Pupil premium strategy statement 2025-26

This statement details St Giles' use of pupil premium (and recovery premium for the 2024 to 2025 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	115 including 9 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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stephen Hehir Headteacher
Pupil premium lead	Stephen Hehir Headteacher
Governor / Trustee lead	Fiona Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66670
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£66670

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 2024 – 25 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 2024 – 25 the variance reduced. However, pupils continue to experience disadvantage. At the heart of our approach is a commitment to putting the best support is 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 Music therapy programme for pupils that most require this from a review of their individual needs, 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.

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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 2025/26 in Communication, Writing, Reading and Mathematics.
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 2024/25 until the end of our strategy in 2027
Improved progress towards Cognition EHCP outcomes for pupils following the pre-formal	Through achievement of improved

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curriculum pathway.	performance, as demonstrated by our end of year assessments at the end of the strategy in 2025/26 in Writing, Reading and Mathematics.
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 2025/26 in relation to Social , Emotional Well Being and Mental Health Difficulties and Communication.

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: £30,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on supporting pupils with social communication needs.	www.autismeducationtrust.org.uk/sites/default/files/2022-04/SASS-Strategies-for-supporting-children-on-the-Autism-Spectrum-in-the-Early-Years.pdf	1,2,3,4
Positive Behaviour Support CPD through EP and Clinical supervision	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
Total Communication CPD - Makaton CPD	Makaton training for staff to reach Level 1 Evidence shows staff are very likely to benefit from training or professional development to use programmes and approaches successfully.	1,2,3,4

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

Budgeted cost: £16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions to support pre-phonics, phonics and life after phonics	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
Total Communication Interventions non-verbal pupils / social communication issues	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: £20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	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/pmld/15866/music-therapy-and-pmld/	2,3,4
Education Welfare Officer Support -	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
Drama and Art Therapist	CYP with PMLD can often develop a social connection through improvised Drama & Art making. Non- verbal musical exchanges between	

	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	
Clinical supervision	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: £ £ 66,679.00

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 2024 to 2025 academic year

Review of Pupil premium or Disadvantaged students progress 2024/2025

Table 1

Area	Commentary 2024/25	Commentary 2023/24	Review of PP progress – 2024/25
Reading progress *(in Semi-formal and formal pathway (stepping stones, Bridging and Milestones assessments)*	8.9% above expected 53.3% expected 37.8% made progress but did not meet their target **100% of students made progress** **Improving trend from last year** 0% had a regression.	9% of pupils exceeded target that was set. 45% met their target 40% made progress but did not meet their target **94% of students made progress** 6 % had a regression.	14.2% of pupils exceeded target that was set. 57.1% met their target 28.5% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners.** 0% had a regression.
Writing progress *(in Semi-formal and formal pathway (stepping stones, Bridging and Milestones assessments)*	4.7% above expected 48.8% expected 46.5% made progress but did not meet their target **97.6% of students made progress** **Slight decrease in improvement from last year overall but more made expected progress** 2.4% had a regression.	0% of pupils exceeded target that was set. 30% met their target 64% made progress but did not meet their target **94% of students made progress** 6 % had a regression	10% of pupils exceeded target that was set. 50% met their target 40% made progress but did not meet their target **100% of students made progress** **PP students made better progress than all learners.** 0% had a regression.
Mathematics progress - Number *(in Semi-formal and formal pathway (stepping stones, Bridging and Milestones*	7.1% above expected 40.5% expected 52.4% made progress but did not meet their target **100% of students**	Just Mathematics as a whole 11%% of pupils exceeded target that was set. 30% met their target	10% of pupils exceeded target that was set. 50% met their target 40% made progress

assessments)	**made progress** **Improving trend from last year** 0% had a regression.	56% made progress but did not meet their target **97% of students made progress** 3% had a regression.	but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress** 0% had a regression.
Mathematics progress – Shape & area *(in Semi-formal and formal pathway (stepping stones, Bridging and Milestones assessments)*	4.5% above expected 40.9% expected 54.5% made progress but did not meet their target **100% of students made progress** **Improving trend from last year** 0% had a regression.	Just Mathematics as a whole 11%% of pupils exceeded target that was set. 30% met their target 56% made progress but did not meet their target **97% of students made progress** 3% had a regression.	5% of pupils exceeded target that was set. 55% met their target 50% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress** 0% had a regression.
Science progress *(in Semi-formal and formal pathway (stepping stones, Bridging and Milestones assessments)*	7.1% above expected 23.8% expected 69% made progress but did not meet their target **100% of students made progress** **Improving trend from last year** 0% had a regression	6% of pupils exceeded target that was set. 19% met their target 70% made progress but did not meet their target **96% of students made progress** 4% had a regression	5% of pupils exceeded target that was set. 25% met their target 70% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress** 0% had a regression.
Pebbles progress (Pre-formal)	33.3% above expected 40.5% expected 26.2% made progress but did not meet their	29% of pupils exceeded target that was set. 51% met their target 18% made progress	26.3% of pupils exceeded target that was set. 52.6% met their

	target **100% of students made progress** **Improving trend from last year** 0% had a regression.	but did not meet their target **98% of students made progress** 2% had a regression.	target 21% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress** 0% had a regression.
Communication progress (all students)	8.4% above expected 33.5% expected 58.1% made progress but did not meet their target **98.5% of students made progress** 1.5% had a regression.	Not reviewed last year	21.9% above expected 48.3% expected 29.8% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress**
PSE (Personal Social and Emotional) progress (all students)	23.2% above expected 46.4% expected 30.4% made progress but did not meet their target **100% of students made progress** 0% had a regression.	Not reviewed last year	3.8% above expected 27.9% expected 68.3% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress**

Summary

In all areas students are making progress.

From the data for PSE you can see that a higher percentage of students met their expected outcomes. The 30.4% of students that made progress but did not reach their target suggests that expected outcomes may have been too high.

For the data for CAL you can see that 58.1% of students made progress but did not meet their target. This

again shows that the expected outcomes set for CAL may have been too high.

Reading, Writing and Mathematics, including Number and Shape and Measure, show a high percentage of students who made progress but did not meet their target. This could indicate that either the expected outcomes are too ambitious for the cohort of students we have currently, or the steps of progress are too big and therefore do not allow for students to show progress.

The data for Science shows a significantly higher percentage of students who have made progress but not met their targets. From discussions with the Science subject lead, I have gathered that the curriculum needs a review. This could explain the lack of progress seen for this subject.

Overall PP students are making similar rates of progress or better rates of progress compared to all learners.

Challenge 1a - Improved attainment for disadvantaged pupils in maths

There is no discernible gap between disadvantaged learners and all learners in terms of overall progress in this subject.

Mathematics remains an area of focus for improved attainment.

Challenge 1b - Improved attainment for disadvantaged pupils in reading

There is no discernible gap between disadvantaged learners and all learners in terms of overall progress in this subject.

Reading remains an area of focus for improved attainment.

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Attendance 2021-2023						
	2020-21 PP	2021-22 PP	2022-23 PP	2023-24 PP	2024-25 PP	2024-25 - Whole school - 90.2% with medical absence discounted
Nursery	76%	72%	77%	76%	43%	-
Lower	78%	81%	79%	79%	91%	89.9%
Middle	82%	86%	86%	84%	89%	88.2%
Upper	70%	82%	87%	84%	89%	86.1%
Sixth Form	66%	78%	85%	81%	83%	-

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

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 - I*mproved 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 2027**

See Table 1

Area	Commentary 2024/25	Commentary 2023/24	Review of PP progress – 2024/25
Pebbles progress (Pre-formal)	33.3% above expected 40.5% expected 26.2% made progress but did not meet their target **100% of students made progress** **Improving trend from last year** 0% had a regression.	29% of pupils exceeded target that was set. 51% met their target 18% made progress but did not meet their target **98% of students made progress** 2% had a regression.	26.3% of pupils exceeded target that was set. 52.6% met their target 21% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress** 0% had a

			regression.

There is no discernible gap between disadvantaged learners and all learners in terms of overall progress in this area.

Pre-formal remains an area of focus for improved attainment.

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.

Area	Commentary 2024/25	Commentary 2023/24	Review of PP progress – 2024/25
Communication progress (all students)	8.4% above expected 33.5% expected 58.1% made progress but did not meet their target **98.5% of students made progress** 1.5% had a regression.	Not reviewed last year	21.9% above expected 48.3% expected 29.8% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress**
PSE (Personal Social and Emotional) progress (all students)	23.2% above expected 46.4% expected 30.4% made progress but did not meet their target **100% of students made progress** 0% had a regression.	Not reviewed last year	3.8% above expected 27.9% expected 68.3% made progress but did not meet their target **100% of students made progress** **No gap between PP and all learners in terms of overall progress**

There is no discernible gap between disadvantaged learners and all learners in terms of overall progress in these areas.

Communication and Social, Emotional and Mental Well-being remains an area of focus for improved

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attainment.

Externally provided programmmes

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 - bought in
Behaviour as a form of communication Support	Lara Milleti - Croydon EP