



2023/24 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	455
Proportion (%) of pupil premium eligible pupils	35% (160)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November,2023
Date on which it will be reviewed	November,2024
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 (PPG)	£230,965
Recovery premium funding allocation this academic year(RPG)	£22,910
NTP grant	£21,708
School Core Funding (Allocated from Main school Budget)	£21,708
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	£297,291 (PPG+RPG+NTP+ School Core Funding)

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 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 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 & 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 & 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 & 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) Aided Language Displays – Early Years 2) Bucket Therapy Approach 3) Colourful semantics 4) Makaton 5) Higher order reading skills focussed upon expressive and receptive language. 6) Higher order pragmatics
<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.</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. 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 2023-24)</i></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 2023.</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-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 & 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(NTP)</p> <p>Action Tutoring (1:2) 15 weeks Year 6 & Year 5.</p>

	<p>PPG pupils choose 'Book prizes' from the St Giles Book vending machine.</p> <p>Reciprocal Reading (EEF Pilot) for 12 weeks with KS2 SEND Teacher.</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 (1:2) 15 weeks x2 Year 6 & Year 5</p> <p>Third Space Learning Maths (1:1) 15 weeks' x 3 (Y2,3,4,5,6) 51 PPG pupils</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>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 Outdoor programme to develop academic resilience delivered through Walsall Forest Ranger programme.</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: **£20,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcom and Makaton refresher training. EYFS Talk Boost £6750	NHS Speech and Language Therapist Team Oral Language Interventions: Impact = +5 months e.g. <i>Time to Talk</i> Source: Education Endowment Foundation – Evidence summaries	1
'Metacognition & Sticky learning-Quality First Teaching £8400 Assess, Plan, Do, review Surgery Educational Psychologist Sessions £3300	Beccie Hawes (Head of Service - Cadmus Inclusive) All staff Metacognition and Self-Regulation: Impact = +8 months Source: Education Endowment Foundation – Evidence summaries	2,6,7
Reading for Pleasure-CPD (£2225)	Jane Coleman(Senior Librarian-Wolverhampton SLSS) Source: Education Endowment Foundation – Evidence summaries	5

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

Budgeted cost: **£226006**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Academic Tutor(48)	PPG Funded £35575 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 (NTP)</i> Source: Education Endowment Foundation – Evidence summaries	6,7
Action Tutoring (48)	£12027	6,7
Third Space Learning (60)	£66450	7
Lightning Squad (FFT)(48)	RPG £950	6
Learning Village (17)	RPG £810	1,6
Maths Watch(24)	RPG £1200	7
Phonic Intervention Programme (Digital)	RPG £2350	4, 5,6
Phonic 1:1 Tutoring Reciprocal Reading Rising Stars 'On Track English' Rising Stars 'On Track Maths' SEND Teacher Support	£80,883 £8114 RPG £17600	4,5,6,7

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

Budgeted cost: **£50,610**

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>	£14400 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 School core fund Outdoor Adventure Learning: Impact = +4 months <i>Source: Education Endowment Foundation – Evidence summaries</i>	8
Coram Bean stalk	£1980	
Attendance Officer Parent Support Advisor Trackit Points	£17,000 £11,000 £1230	8

Total budgeted cost: £297,291

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 **2022 to 2023** 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>Wellcomm 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. In Reception; 69% of pupils achieved GLD which is 4% above the 2023 Nat (65%). Achievement and progress can be evidenced as securely 'Good' as a result of consistently good to outstanding 'Quality First Teaching'.</p> <p>C&L PPG=64%; C& L NPPG=73.53% (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: SPEECH AND LANGUAGE THERAPY -ANNUAL SUMMARY - 22-23 ACADEMIC YEAR (Anna Stanley & Kimberley Bateman-Senior Speech & Language Therapists)</p> <p>Highlights:</p> <p>New referrals seen and supported in school: 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>Reviews and advice for children on current caseload</p> <p>Every child on the caseload has been seen a minimum of twice over the year, with some children seen on multiple occasions. This has ensured children are able to progress more rapidly, rather than needing to wait several terms to have their targets reviewed.</p> <p>Bespoke advice has been provided for each child, and demonstration/ discussion of support where required.</p> <p>High and lower priority children are seen (in Walsall only the very highest priority children have been seen over the last year). This will reduce the potential educational and social impact of an untreated communication difficulty.</p> <p>Timely reviews have enabled us to identify a number of children who require specialist support in clinic, or referral to other services, such as the Child Development Service for children with highly complex needs who require an MDT assessment.</p> <p>Regular support was offered to:</p> <ul style="list-style-type: none"> - 1 child with a speech sound difficulty who was unable to access clinic - 5 year 6 children in order to support transition to secondary school

<p>Regular therapeutic intervention in school</p> <p>Support to staff</p>	<p>2 selectively mute children who would not have received any support outside of school over the last year due to service changes.</p> <p>Refer to: SALT Transition group summary - summer 2023 Report</p> <p>Training/support has been provided on:</p> <ul style="list-style-type: none"> - Selective Mutism - Attention Autism - Aided Language Displays - Links between Phonics and Speech Sound Disorders <p>In addition to this, a high level of support has been provided to staff working with complex Early Years children to ensure that recommended strategies can be implemented appropriately. This has also enabled us to monitor children's rate of progress, which has contributed to assessments for EHCPs and regarding changes of placement.</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>(Case Study on school website;</p> <p>https://www.st-giles.walsall.sch.uk/sen-information-report/</p> <p>Refer to: SALT Transition group summary - summer 2023 Report</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 homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps. Please see:</p>

Refer to the weekly Newsletters	https://primarysite-prod-sorted.s3.amazonaws.com/st-gileswalsall/UploadedDocument/2f124916-1a4c-4089-9edf-d54d5743dda3/autumn-term-letter-3.pdf		
4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their Non-PPG peers.	Year 1 % of pupils who have passed the phonic screening 2023 threshold	88% (51/58)	
	% of PPG pupils who have passed the phonic screening 2023 threshold	83% (19/23)	
	% of pupils who have not passed the phonic screening 2023 threshold	12% (7/58)	
	<p>*Year 1 phonic screening data is 88% which is 7% above the 2023 National -81%</p> <p>*20 out of 24 PPG pupils in Year 1 have passed the phonic screening assessment successfully. This equates to 83% which above the 2023 National -81%</p> <p>**72 %of Year 1 pupils achieved ARE expected grade in RWM at the end of summer 2023 compared to 60% at the end of autumn term. Good progress has been made to narrow the gender attainment gap in Reading-Boys 68%; Girls 79% (December 2022 Boys: 57%; Girls 72%)</p> <p>Since September the attainment gap in RWM has narrowed between PPG and NPPG - less than 10% clearly showing the impact of targeted small group intervention with Level 3 TA using 'On Track Rising Stars' intervention and RWInc catch up tutoring .</p>		
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 & 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	<u>Reading Attainment Summer 2022-23</u>		

Closing the attainment gap in reading between the school's PPG pupils and all pupils nationally

Whole School Vocabulary Spine; Pre-Teaching & Overlearning

		SCHOOL		National
<p>Year 6</p> <p>School RWM=75% (45/60)</p> <p>National RWM =59%</p> <p>English Action Tutoring=19/20 (95%)pupils achieved expected or above.35% (7/20) achieved GDS in reading. Only one PPG pupil missed EXS with a scaled score of 99.</p> <p>Maths Action Tutoring=21/21 (100%)pupils achieved expected or above.43% (9/21) achieved GDS in Mathematics.</p>	Reading Test	<p>78%(47/60)</p> <p>GDS 23%(14/60)</p> <p>PPG 68%(17/25)</p>	Reading	<p>73%</p> <p>GDS:28%</p>
	Writing TA	<p>87%(52/60)</p> <p>GDS 15%(9/60)</p> <p>PPG 80%(20/25)</p>	Writing	<p>71%</p> <p>GDS: 13%</p>
	Maths	<p>92%(55/60)</p> <p>GDS 37%(22/60)</p> <p>PPG 84%(21/25)</p>	Maths	<p>73%</p> <p>GDS:22%</p>
	SPAG	<p>88%(52/60)</p> <p>GDS 45%(27/60)</p> <p>PPG 80%(20/25)</p>	SPAG	<p>72%</p> <p>GDS: 28%</p>
	Science	<p>90%(54/60)</p> <p>PPG 80%(20/25)</p>	Science	<p>79%</p>

Year 6

At ARE for all subjects: 75% (45/60) (8% increase since December)

RWM PPG-72%: RWM NPPG-83%. 25 PPG (16 on track across RWM)

Attainment gap narrowed between PPG and NPPG from 19% at the end of December to 11% end of summer term which is encouraging. Action Tutoring has had a significant impact on the progress and attainment of pupils with regular attendance. Majority of the Year 6 pupils have expected progress from the end of KS1. Some have made better than accelerated progress which is fantastic.

SEND: 42% (5/12) SEND pupils in Year 6 have achieved Expected or above in RWM which is fantastic. Two of the SEND pupils have benefitted from Action Tutoring and Maths Watch tutoring. Two pupils have achieved greater depth in reading or maths. The four SEND pupils with an EHCP have had a robust transition plan for their secondary school.

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 92% (55/60) 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 school’s PPG pupils and all pupils nationally

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 2023.**

Whole School Vocabulary Spine; Pre-Teaching & Overlearning

All Year Groups	Average Attain	Gender		Pupil Premium		SEN		EAL	
		Male	Female	Yes	No	Yes	No	Yes	No
Maths	69 (19%)	37 (20%)	32 (19%)	44 (30%)	25 (12%)	38 (67%)	31 (10%)	18 (17%)	51 (20%)
	288 (81%)	148 (80%)	140 (81%)	105 (70%)	183 (88%)	19 (33%)	269 (90%)	86 (83%)	202 (80%)
	71 (20%)	38 (21%)	33 (19%)	14 (9%)	57 (27%)	3 (5%)	68 (22%)	31 (20%)	40 (15%)
Reading	84 (24%)	51 (28%)	33 (19%)	54 (36%)	30 (14%)	42 (74%)	42 (14%)	25 (24%)	59 (23%)
	273 (76%)	134 (72%)	139 (81%)	95 (64%)	178 (86%)	15 (26%)	258 (86%)	79 (76%)	194 (77%)
	62 (17%)	25 (14%)	37 (22%)	12 (8%)	50 (24%)	1 (2%)	61 (20%)	20 (19%)	42 (17%)
Writing	93 (26%)	58 (31%)	35 (20%)	57 (38%)	36 (17%)	46 (81%)	47 (16%)	25 (24%)	68 (27%)
	264 (74%)	127 (69%)	137 (80%)	92 (62%)	172 (83%)	11 (19%)	253 (84%)	79 (76%)	185 (73%)
	44 (12%)	14 (8%)	30 (17%)	8 (5%)	36 (17%)	0 (0%)	44 (15%)	17 (16%)	27 (11%)
At ARE for all subjects	254 (71%)	124 (67%)	130 (76%)	89 (60%)	165 (79%)	11 (19%)	243 (81%)	74 (71%)	180 (71%)

<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> <p>Refer to: PROGRESS REPORT Wild Wednesday's at St Giles CE Primary School, Walsall Street, Willenhall, WV13 7EP</p>
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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