



St Giles' and St George's Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Giles' and St George's CofE Academy
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	C Pointon, Headteacher
Pupil premium lead	G Barclay, SLT
Governor / Trustee lead	Martin Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,775
Recovery premium funding allocation this academic year	£13,920
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	£141,695

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is 1.5% lower than that of non-pupil premium children. Persistent absence is 6.8% higher than that of non-pupil premium children.
2	The gap between PP and non-PP children attainment is wider in maths, compared to reading and writing.
3	33% 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.

Intended outcome	Success criteria
1 – <i>For attendance of our pupil premium children to be no lower than the attendance of their non-PP peers.</i>	<ul style="list-style-type: none"> 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%. Discussion with families as to how we support; what is the reason? Fines given for unauthorised absences due to holidays within term time. EWO notified when attendance gets below 90%.
2 – The attainment gap in maths 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 maths.	<ul style="list-style-type: none"> Regular communication with maths lead as to PP attainment, possible strategies. Maths lead to relay maths PP data for feedback. PP children prioritised for catch up maths clubs. Ready to progress curriculum adopted by all NC classes to close gaps and reinforce basic skills.
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.	<ul style="list-style-type: none"> All class staff will be aware of the PP children in their class and understand the support given. Discussion with SLT termly with regards to PP data and strategy updates – including head teacher and SENCO. PP lead to scrutinise data and liaise with staff with regards to support. PP lead to scrutinise Class Charts termly with regards to behaviours. Liaise with attendance officer frequently? With regards to attendance and lateness and families with specific needs.
4 – A wide range of enrichment activities are planned for across year groups throughout the year. Pupil premium children will have access and support	<ul style="list-style-type: none"> PP children will have the same opportunities as non-PP children to extra-curricular and real life experiences irrespective of cost.

<p>through costings to ensure that they do not miss out.</p>	<ul style="list-style-type: none"> • Discounts in line with policy will continue to apply to PP families for all enrichment opportunities, including visits, residential, music lessons. • Staff to keep extra-curricular club registers to monitor uptake. PP children to be prioritised.
<p>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.</p>	<ul style="list-style-type: none"> • 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, half termly homework menus and homework share events to promote efforts, via Teams, Facebook and in person. • Staff on doors at the beginning and end of the day to deal with any queries. • 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.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Senior Leader to oversee PP strategy	<p>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</p> <p>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'.</p>	
INSET day looking at the use of Edukey Provision Mapping tool	<p>Building an ongoing holistic understanding of pupils and their needs</p> <p><i>EEF Special educational needs in mainstream schools</i></p>	2
Purchase a Provision mapping tool and train up staff members to use this	<p>Building an ongoing holistic understanding of pupils and their needs</p> <p><i>EEF Special educational needs in mainstream schools</i></p>	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	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>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.</p> <p>Complement high quality teaching with carefully selected small-group and one to one interventions.</p> <p><i>EEF Special educational needs in mainstream schools</i></p> <p><i>Small group tuition +4 months</i></p>	3
CPD for PP lead to ensure robust tracking systems are in place which are monitored and impact reviewed.	<p>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</p>	

	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	
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	
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.	

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

Budgeted cost: £ 86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition using National Tutor Programme	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	
Catch up interventions will take place at the end of 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.	

<p>Providing subject specific intervention sessions. E.g. In school & lunchtime sessions</p> <p>Providing specific intervention programmes</p>	<p>Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>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</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality pastoral care including mentoring and support of vulnerable students by ELSA's via 'The Hive'</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students</p> <p>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.</p>	
<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> Review and update attendance policy Incorporate attendance into transition planning Work with PP parents and students to identify specific barriers to attendance <p>Target support based on specific barriers</p>	<p>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</p>	
<p>Work with partners (DFE, BG etc) to provide laptops and ICT access for all students</p>	<p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	
<p>Increase Pupil Premium parental engagement</p> <ul style="list-style-type: none"> Develop early online booking for PP parents Where PP parents have not attended, encourage 	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx.10% gap)</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	

alternative contact via class teacher <ul style="list-style-type: none">• PP parents to receive personal invites to events		
Ensure that students can access full taught and extra curriculum	EEF's tool kit reports +2 months benefit from both arts and sports participation	

Total budgeted cost: £ 141,695

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality of teaching for all

Desired outcome	Chosen action / approach	Impact/Review
<p>Achieve the best outcomes for PP eligible pupils in Reception Class to ensure the attainment gap closes and their complex needs supported.</p>	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching. Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.</p> <p>Purchasing of an increased range of reading books and reading packs made for home support.</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Stoke speaks Out provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.</p> <p>EYFS parent communication to support the early years development</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p>	<p>Attainment data indicates the DA reception children are achieving below that of the NDA- but DA children are targeted and tracked for additional support.</p> <p>Miss Snape has been successful in leading on the Stoke Speaks Out project – This is now combined with Wellcome to provide effective Speech and Language support</p> <p>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.</p> <p>Colourful semantics is supporting oral sentence making.</p> <p>1 successful EHCP applications resulting in a newly appointed 1-1 SENTA – to start Spring 1.</p>

<p>Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation</p>	<p>High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading.</p> <p>Purchasing of more on-line learning resources for home usage</p> <p>Feedback provided to promote next steps.</p> <p>Reasoning promotes understanding and children are challenged up more swiftly.</p>	<p>Rising Stars and Mymaths on-line learning platforms have been purchased and additional reading resources bought.</p> <p>DA children are targeted for boosting where intervention will both target gaps and reinforce classroom teaching.</p>
<p>Ensure that in Y1-6 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p>	<p>Improve the opportunities for phonic CPD.</p> <p>Development of reading opportunities through the school, supported through the SDP.</p> <p>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.</p> <p>Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT</p>	<p>Learning walks & data indicate phonic teaching is effective and strengthening.</p> <p>Newly appointed KS2 EHCP 1-1 TA supports the learning of the SEN, 3 DA pupils gain from this appointment. This appointment also allows the 2 TAs for focus on the needs on the LAP.</p> <p>Newly appointed KS2 TA's per class support the learning of the LAP.</p>

Targeted support

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.	1 pupil working above in Y3 in Reading In Y5 a good proportion of the DA working above:- R – 5 W – 2, M - 3
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	DA children targeted for additional support in KS1 by intervention from TA's Colourful semantics training rolled out into KS1 & - this has unlocked learning for some SEN/LAP DA pupils in writing.
Access to the wide range of SEHM interventions both internally and externally, thus improving pupil's mental health well-being and this being indicate on the Triple A audit tool.	New Pastoral 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	Children are identified and signposted to the relevant support. Remote are assemblies are targeted to support the PSHRE curriculum and SEHM strategies – classroom strategies also support with a culture of community and shared responsibility. All pupils with child protection concerns have core group and conferences remotely to ensure consistent levels of communication.
Total budgeted cost		£6,000

Other Approaches

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	The attendance for DA is currently 95.2% below the national at 96% DA Persistent Absenteeism figure is below national by 4% (School 4.2% and National 8.2%)
	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	

<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>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.</p> <p>When able and covid safe ensure a range of clubs are offered throughout the schoolday and many without a cost attached</p> <p>Increase the impact of the leadership roles for DA children to provide a sense of responsibility and raise self-esteem</p> <p>Become more involved with community events, when safe to do so.</p>	<p>Pupil leadership roles are in place and their voices are being heard through minutes and assemblies. DA children will fulfil a role to deepen pupil engagement.</p>
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>New email for parents to contact teachers</p> <p>Parent engagement days – when safe to do so</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>With parents evening now transferred to telephone calls - all DA parents were contacted and engaged with this communication.</p> <p>When school locked down – tablets or work packs were produced if they were unable to access TEAMS –this ensured learning continued with minimal disruption.</p> <p>Following the Jan 21 lockdown, school and parental engagement was stronger than ever, with Teams, phone calls, paper pack collection and key worker engagement. Learning engagement is monitored weekly. 99% of children engaged online</p>
<p>Total budgeted cost</p>		<p>£2,680</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Edukey	TES

Further information

References

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&srefix=addressing+edu%2Caps%2C169&sr=8-1