lightning Squad FFT tutoring with Teach First Academic Mentor.</p> <p>Action Tutoring (1:1) 15 weeks Year 6 & Year 5.</p>
<p>7. Closing the attainment gap in mathematics between PPG pupils and others across the school</p> <p>Closing the attainment gap in mathematics between the school's PPG pupils and all pupils nationally</p> <p>Whole School Vocabulary Spine; Pre-Teaching & Overlearning</p>	<p>Action Tutoring (1:1) 15 weeks x2 Year 6 & Year 5/ Third Space (1:1) 15 weeks x 2 Year 4.</p> <p>White Rose teaching, learning and assessment methodology embedded from Reception to Year 6</p> <p>(Catch up hour)Improvement in the speed and resilience with which children approach mathematical problem solving</p> <p>On Track Mathematics Rising Stars Maths Programme-Small Group Interventions</p>

<p>8. Pupils are able to understand the world around them better, enabling them to engage appropriately with others using appropriate language and displaying appropriate behaviours.</p> <p>Significant reduction of exclusions or serious breaches of the behaviour policy.</p>	<p>Comprehensive PSHE/RSE Scheme is implemented by trained staff, including Mental Health and Behaviour Counsellors.</p> <p>Kidz Klub Mentors (Delivering the programmes listed below): Lego therapy; Talking Heads; Food for Life</p> <p>Pupil Profiles to raise aspirations</p> <p>Increased pupil self-esteem through the creation of individual pupil profiles to capture the cultural capital.</p> <p>Whole school OAA programme to develop academic resilience delivered through Birmingham Wildlife Trust.</p>
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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: £18,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcom and Makaton refresher training. EYFS Talk Boost</p>	<p>NHS Speech and Language Therapist Team</p> <p>Oral Language Interventions: Impact = +5 months <i>e.g. Time to Talk</i></p> <p>Source: Education Endowment Foundation – Evidence summaries</p>	<p>1</p>
<p>‘Metacognition & Sticky learning- Quality First Teaching</p>	<p>Beccie Hawes (Head of Service - Cadmus Inclusive) All staff</p> <p>Metacognition and Self-Regulation: Impact = +8 months</p>	<p>2,6,7</p>

Educational Psychologist Sessions Assess, Plan, Do, review Surgery	£5000 <i>Source: Education Endowment Foundation – Evidence summaries</i>	
Reading for Pleasure-CPD	Jane Coleman(Senior Librarian-Wolverhampton SLSS) <i>Source: Education Endowment Foundation – Evidence summaries</i>	5

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

Budgeted cost: £ £132, 991

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ranstead Academic Tutor(23)	NTP Funded (£1500 NI/Pension) One-to-One Tuition: Impact = +5 months <i>e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Targeted Provision (SEND) Academic Mentor (Ranstead)</i> <i>Source: Education Endowment Foundation – Evidence summaries</i>	6,7
Action Tutoring (50)	£10, 590	6,7
Lightning Squad (FFT)(80)	£4,400	6
Learning Village (24)	£3500	1,6
Maths Watch(60)	£500	7
Third Space Learning (80)	£4,950	7
Targeted Provision (SEND) (7)	£3927	2,6,7,8
Phonic Intervention Programme (Digital)	£1800	4, 5,6

Phonic 1:1 Tutoring	£103, 324	4,5,6,7
Rising Stars 'On Track English'		
Rising Stars 'On Track Maths'		
HLTA/Level 3 TA		

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

Budgeted cost: £ 32, 470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using LEGO Based Approaches to Support Social, Emotional and Mental Health <i>Kidz Klub</i>	£7, 470 Collaborative Learning: Impact = +5 months <i>Source: Education Endowment Foundation – Evidence summaries</i>	8
<i>The National Curriculum Outdoors</i> -Identify opportunities for outdoor learning across the school curriculum. -Develop the confidence and ability of staff to plan, deliver and evaluate lessons outdoors -Increase access to green and outdoor spaces for teaching and learning -Build the academic resilience approach into lessons -Foster an interest in and concern for the natural environment	£5000 Outdoor Adventure Learning: Impact = +4 months <i>Source: Education Endowment Foundation – Evidence summaries</i>	8
Attendance Officer	£17,000	8

Parent Support Advisor	£11,000	
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Total budgeted cost: £183, 611

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 **2021 to 2022** academic year.

Intended outcome	Impact
<p>1. Early identification of additional language & communication needs to action best provision.</p> <p>Improvement in pupil's ability to listen to and understand instructions.</p> <p>Wellcom Screening to implement oral language interventions.</p> <p>Speech & Language based interventions 1:1/small group</p>	<p>Monitoring demonstrates improved oral language and communication skills attainment for most PPG pupils at the end of Reception.</p> <p>C&L PPG=62%;C& L NPPG=74% (ELG)</p> <p>Throughout the curriculum partner talk is embedded and structured sentence stem reply is modelled by all staff.</p> <p>Please refer to : Makaton Learning Walk 12th July 2022 Kimberley Bateman (NHS Speech and Language Therapy Speech & Language Therapist weekly visits to ensure relevant staff have the high quality CPD to deliver a range of programmes to enhance language and communication acquisition from Early Years to Year 6.</p> <p style="text-align: center;">SPEECH AND LANGUGE THERAPY REPORT</p> <p style="text-align: center;">ST GILES SCHOOL - IMPACT REPORT FOR TRADED SERVICE PROVISION</p> <p style="text-align: center;">Time period – Summer term: -July 2022</p> <p>'Review of children on the SLT caseload.'</p> <p>Children discussed and prioritised for a review to update targets/strategies.</p> <p>Parents have been offered telephone consultations to discuss any updates to the targets that would require specific support from the child's home setting.</p> <p>Liaising with the teachers for all children who have had their targets updated and bespoke advice given on how targets can be achieved within the child's daily setting.</p> <p>1 child has received regular therapy sessions in school as they were unable to access community clinic for support, or this was not appropriate at the time</p>

	6 children have been discharged as their speech, language and communication skills are now within age appropriate limits following support in school and quality first teaching incorporating SLT advice.		
2. High quality individual support through the schools' local offer and professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision. Ensure transition of PPG children to secondary school and other settings is effective to secure long term success.	<p>Graduated response in place in line with our Local Offer. Pupil's learning needs are identified and effective support is implemented.</p> <p>Pupils are identified at the earliest opportunity to ensure that support is directed early to secure the greatest progress possible during the pupils' time in school.</p> <p>(Case Study on school website; www.st-giles.walsall.sch.uk-SEN</p>		
3. Increased and improved parental engagement with PPG families.	School has been very proactive in ensuring all PPG pupils have a high quality Chromebook to facilitate learning in the home environment using software like Education City, MathsWatch and purple Mash as appropriate. A greater percentage of PPG pupils are completing the weekly homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps.		
4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their Non-PPG peers.	Year 1	90%	
	% of pupils who have passed the phonic screening 2022 threshold	(54/60)	
	% of PPG pupils who have passed the phonic screening 2022 threshold	82% (18/22)	
	% of pupils who have not passed the phonic screening 2022 threshold	10% (6/60)	

	<p>*Year 1 phonic screening data is 8% above the 2019 National -82%</p> <p>*18 out of 22 PPG pupils in Year 1 have passed the phonic screening assessment successfully. This equates to 82% which is the 2019 National Threshold.</p> <p>*1 LAC PPG pupil has also passed the phonic screening assessment showing the impact of high quality teaching and tutoring.</p>																																																	
<p>5. Pupils able to discuss their books, Pupil Home Reading Diaries updated regularly- PPG children demonstrating a love of books and reading.</p>	<p>Monitoring of Daily Storytelling (EYFS-Y6) based on books from 'Whole School Reading Spine to ensure the breadth & depth of high quality genres and authors shows that reading is being enjoyed and valued by all classes through school, with time taken to create special and memorable experiences.</p> <p>Teachers observed reading the selected passage of the class text aloud as an 'expert model' fluency whilst pupils follow the text with their own copy of the book. (EEF Research based Recommendation) 2) Children observed echoing back and emulating intonation, tone, speed, volume, expression, movement, use of punctuation, etc. (EEF Research based Recommendation) 3) All children working in pairs reading along with the teacher or selected readers. (EEF Research based Recommendation) 4</p>																																																	
<p>6. Closing the attainment gap in reading between PPG pupils and others across the school</p> <p>Closing the attainment gap in reading between the school's PPG pupils and all pupils nationally</p> <p>Whole School Vocabulary Spine; Pre-Teaching & Overlearning</p>	<p style="text-align: center;"><u>Reading Attainment Summer 2021-22</u></p> <table border="1" data-bbox="574 1115 1289 1447"> <thead> <tr> <th rowspan="2">All Year Groups</th> <th rowspan="2">Average Attain</th> <th colspan="2">Gender</th> <th colspan="2">Pupil Premium</th> <th colspan="2">SEN</th> <th colspan="2">EAL</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td></td> <td>79 (23%)</td> <td>46 (27%)</td> <td>33 (19%)</td> <td>46 (33%)</td> <td>33 (16%)</td> <td>41 (68%)</td> <td>38 (13%)</td> <td>20 (19%)</td> <td>59 (25%)</td> </tr> <tr> <td>Reading</td> <td>265 (77%)</td> <td>127 (73%)</td> <td>138 (81%)</td> <td>94 (67%)</td> <td>171 (84%)</td> <td>19 (32%)</td> <td>246 (87%)</td> <td>87 (81%)</td> <td>178 (75%)</td> </tr> <tr> <td></td> <td>65 (19%)</td> <td>27 (16%)</td> <td>38 (22%)</td> <td>14 (10%)</td> <td>51 (25%)</td> <td>0 (0%)</td> <td>65 (23%)</td> <td>24 (22%)</td> <td>41 (17%)</td> </tr> </tbody> </table> <p>The impact of tutoring including targeted interventions has resulted in 77% of pupils from Y1-6 on track with age related expectations in reading. The whole school reading attainment gap between PPG and NPPG is 17% at the end of Summer 2022 (PPG-67%; NPPG-84%). Summer term Evaluation Year 6-PPG-87%: NPPG-76%. PPG (23) are outperforming the NPPG pupils across RWM in Year 6. There has been significant impact upon reading attainment due to the consistent implementation of Cracking Comprehension especially in KS2. Due to English intent being implemented effectively and with fidelity across the school underpinned by a sequential approach to the reading curriculum –this has resulted in developing children's fluency.</p>		All Year Groups	Average Attain	Gender		Pupil Premium		SEN		EAL		Male	Female	Yes	No	Yes	No	Yes	No		79 (23%)	46 (27%)	33 (19%)	46 (33%)	33 (16%)	41 (68%)	38 (13%)	20 (19%)	59 (25%)	Reading	265 (77%)	127 (73%)	138 (81%)	94 (67%)	171 (84%)	19 (32%)	246 (87%)	87 (81%)	178 (75%)		65 (19%)	27 (16%)	38 (22%)	14 (10%)	51 (25%)	0 (0%)	65 (23%)	24 (22%)	41 (17%)
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<p>7. Closing the attainment gap in mathematics</p>	<p>The impact of a range of interventions through the tutoring programme has ensured that attainment for 8 NPPG pupils has been raised by the end of summer term. Action Tutoring (1:1) 15 weeks x2 Year 6 & Year 5/</p>																																																	

<p>between PPG pupils and others across the school. Closing the attainment gap in mathematics between the school's PPG pupils and all pupils nationally</p> <p>Whole School Vocabulary Spine; Pre-Teaching & Overlearning</p>	<p>Third Space (1:1) 15 weeks x 2 Year 4. White Rose teaching, learning and assessment methodology embedded from Reception to Year 6(Catch up hour)Improvement in the speed and resilience with which children approach mathematical problem solving. On Track Mathematics Rising Stars Maths Programme-Small Group Interventions</p> <table border="1" data-bbox="456 405 1407 725"> <tr> <td data-bbox="456 405 609 517"> Reading GDS </td> <td data-bbox="616 405 762 517"> School :89% School :32% </td> <td data-bbox="769 405 967 517"> National :74% National :28% </td> <td data-bbox="973 405 1120 517"> PPG:96% </td> <td data-bbox="1126 405 1279 517"> Action Tutoring:96% (23/24) </td> <td data-bbox="1286 405 1407 517"></td> </tr> <tr> <td data-bbox="456 526 609 725"> Maths GDS </td> <td data-bbox="616 526 762 725"> School:87% School :21% </td> <td data-bbox="769 526 967 725"> National :71% National :23% </td> <td data-bbox="973 526 1120 725"> PPG:91% </td> <td data-bbox="1126 526 1279 725"> Action Tutoring:96% (23/24) </td> <td data-bbox="1286 526 1407 725"> Third Space Learning: 90% (9/10) </td> </tr> </table>	Reading GDS	School :89% School :32%	National :74% National :28%	PPG:96%	Action Tutoring:96% (23/24)		Maths GDS	School:87% School :21%	National :71% National :23%	PPG:91%	Action Tutoring:96% (23/24)	Third Space Learning: 90% (9/10)
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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 **St-Giles have only purchased programmes endorsed by the DfE and research organisations like Education Endowment Foundation**

Reading GDS	School :89% School :32%	National :74% National :28%	PPG:96%	Action Tutoring:96% (23/24)	
Maths GDS	School:87% School :21%	National :71% National :23%	PPG:91%	Action Tutoring:96% (23/24)	Third Space Learning: 90% (9/10)
Writing (TA) GDS	School:85% School :19%	National :69% National :13%	PPG:87%	Externally Moderated	
Grammar, Punctuation & Spelling GDS	School:87% School :32%	National :72% National :29%	PPG:87%		
RWM GDS	School:83% School :4%	National :59% National :7%	PPG:87% NPPG:76%		