

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 2024

Detail	Data
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-7
Date this statement was published	19.09.2024
Date on which it will be reviewed	19.09.2025
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	£ 144,558
Total budget for this academic year <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>	£144,558

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.

SEN Needs Summary (01 Sep 2024 - 06 Sep 2024)

	Year 3		Year 4		Year 5		Year 6		All Years	
Current Pupils										
Autistic Spectrum Disorder	2.67%	2	5.62%	5	4.65%	4	9.21%	7	5.52%	1
Male			4.49%	4	4.65%	4	5.26%	4	3.68%	1
Female	2.67%	2	1.12%	1			3.95%	3	1.84%	
Moderate Learning Difficulty					4.65%	4	3.95%	3	2.15%	
Male					3.49%	3	1.32%	1	1.23%	
Female					1.16%	1	2.63%	2	0.92%	
No Specialist Assessment	1.33%	1	7.87%	7	3.49%	3	1.32%	1	3.68%	1
Male	1.33%	1	4.49%	4	2.33%	2	1.32%	1	2.45%	
Female			3.37%	3	1.16%	1			1.23%	
Other Difficulty/Disability	1.33%	1							0.31%	
Female	1.33%	1							0.31%	
Physical Disability					2.33%	2			0.61%	
Male					2.33%	2			0.61%	
Social, Emotional and Mental Health	6.67%	5	7.87%	7	16.28%	14	23.68%	18	13.50%	4
Male	2.67%	2	5.62%	5	12.79%	11	13.16%	10	8.59%	2
Female	4.00%	3	2.25%	2	3.49%	3	10.53%	8	4.91%	1
Speech, Language or Communication Need	20.00%	15	5.62%	5	6.98%	6	5.26%	4	9.20%	3
Male	12.00%	9	5.62%	5	3.49%	3	3.95%	3	6.13%	2
Female	8.00%	6			3.49%	3	1.32%	1	3.07%	1
Specific Learning Difficulty	4.00%	3	2.25%	2	4.65%	4	2.63%	2	3.37%	1
Male	1.33%	1	1.12%	1	3.49%	3	1.32%	1	1.84%	
Female	2.67%	2	1.12%	1	1.16%	1	1.32%	1	1.53%	
Vision Impairment			1.12%	1			2.63%	2	0.92%	
Male			1.12%	1			2.63%	2	0.92%	

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 (including those 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 the school to reduce the gap between that and their peers.	Reading All pupil assessed on Little Wandle upon entry to the Junior School. Pupils grouped to suit their age and stage. Those who have not passed the phonics check or have larger gaps in phonics will have additional interventions (this is planned strategically they attend all guided reading where they have the fluency and prose modelled to them and through opportunities such as echo reading) Class reader – high quality modelled of fluency daily to pupils Daily reading one to one with an adult who has been phonics trained Deliver a reading session for parents in year 3. Offer an opportunity to come and read with their child. Specific interventions for fluency based on fluency project run by HfL weekly for those falling behind their peers. Maths All pupils are assessed upon entry and throughout their KS2 journey both formatively and summative those who are not YET able to access their current year group curriculum have bespoke learning in a small group where the focus is place value – once address they are able to access whole class teaching in year 5 or 6. The model is flexible and from the 2024 academic year the adult who was teaching an external group is going to be supporting within a class where the need is greater to give the extra input within class alongside the main class teacher. Writing

	Additional SPAG focus – as part of the lesson starter of writing (Jane Considine) Continuing to moderate and upskill staff in terms of assessment using the TAFs to identify gaps for each child and within class this can be built into the curriculum and lessons within English but also cross-curricular writing
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 self regulation to impact on better outcomes
Improve attendance and punctuality for disadvantaged pupils.	Monitor attendance records closely each week Analyse attendance to focus on separate groups of pupils Follow the policy of attendance Report to parents when their attendance falls below 95% Set up AIP (Attendance Improvement Plans) Refer to family support worker where support may be relevant
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 50%: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training, purchase and thorough knowledge of the Little Wandle scheme.	https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf	1
Promote a love of reading through presenting and modelling high quality books with fluency and correct articulation.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
As part of embedding The Write Stuff (Jane Considine) higher focus on spelling, punctuation and grammar fed into English lesson starters.	Pupil Book Study: An evidence-informed guide to help quality assure the curriculum (Alex Bedford) https://set.et-foundation.co.uk/resources/theimportance-of-cognitive-load-theory	1
Identification of pupils with multiple vulnerabilities to analyse separate barriers which can be addressed through the school mental offer.	https://www.slccuk.com/2023/08/10/why-pastoral-care-is-fundamental-to-academic-achievement/	1 2
Leaders to hold teachers to account in implementing the agreed pedagogical approaches in lessons which are rooted in effective teaching outcomes.	https://walkthrus.co.uk/ (£250) Pupil Book Study: An evidence-informed guide to help quality assure the curriculum (Alex Bedford) https://set.etfoundation.co.uk/resources/theimportance-of-cognitive-load-theory	2 3
Robust policy on attendance which is implemented consistently.	https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	1 2 3

Give opportunities for parents to engage with their child's learning and development through a range of formal and informal sessions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

25% Budgeted cost: £ 36,000

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

can impact on learning		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

25% Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker training to analyse and work with attendance officer to improve attendance.	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	5 6
Provide fruit and bagels as breakfast and snacks which is accessible to every child to combat hunger	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	5

Total budgeted cost: £ 144,000

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

Outcomes for disadvantaged pupils

Attainment

KS2 SATs Data 2024 saw a rise in attainment compared to the previous year in reading and writing for our pupil premium pupils with the gap continuing to close.

Subject	PPG	NON PPG	Notes
Reading	62%	76%	2022 saw 32% of PPG achieving EXS 2023 saw 50% of PPG achieving EXS
Writing	66%	76%	2022 saw 47% of PPG achieving EXS 2023 saw 62.1% PPG achieving EXS
Maths	48.5%	64% %	A rise on previous year which was 43% 2023 saw 50% PPG achieving EXS

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	89%	61%	2023 PPG 68% Non 75%

Writing	76%	78.7%	Impact of the writing intervention can be seen as we are now in our third year of implementing The Write Stuff 2023 PPG 62% Non 56%
Maths	78%	67%	2023 PPG 46% Non 72%

PPG progress is in line with their non PPG peers or higher – showing the impact of the strategy for 2023.

The progress gap has reduced considerably for maths and for reading and maths has shows to have a positive gap.