

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Giles C of E Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	12.08 %
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2028
Date this statement was published	12.12.2025
Date on which it will be reviewed	12.12.2026
Statement authorised by	FGB
Pupil premium lead	Executive Headteacher
Governor lead	Helen Padgett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,150
Recovery premium funding allocation this academic year	£ 0
Pupil premium and Recovery premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 15,150

# Part A: Pupil premium strategy plan

## Statement of intent

At St Andrew's C of E Primary School, we recognise that learning is the purpose of the whole school and is a shared commitment. Children from disadvantaged backgrounds are a small but significant group. We intend for all of those children to be the best they can possible be, to thrive and flourish in this loving, Christian school. For optimum benefit, all should work closely together to support the process of learning.

Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values children from all backgrounds.
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can flourish as individuals within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust within a Christian framework;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

## Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social & emotional difficulties, including medical and mental health issues. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Due to financial constraints, pupils are unable to contribute to the cost of trips and transport.
3	Pupils language skills vary and linked with limited life experiences and availability of quality texts to develop reading skills. Internal assessments indicate that attainment in reading among disadvantaged pupils is below that of non-disadvantaged pupils across the school.
4	Maths attainment in KS1 and KS2. Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils across the school.
5	Attendance Lower punctuality and attendance rates which reduces school hours, causing children to fall behind on average.

6	Parental Engagement. Parental engagement is a key focus to support the impact on children's learning. EEF Parental Engagement - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
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## 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.

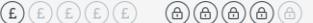
Intended outcome	Success criteria
1. Emotional difficulties are supported	Children are achieving to their best ability and where possible in line with their peers Children and families are receiving the specific and tailored support needed and in a timely way. Children and families are able to access early support from school. Where higher tier services are required, families are supported to access these pathways.
2. Children are able to take part in the opportunities offered if desired.	Finance is not a barrier to being able to access trips, extra-curricular opportunities, and music lessons or have the equipment to take part.
3. Children are able to read at age equivalent levels. We narrow the gap between PP pupils and non-PP pupils in reading	Children have access to appropriate, varied and interesting texts. Staff are sufficiently trained to teach children to read. Assessments are accurate and pin point starting points and barriers to learning. Specific intervention programmes are available including Early Years/ KS1 <i>Talk Boost</i>
4. We narrow the gap between PP pupils and non-PP pupils in maths	Year 4 children are achieving the Multiplication test. Assessments are used to identify gaps Teachers are using professional judgement to prioritise learning and ensure the curriculum does not move on to quickly for learners Misconceptions are addressed promptly Maths results are at least equal to English results Specific intervention programmes are available including Numberstacks
5. Attendance and punctuality rates for all PP pupils improve	The gap closes between overall attendance data for PPG pupils and Non PPG pupils.
6. Parents of PP children engage with the school.	Teachers nurture positive relationships with parents of all PP children Parents of new PP children have the same strong relationship with school as our existing PP parents.

## 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: £ 3,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff to support outdoor learning (Forest school and environmental science)	<p><b>EEF - Physical impact</b></p> <p><b>Physical activity</b> Low impact for very low cost based on extensive evidence.</p>  <span>+2</span>	1, 2, 5 and 6
CPD course Phonics- Termly visits from phonics specialists to support leaders and staff with assessment and teaching of phonics throughout the school. Maths – EY and KS1 staff undertaking sessions of maths mastery training Y3/4 staff undertaking teaching for mastery training Maths lead attending training in maths mastery 2x termly	<p><b>EEF – Effective Professional Development 3</b></p> <p><b>EEF Oral language interventions</b> Oral language interventions High impact for very low cost based on extensive evidence.</p>  <span>+6</span> <p><b>EEF Phonics</b> Phonics Moderate impact for very low cost based on extensive evidence.</p>  <span>+5</span> <p><b>EEF Mastery</b> Mastery learning Moderate impact for very low cost based on limited evidence.</p>  <span>+5</span>	3 & 4

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

Budgeted cost: £ 5,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of First News resources	EEF Improving Literacy in Key Stage 2 Recommendation 1	3

Provide TA support in small classes to ensure needs are well met	EEF Teaching assistant interventions  Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.  	3 & 4
Analysis and further assessment of those children not making expected progress in phonics. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF Phonics   	3
Focused targeted intervention in maths or English based on individual pupil need. This will include a blend of tutoring, mentoring and pastoral support. One to one and small groups.  Additional maths mastery session taught in EYFS, year 1 and 2 to supplement the daily maths session.  All pupils who are disadvantaged in EYFS and KS1 will have a minimum of 4 opportunities to read or be read to 1:1 or in KS2 a minimum of 2 times a week in school.	One to one tuition EEF  One to one tuition Moderate impact for moderate cost based on moderate evidence.   Small group tuition EEF Toolkit strand    EEF Maths mastery  Mastery learning Moderate impact for very low cost based on limited evidence.   EEF: Reading comprehension strategies are high impact on average (+6 months).  Reading comprehension strategies High impact for very low cost based on moderate evidence.   Alongside phonics it is a crucial component of early reading instruction.  Phonics Moderate impact for very low cost based on extensive evidence.  	3+4

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

Budgeted cost: £ 5,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Availability of Pastoral and Behaviour Leader. School-based nurture work will improve the well-being of those children who have social, emotional and mental health difficulties	EEF Social and emotional learning  Social and emotional learning Moderate impact for very low cost based on very limited evidence.  	1
Parental Engagement: At a whole school level through newsletters, social media and individually to focus families by Pupil Premium Champion	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>  Parental engagement Moderate impact for very low cost based on extensive evidence.  	6

<p>Increase in attendance through fostering better engagement with families and building positive relationship.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.</p> 	<p>5</p>
<p>Fund available to support contributions to trips and transport. To ensure all pupils can attend extra-curricular clubs and have access to opportunities such as swimming, music and sports events.</p>	<p>EEF Using pupil premium; guidance for school leaders. Adventure education usually involves collaborative learning experiences</p> <p><b>Collaborative learning approaches</b> Moderate impact for very low cost based on limited evidence.</p> 	<p>2</p>

**Total budgeted cost: £ 15,150**

## 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 2024 to 2025 academic year.

Statutory Attainment- Caution should be exercised with this data as the number of pupils are so small. DfE gives 10 pupils as a valid data set for data comparison.

GLD

	Number/ Percentage of pupils achieving GLD
Cohort (12)	10 pupils - 83%
Pupil Premium (0)	0 pupil = 0%
Non Pupil Premium (12)	10 pupils = 83%

Phonics Screening

	Number/ Percentage of pupils passing the phonics screening
Cohort (14)	12 pupils = 86%
Pupil Premium (2)	2 pupils = 100%
Non Pupil Premium (10)	8 pupils = 80%

Maths Times tables Check

	Number/ Percentage of pupils passing the times tables check
Cohort (11)	6 pupils = 55%
Pupil Premium (1)	0 pupils = 0%
Non Pupil Premium (10)	5 pupils = 50%

## Year 6 SATs results 2024-25

	Reading	Writing	Maths
Cohort (9)	6 pupils = 67%	8 pupils = 88%	7 pupils = 78%
Pupil Premium (2)	1 pupil = 50%	2 pupils = 100%	1 pupil = 50%
Non Pupil Premium (7)	5 pupils = 71%	6 pupils = 86%	6 pupils = 86%

### National Comparisons;

GLD 2024/25 51.5% of Disadvantaged children achieved a Good Level of development.  
St Giles had no disadvantaged children in reception.

Phonics 2024/25 67% of Disadvantaged children achieved the expected standard in the Phonics Screening Check. St Giles disadvantaged children performed above the national attainment level.

### KS2 SATs

In **reading**, 63% of disadvantaged pupils met the expected standard, up from 62% in 2024.

St Giles disadvantaged pupils achieved below national levels

In **maths**, 61% of pupils met the expected standard, up from 59% in 2024.

St Giles disadvantaged pupils achieved below national levels

In **writing**, 59% of pupils met the expected standard, up from 58% in 2024.

St Giles disadvantaged pupils achieved above national levels

Attendance for Pupil Premium Pupils in 2024-25 was 87.60% compared to an overall attendance for pupils of 94.16%

## 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
Literacy Shed	Literacy Shed Plus
Numbots	Maths Circle Limited
White Rose	White Rose

Mastering Number	NCETM
Read Write Inc	Oxford University Press