

# Pupil premium strategy statement – Giles Junior School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview – September 2023

Detail	Data
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	19.09.2023
Date on which it will be reviewed	19.09.2024
Statement authorised by	Dawn De-Vall
Pupil premium lead	Louise Whitby
Governor lead	Dawn De-Vall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,590
Recovery premium funding allocation this academic year	£13,775
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,365

## Part A: Pupil premium strategy plan

### Statement of intent

At Giles Junior School we encourage individuals to recognise and develop their potential within a culture of academic excellence. We engage with children, families and the wider community; developing outstanding leadership skills, good citizenship and emotional and physical well-being. We have high expectations for all and are committed to identifying specific barriers to learning with a particular focus on the mental health of our pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment is lower than that of their peers in some pockets of the school
2	Pupils who receive Pupil Premium are more likely to have an additional need such as SEND
3	Pupils with specific social and emotional needs can impact their learning.
4	Disadvantaged pupils are more likely to have higher absence and poor punctuality than those who are not disadvantaged
5	Disadvantaged pupils are not in receipt of a breakfast or healthy snack which impacts on concentration, linked to poorer outcomes
6	Parent capacity to support pupils vocabulary and/or emotional regulation is less for those of some pupils who are disadvantaged

### 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
Improve progress and attainment in reading, writing and maths for disadvantaged pupils in targeted areas of	Close the gap in identified year groups when capturing summative data Implementation of Jane Considine Write Stuff approach to support and scaffold

the school to reduce the gap between that and their peers.	for those with multiple vulnerabilities – progress seen in books when monitoring Targeted teaching of specific groups in maths – taken by experienced HLTA with feedback to SLT every 3 weeks to track impact and progress using the HfL intervening successfully materials Purchase Reading Eggs as an additional intervention for pupils to access in school at home – track progress of the increase in their Lexile profile Identified pupils will have structured time in school to read with an adult where reading is not completed regularly at home Embed the guided reading sessions which were implemented in September 2020. Monitoring of these lessons will indicate and observe pupil progress in lessons. for those with multiple vulnerabilities – progress seen in books when monitoring
Identify pupils with multiple vulnerabilities and ensure they require support for SEND to access learning which will support them in catching up and keeping up	Disadvantaged pupils with SEND will have bespoke support plans to improve their attainment and progress at the end of KS2. Pupil progress meetings to evidence individual plans and extra support in place across the whole school
Identify additional lead associated with mental health and wellbeing to enable additional support from internal pastoral support team and external specialists to improve outcomes for pupils who have additional emotional needs.	Document and triage pupils who require additional support (non-academic) to reduce barriers and improve outcomes Individual pupil case studies will document progress in line with support had and the impact seen Implement the use of the Boxall Profile to identify emotional and social needs for key pupils – improved progress on selfregulation to impact on better outcomes
Improve attendance and punctuality for disadvantaged pupils.	Laura Smith (Family Support Worker) to identify families requiring support Attendance improvement plans put in place for key families to show an improvement in their attendance
Increase opportunities for parental support to allow them to engage and work with the school on consistent strategies which can be used at home and school.	Deliver bespoke parent workshops based on the level of need Parents will indicate that these have impacted on their routines at home Pupils will have improved outcomes as a result.

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed "The Write Stuff" approach across the school.	Pupil Book Study: An evidence-informed guide to help quality assure the curriculum (Alex Bedford) <a href="https://set.et-foundation.co.uk/resources/theimportance-of-cognitive-load-theory">https://set.et-foundation.co.uk/resources/theimportance-of-cognitive-load-theory</a>	1 2
Use diagnostic tools which allow us to analyse gaps of learning in maths and enable targeted teaching in maths as a result of pupil need	<a href="https://www.nfer.ac.uk/for-schools/free-resourcesadvice/assessment-hub/introduction-to-assessment/askthe-expert-diagnostic-assessment/">https://www.nfer.ac.uk/for-schools/free-resourcesadvice/assessment-hub/introduction-to-assessment/askthe-expert-diagnostic-assessment/</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	2 3
Embed a culture of understanding in terms of cognitive load theory and adapt planning in light of this understanding.	Pupil Book Study: An evidence-informed guide to help quality assure the curriculum (Alex Bedford) <a href="https://set.etfoundation.co.uk/resources/theimportance-of-cognitive-load-theory">https://set.etfoundation.co.uk/resources/theimportance-of-cognitive-load-theory</a>  Use diagnostic tools which allow us to analyse gaps of learning in maths and enable targeted teaching in maths as a result of pupil need	1 2 3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate additional groups in maths with targeted need.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>	1 2
Small group structured intervention for pupils with additional needs available staffed with highly skilled practitioners	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>	3
Bespoke interventions such as protective behaviours, Lego Therapy, Bright Stars to raise self esteem and over come social and emotional needs which can impact on learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a>	1 2 3

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker training to	<a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	5 6

analyse and work with attendance officer to improve attendance.		
Provide fruit and bagels as breakfast and snacks which is accessible to every child to combat hunger	<a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a>	5

**Total budgeted cost: £ 156,000**

## Part B: Review of the previous academic year (2022-2023)

### Outcomes for disadvantaged pupils

#### Attainment

KS2 SATs Data 2023 saw a rise in attainment compared to the previous year in all three subjects.

Subject	PPG	NON PPG	Notes
Reading	50%	81%	2022 saw 32% of PPG achieving EXS
Writing	62.1%	74.21%	2022 saw 47% of pupils achieving EXS
Maths	50%	75.9%	A rise on previous year which was 43%

#### Progress

Progress data for writing was positive with progress made (from their KS1 starting points) being in line with those pupils who are Non-PPG. This data gives the % of pupils who made the expected progress from the end of KS1 to the end of KS2 (for example if they were EXS at KS1 then the expected outcome would be of that child to be EXS at the end of KS2).

Subject	PPG	NON PPG	Notes
Reading	67.9%	75%	
Writing	62.1%	56.4%	Impact of the writing intervention can be seen as we are now in our second year of implementing The Write Stuff
Maths	46.4%	72.7%	

While the gap may have been widened in terms of comparison of PPG and non-PPG this can be accounted for in terms of the whole cohort having raised attainment.