



## 2024/25 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. The principles of the UN Convention on the Rights of the Child (CRC) underpins and enhances our school vision and values.

**Article 2** (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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 2023 to 2024 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	441
Proportion (%) of pupil premium eligible pupils	34% (151)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	3
Date this statement was published	19 September 2024
Date on which it will be reviewed	30 September 2025
Statement authorised by	Head teacher & Chair of Governors
Pupil premium lead	Mrs H Mavi
Governor / Trustee lead	Mr J Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <b>(PPG)</b>	£230,488
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,488

# 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, Walsall Forest Ranger Programme)

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 and Reciprocal Reading.*
- **Collaborative Learning:** Impact = +5 months *e.g. Legotherapy, Talking Heads - Kidz Klub*
- **One-to-One Tuition:** Impact = +5 months *e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Academic Mentor*
- **Oral Language Interventions:** Impact = +5 months *e.g. Time to Talk, Talk for writing,*
- **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, MathsWatch, 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-Food for Life,*

## 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 and 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 2 years.

## 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 &amp; communication needs to action best provision.</p> <p>Improvement in pupil's ability to listen to and understand instructions.</p> <p>Wellcomm Screening to implement oral language interventions.</p> <p>Speech &amp; 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 as part of Quality First Teaching.</p> <p>Speech &amp; 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"> <li>1) The ShREC approach (Share Attention, Respond, Expand, Conversation)</li> <li>2) Aided Language Displays – Early Years</li> <li>3) Bucket Therapy Approach</li> <li>4) Colourful semantics</li> <li>5) Makaton</li> <li>6) Higher order reading skills focussed upon expressive and receptive language.</li> <li>7) Higher order pragmatics</li> </ol>
<p>2. High quality individual support through the schools' local offer and professional internal and external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.</p> <p>Ensure transition of PPG(SEND) children to secondary school and other settings is robust 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. 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. School has invested the SEND notional budget in SALT NHS, Cadmus Inclusive Advisory Service and Walsall Educational Psychology Services to underpin high quality support as part of graduated response for the most vulnerable pupils.</p> <p><i>(Refer to St Giles C.E. Primary SEN Information Report 2024-25)</i></p> <p><a href="https://st-giles.walsall.sch.uk/SEND">St Giles Church of England Primary School - SEND (st-giles.walsall.sch.uk)</a></p>

<p>3. Increased and improved parental engagement with PPG families.</p>	<p>High quality Chromebooks issued to PPG families to support home learning on Google classroom platform.</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>Class teachers issue special mention reward certificates on a weekly basis to encourage home learning.</p> <p>Trackit points given as part of school reward system culminating in bronze, silver and gold certificates.</p> <p>Book prizes awarded using gold coins from the Book Vending machine to celebrate children's achievement.</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>SEND teacher support 3 times a week for PPG pupils who haven't passed the phonic screening in June 2024.</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) including Oxford Reading Buddy and Readerful.</p> <p>1:1 reading at least 3 times a week with the class teacher. PPG registers provided by the English Lead.</p> <p>School Library Books-Pupil Reading Leaders collating pupil book choices to include in the class libraries.</p> <p>Facilitate wider reading to meet individual interests in books.</p> <p>Whole School Reading Spine to ensure the breadth &amp; 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 &amp; Overlearning</p>	<p>Rising Stars Cracking Comprehension Multisensory programme implemented from Reception to Year 6. (Using reciprocal reading pedagogy).</p> <p>Rising Stars On Track English Programme implemented as part of targeted academic support.</p> <p>Lightning Squad FFT Tutoring.</p> <p>Action Tutoring (1:2) 15 weeks Year 6 &amp; Year 5.</p> <p>PPG pupils choose 'Book prizes' from the St Giles Book vending machine.</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 &amp; Overlearning</p>	<p>Action Tutoring (1:2) 15 weeks x2 Year 6 &amp; Year 5</p> <p>Third Space Learning Maths (1:1) 15 weeks' x 4 sessions (Y2,3,4,5,6).</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/The Happy Confident Company 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>Increased pupil self-esteem through the creation of individual pupil profiles to capture the cultural capital. (SEND Pupils)</p> <p>Whole school Outdoor programme to develop academic resilience delivered through Walsall Forest Ranger Programme and RHS Teacher.</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: **£26, 150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcom and Makaton refresher training. EYFS Talk Boost <b>£7425</b>	NHS Speech and Language Therapist Team  <b>Oral Language Interventions:</b> Impact = +5 months e.g. <i>Time to Talk</i> <i>Source: Education Endowment Foundation – Evidence summaries</i>	<b>1</b>
'Metacognition & Sticky learning-Quality First Teaching <b>£10,200</b>  Assess, Plan, Do, review Surgery. (17/9/24)  Educational Psychologist Sessions <b>£6300</b>	Beccie Hawes (Head of Service - Cadmus Inclusive) All staff  <b>Metacognition and Self-Regulation:</b> Impact = +8 months  <i>Source: Education Endowment Foundation – Evidence summaries</i>	<b>2,6,7</b>
Reading for Pleasure-CPD <b>(£2225)</b>	Jane Coleman(Senior Librarian-Wolverhampton SLSS)  <i>Source: Education Endowment Foundation – Evidence summaries</i>	<b>5</b>



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

Budgeted cost: **£150, 128**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unqualified Teacher	PPG Funded <b>£11, 243</b>  <b>One-to-One Tuition:</b> Impact = +5 months <i>e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Targeted Provision (SEND) Academic Mentor (NTP)</i>  <b>Source: Education Endowment Foundation – Evidence summaries</b>	<b>6,7</b>
Action Tutoring	£12027	<b>6,7</b>
Third Space Learning Autumn 24/Spring 25	£40000	<b>7</b>
Lightning Squad (FFT)	£950	<b>6</b>
Learning Village	£810	<b>1,6</b>
Maths Watch	£1200	<b>7</b>
Phonic Intervention Programme (Digital)	£2550	<b>4, 5,6</b>
Phonic 1:1 Tutoring	£54, 049	<b>4,5,6,7</b>
Reciprocal Reading		
Rising Stars 'On Track Maths'	£8114	
SEND Teacher Support	(UPS 6) £22, 712	

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

Budgeted cost: **£54,210**

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>	<b>£18000</b> Collaborative Learning: Impact = +5 months  <i>Source: Education Endowment Foundation – Evidence summaries</i>	<b>8</b>
<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	<b>£5000</b> Outdoor Adventure Learning: Impact = +4 months  <i>Source: Education Endowment Foundation – Evidence summaries</i>	<b>8</b>
Coram Bean stalk	£1980	
Attendance Officer Parent Support Advisor Trackit Points	£17,000 £11,000 £1230	<b>8</b>

**Total budgeted cost: £230, 488**

## 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 **2023 to 2024** academic year.

Intended outcome	Impact
<p>1. Early identification of additional language &amp; communication needs to action best provision.</p> <p>Improvement in pupil's ability to listen to and understand instructions.</p> <p>Wellcomm Screening to implement oral language interventions.</p> <p>Speech &amp; 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. In Reception, 67.8% of pupils achieved GLD which is 3% above the 2024 Nat (65%). Achievement and progress can be evidenced as securely 'Good' as a result of consistently good to outstanding 'Quality First Teaching'.</p> <p><b>C&amp;L PPG=62.50%; C&amp; L NPPG=76.19% (ELG)</b></p> <p>Throughout the curriculum partner talk is embedded and structured sentence stem reply is modelled by all staff.</p> <p>Please refer to: <b>SPEECH AND LANGUGE THERAPY -ANNUAL SUMMARY - 23-24 ACADEMIC YEAR (Anna Stanley &amp; Kimberley Bateman-Senior Speech &amp; Language Therapists)</b></p> <p><b>Highlights:</b></p> <p><b>New referrals seen and supported in school:</b> 100% of new referrals seen – no discharges through non-attendance. Average of 1 month wait for support, compared to 9 months in Walsall. Support can be planned and implemented rapidly, thus reducing the long-term implications of ongoing speech, language and communication difficulties.</p> <p><b>Reviews and advice for children on current caseload</b></p> <p>Individual reviews (63)</p> <ul style="list-style-type: none"> <li>• All children with SLCN are seen in school, regardless of level of need, and specialist advice and targets are provided to school and parents in order to develop the child's skills in this area.</li> <li>• Addressing SLCN improves life opportunities for CYP.</li> </ul> <p>Bespoke advice has been provided for each child, and demonstration/ discussion of support where required.</p> <p>Specialist clinical activity completed in school rather than clinic Regular support was offered to:</p> <ul style="list-style-type: none"> <li>• Specialist assessment/support is provided in a timely manner rather than the child waiting several months to receive this.</li> <li>• Children who are unable to access clinic still receive support, rather than being discharged.</li> </ul> <p><b>Refer to: SPEECH AND LANGUGE THERAPY -ANNUAL SUMMARY - 23-24</b></p>

<p><b>SCHOOL STAFF CPD DELIVERED</b></p>	<p>Training/support has been provided on:</p> <p><b>Selective Mutism training review:</b> Staff are able to implement recommendations and receive ongoing advice and support to do so. Currently in Walsall, children with selective mutism are discharged within 1 term of advice being provided and there is no opportunity for ongoing monitoring. Children at St Giles can be supported for the duration of their need.</p> <p><b>Attention Bucket Therapy training review:</b> Staff are able to implement recommendations and receive ongoing advice and support to do so. Currently in Walsall there is no specific training on this intervention, only written advice following a review appointment.</p> <p><b>Support during Phonics teaching/assessment:</b> School staff are supported to ensure that speech sound difficulties are considered and supported during Phonics interventions. This helps staff to determine the nature of a child's needs and provide the appropriate support.</p> <p><b>Demonstration of speech sound programmes:</b> Demonstration of programmes and targets ensures that support is delivered appropriately and effectively, hopefully resulting in a shorter timescale for the difficulties being resolved and preventing negative effects on a child's mental health and wellbeing by not being able to communicate effectively.</p> <p><b>Monitoring staff delivery of SLT targets and recommendations:</b> Monitoring of school implementation of recommendations ensures that support is delivered appropriately and effectively, hopefully resulting in a shorter timescale for the difficulties being resolved/reduction in the impact of the difficulty. This will reduce negative effects on a child's mental health and wellbeing by not being able to communicate effectively, and on the child's academic progress if they are struggling to understand and access learning.</p>
<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. 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><b>(Case Study on school website;</b></p> <p><b><a href="https://www.st-giles.walsall.sch.uk/sen-information-report/">https://www.st-giles.walsall.sch.uk/sen-information-report/</a></b></p> <p><b>Refer to: SALT Transition group summary - summer 2024 Report</b></p>
<p>3. Increased and improved parental engagement with PPG families.</p>	<p>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</p>

Refer to the weekly Newsletters	<p>homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps. Please see:</p> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com/st-gileswalsall/UploadedDocument/2f124916-1a4c-4089-9edf-d54d5743dda3/autumn-term-letter-3.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/st-gileswalsall/UploadedDocument/2f124916-1a4c-4089-9edf-d54d5743dda3/autumn-term-letter-3.pdf</a></p>																											
4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their Non-PPG peers.	<b>Year 1</b>		<b>92%</b>																									
	<b>% of pupils who have passed the phonic screening 2024 threshold</b>		<b>(54/59)</b>																									
	<b>% of PPG pupils who have passed the phonic screening 2024 threshold</b>		<b>85%</b> <b>(23/27)</b>																									
5. Pupils able to discuss their books, Pupil Home Reading Diaries updated regularly- PPG children demonstrating a love of books and reading.	<p>Monitoring of Daily Storytelling (EYFS-Y6) based on books from 'Whole School Reading Spine to ensure the breadth &amp; 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>																											
6. Closing the attainment gap in reading between PPG pupils and others across the school	<b><u>Reading Attainment Summer 2023-24</u></b>																											
	Closing the attainment gap in reading between the school's PPG	<p><b><u>Year 6</u></b></p> <table border="1" data-bbox="384 1711 1453 1966"> <thead> <tr> <th colspan="2"></th> <th colspan="2" style="text-align: center;">School 2024</th> <th colspan="2" style="text-align: center;">National 2024</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year 6</td> <td style="text-align: center;">Reading Test</td> <td style="text-align: center;"><b>85% (52/61)</b></td> <td style="text-align: center;">Reading</td> <td colspan="2" style="text-align: center;"><b>73%</b></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><b>GDS 39%</b></td> <td></td> <td colspan="2" style="text-align: center;"><b>GDS:29%</b></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><b>PPG 78.3%</b></td> <td></td> <td colspan="2"></td> </tr> </tbody> </table>						School 2024		National 2024		Year 6	Reading Test	<b>85% (52/61)</b>	Reading	<b>73%</b>				<b>GDS 39%</b>		<b>GDS:29%</b>				<b>PPG 78.3%</b>		
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pupils and all pupils nationally  Whole School Vocabulary Spine; Pre-Teaching & Overlearning	<b>School RWM=67.2% (41/61)</b>  <b>National RWM =60%</b>	Writing  TA	<b>70% (43/61)</b>  <b>GDS 11%</b>  <b>PPG 69.6 %</b>	Writing   	<b>71%</b>  <b>GDS: 13%</b>
		Maths	<b>89.% (54/61)</b>  <b>GDS 41%</b>  <b>PPG 87%</b>	Maths   	<b>73%</b>  <b>GDS:24%</b>
		SPAG	<b>87% (53/61)</b>  <b>GDS 49%</b>  <b>PPG 69.6%</b>	SPAG   	<b>72%</b>  <b>GDS: 30%</b>
		Science	<b>84% (51/61)</b>  <b>PPG 85%(22/26)</b>	Science   	<b>80%</b>

**At ARE for all subjects: 67% (41/61)** 67% of Year6 pupils achieved ARE expected grade in RWM by the end of the Summer term. **RWM:67%; PPG RWM:65%; NPPG RWM:69%(Total PPG pupils-26; Total SEND pupils-13)**

The impact of rigorous 'Quality First Teaching' supplemented by Action Tutoring, Third Space Learning and MathsWatch has culminated in the highest percentage of maths results with 89% (54/61) which is excellent.

Similarly, Action Tutoring and FFT-Tutoring with Lightning squad supported by the Academic mentor and supplemented with QFT with the consistent implementation of Cracking Comprehension especially in KS2 has resulted in reading results. 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, confidence and enjoyment in reading. There is a clear learning journey with a focus upon vocabulary which is firmly embedded through the whole school vocabulary spine tool. Provision Maps demonstrate PPG pupils being targeted to raise progress and attainment in reading and writing. Findings are supported by the attainment and progress data which match what is evidenced in the books.

7. Closing the attainment gap in mathematics between PPG pupils and others across the school. Closing the attainment gap in mathematics between the

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/ Third Space (1:1) 15 weeks x 2 Year 5,6. 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.

**Refer to Summer Data Analysis Report 2024.**

Action Tutoring English and Maths programmes has had an impressive impact on targeted pupils study skills and confidence and securing age-related attainment at the end of KS2. Implementation of White Rose Maths scheme teaching and learning

<p>school's PPG pupils and all pupils nationally</p> <p>Whole School Vocabulary Spine; Pre-Teaching &amp; Overlearning</p>	<p>resources has had an impact alongside small group targeting of PPG/SEND not on track with the Third Space Learning Maths 1:1 tutoring intervention. Further White Rose CPD for teachers and teaching assistants to focus on the best ways of using the principles of CPA (Concrete, Pictorial, Abstract) the early curriculum and Number; Reasoning and problem solving on the INSET Day-31<sup>st</sup> January,2024 has been beneficial to further enhance the pedagogy during maths lessons. There is a wide range of SEND needs across Year 6 who are receiving highly adaptive and differentiated curriculum with the support of HLTA and level 3 TA support and tutoring interventions for Reading and Maths in addition to quality first teaching. The SATs results show 80% of the pupils have shown improved maths and reading scores which is very encouraging.</p> <p><u>Overview of additional provision for PPG/SEN</u></p> <ul style="list-style-type: none"> <li>● <b>Handwriting Group</b> prior to beginning of the school day (30 mins per day)</li> <li>● Opportunity to complete <b>MathsWatch, Education City and Oxford Reading Buddy</b> prior to beginning of the school day (30 mins per day)</li> <li>● <b>1:1 PPG reading with CT</b> prior to beginning of the school day (30 mins per day x5 weekly)</li> <li>● <b>Cracking Comprehension</b> – 2 hours per week, Rising Stars</li> <li>● <b>Third Space Learning-Maths Tutoring (SEN – 3 pupils)</b> – Monday 9.00-10.00</li> <li>● <b>Third Space Learning PPG/SEND-Thursday 9:00-10:00 a.m.</b></li> <li>● (KSJ) <b>FFT Tutoring</b> – 30 mins x1 per week</li> <li>● <b>MathsWatch tuition</b> – Thursday 3.30-4.30</li> <li>● <b>Reciprocal Reading</b> – Wednesday and Thursday 2.30-3.00</li> <li>● (VR) <b>Arithmetic overlearning</b> – Monday 1.35-2.35</li> </ul>
<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. 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>

## 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***