



Pupil premium strategy statement 2024-25

This statement details St Giles' 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 |
|---|--|
| Number of pupils in school | 112 including 6 part time Nursery pupils |
| Proportion (%) of pupil premium eligible pupils | 50% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Stephen Hehir Headteacher |
| Pupil premium lead | Stephen Hehir Headteacher |
| Governor / Trustee lead | Kathleen Shields |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £61,530 |
| Recovery premium funding allocation this academic year | £19,387.50 |
| Pupil premium (and recovery premium*) funding carried forward from previous years | £ 0 |
| Total budget for this academic year | £ 80,917.50 |



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, during the academic year 2021 – 22 there did appear to be some variance in outcomes for disadvantaged pupils e.g. pupil premium pupil when compared to their peers, made less progress in maths.

During the academic year 2022 – 23 the variance reduced. However, pupils continue to experience disadvantage as a result of the pandemic even a year/two years after the event. At the heart of our approach is a commitment to putting the best support in place for maximising progress for the most vulnerable pupils in addition to our core provision.

Although our strategy is focused on the needs of our most vulnerable pupils and those who have been disadvantaged by the pandemic still, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the School Led Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. The Pupil Premium strategy will compliment the so to be planned outcomes of the new School Development Plan, the Equalities Action Plan, the Accessibility Plan and the St Giles Curriculum Pathways Intent. It is reflected in the appraisal targets set this year for the staff team and is linked with EHCP targets.

Our strategy will be driven by the needs and strengths of each young person, based on formal, informal, formative and summative assessments. This helps us to ensure that we offer them the relevant skills and experience they require to be the best that they can be.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | Narrow the gap for pupils following the Formal and Semi-formal curriculum pathways who are not achieving expected progress in number and reading. |
| 2. | Monitoring of attendance data and conversations with pupils and their families, shows that there continues to be a group of disadvantaged pupils with complex medical conditions who are experiencing issues with attendance. A number of pupils who are not in hospital, have been unable to attend school for medical reasons and parents struggle to meet their needs at home. Where pupils in hospital are benefiting from Hospital Schools, the school needs to work with the Hospital School to support their understanding of the pupil and transition back into St Giles. |
| 3. | Our assessments show that pupils following the pre-formal pathway make less progress towards their Cognition EHCP outcomes than with other EHCP outcomes. |
| 4. | Ensure pupils with a clear discrepancy between their level of understanding and their ability to speak, access personalised systems of communication. Ensure pupils with social communication difficulties are supported with their communication and emotional wellbeing. |

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 |
|---|---|
| Improved attainment for pupils, including pupil premium pupils, following the formal and semi-formal curriculum in number and reading. | Through achievement of improved performance, as demonstrated by our end of year assessments at the end of the strategy in 2024/25. |
| Improved attendance for disadvantaged pupils with complex medical conditions. Through achievement of improved attendance, as demonstrated by monitoring attendance over time from 2022-23 until the end of our strategy in 2024/25. | Improved attendance for disadvantaged pupils with complex medical conditions. Through achievement of improved attendance, as demonstrated by monitoring attendance over time from 2022-23 until the end of our strategy in 2024/25. |
| Improved progress towards Cognition EHCP outcomes for pupils following the pre-formal curriculum pathway. | Through improved achievement of cognition EHCP annual targets and outcomes for pupils following the pre-formal pathway, as |



| | |
|--|--|
| | demonstrated by our end of year assessments at the end of our strategy in 2024/25. |
| Improved progress towards Communication and Social, Emotional and Mental Health EHCP outcomes for pupils with a clear discrepancy between their level of understanding and their ability to speak and social communication difficulties. | Through improved achievement of Communication and Social, Emotional and Mental Wellbeing EHCP annual targets and outcomes for pupils with a clear discrepancy between their level of understanding and their ability to speak and social communication difficulties, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. |

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: £16,486

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>CPD on supporting pupils with social communication needs.</i> | www.autismeducationtrust.org.uk/sites/default/files/2022-04/SASS-Strategies-for-supporting-children-on-the-Autism-Spectrum-in-the-Early-Years.pdf Team Teach | 1,2,3,4 |
| <i>Positive Behaviour Support CPD</i> | www.zonesofregulation.com/research--evidence-base.html# https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies The EEF states research shows self-regulation strategies have a positive impact and may be a cost-effective approach for raising attainment. | 1,2,3,4 |
| <i>Total Communication CPD</i> | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Evidence shows staff are very likely to benefit from training or professional development to use programmes and approaches successfully. | 1,2,3,4 |



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

Budgeted cost: £36,129.5

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Reading interventions MLD / SLD pupils</i> | The results of the evaluation below suggest that pupils allocated to the Read Write Inc. Phonics intervention group made more progress in reading than pupils in other schools https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=There%20is%20extensive%20evidence%20in,to%20the%20Read%20Write%20Inc. | 1 |
| <i>Total Communication Interventions non-verbal pupils / social communication issues</i> | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Positive effects have been identified on early language and literacy skills. | 3,4 |

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

Budgeted cost: £28,302

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Music Therapy - £17,100</i> | CYP with PMLD can often develop a social connection through improvised music making. Non- verbal musical exchanges between client and therapist can aid the development of communication. https://senmagazine.co.uk/content/specific-needs/pml/15866/music-therapy-and-pml/ | 2,3,4 |
| <i>Education Welfare Officer Support - £2002.00</i> | https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1678378813 Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). | 2 |
| <i>Drama and Art Therapist</i> | CYP with PMLD can often develop a social connection through improvised Drama & Art making. Non- verbal musical exchanges between | |



| | | |
|--------------------------------------|--|--|
| £9000 | client and therapist can aid the development of communication. https://www.choiceforum.org/docs/The-arts-and-people-with-profound-and-multiple-learning-disabilities.pdf | |
| <i>Clinical supervision</i> £2000 | Focused clinical supervision for staff who work with SLD/MLD students and particularly disadvantaged students to reflect on how students communicate and links with behaviour. Clinical supervision provides opportunities for staff to reflect upon students, their communication, links to behaviour and how this impacts upon their own well-being and approaches to working with CYP. https://www.rcn.org.uk/congress/congress-events/4-clinical-supervision-by-other-professional | |

Total budgeted cost: £ £ 80,917.50



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

Challenge 1a - Improved attainment for disadvantaged pupils in maths

| | All Pupils - Summer 23 | PP Summer 23 |
|--|--|--|
| EHCP Progress (Formal curriculum pathway) | 20% - Above expected progress 50% - Expected progress | 22% - Above expected progress 54% - Expected progress |
| EHCP Progress (Semi-Formal curriculum pathway) | 27% Above expected progress 35% Expected progress | 29% Above expected progress 38% Expected progress |

Pupil premium pupils compare favourably or are in line with all pupils, but mathematics remains an area of focus for improved attainment.

Challenge 1b - Improved attainment for disadvantaged pupils in reading

| | All Pupils Summer 23 | PP Summer 23 |
|--|--|--|
| EHCP Progress - Reading (Formal curriculum pathway) | 22% - Above expected progress 55% - Expected progress | 24% - Above expected progress 53% - Expected progress |
| EHCP Progress - Reading (Semi-Formal curriculum pathway) | 33% Above expected progress 37% Expected progress | 35% Above expected progress 34% Expected progress |

Pupil premium pupils compare favourably with all pupils or are in line with, but reading remains an area of focus for improved attainment.



Challenge 2 - Improved attendance for disadvantaged pupils with complex medical conditions.

| Attendance 2021-2023 | | | | |
|----------------------|---------|---------|---------|---------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Total | 73% | 81% | 82% | 82% |

Over time there has been general improvement in attendance of Pupil premium pupils but this remains an area of focus for the school.



Challenge 3 - Improved achievement of cognition EHCP annual targets and outcomes for pupils following the pre-formal pathway, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

| | All Pupils - 23 | PP - 23 | All Pupils - 24 | PP - 24 |
|---|--|---|--|---|
| EHCP Outcomes Cognition – pre-formal | Achieved average – 75% Partially achieved average – 24% | Achieved average – 83% Partially achieved average – 6% | Achieved average – 77% Partially achieved average – 20% | Achieved average – 81% Partially achieved average – 9% |

Over time there has been general improvement in outcomes of Pupil premium pupils in most cases but this remains an area of focus for the school.

Challenge 4 - Through improved achievement of Communication and Social, Emotional and Mental Wellbeing EHCP annual targets and outcomes for pupils with a clear discrepancy between their level of understanding and their ability to speak and social communication difficulties, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

| | All Pupils - 23 | PP Summer 23 | All Pupils Summer 24 | PP Summer 24 |
|------------------------------------|--|---|--|---|
| EHCP Outcomes Communication | Achieved average – 73% Partially achieved average – 24% | Achieved average – 88% Partially achieved average – 4% | Achieved average – 74% Partially achieved average – 20% | Achieved average – 86% Partially achieved average – 9% |
| EHCP Outcomes SEMW | Achieved average – 67% Partially achieved average – 28% | Achieved average – 83% Partially achieved average – 6% | Achieved average – 71% Partially achieved average – 23% | Achieved average – 84% Partially achieved average – 9% |

Over time there has been general improvement in outcomes of Pupil premium pupils in both these areas but this remains an area of focus for the school.



Externally provided programmes

| Programme | Provider |
|--|--|
| Music Therapy | Nordoff Robbins |
| Drama and art Therapist | External therapist – Tricia Gannon |
| Bespoke CPD for teachers to develop strategies to support individual pupils with ASD | Social Eyes |
| Bespoke sessions for pupils, team teaching, multi-agency meetings and CPD for staff in Alternative and Augmentative Communication (AAC). | Laura Armitage, Specialist AAC teacher |