# Pupil premium strategy statement 2022-23

This statement details St Giles’ use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| Number of pupils in school | 116 including 8 part time Nursery pupils |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 – 2024  Some amendments made to reflect data September 22 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Katharine Lewis  Headteacher |
| Pupil premium lead | Katharine Lewis  Headteacher |
| Governor lead | Paul Thirkettle and Ken Morcombe |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £58,745 |
| Recovery premium funding allocation this academic year | £40,210 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £ 0 |
| **Total budget for this academic year** | £ 98,955 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 2020 – 21 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 2021 – 22 the variance reduced. However, pupils continue to experience disadvantage as a result of the pandemic. 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, 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 compliments the planned outcomes of the 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.  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.

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| 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.

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| 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: £12,985

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| 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](http://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* | [www.zonesofregulation.com/research--evidence-base.html#](http://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* | <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: £42,985

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Maths Interventions MLD / SLD pupils* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.  <https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120> | 1 |
| *Reading interventions MLD / SLD pupils* | 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: £42,985

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| 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 |
| *Changes to the classroom environment* | There is evidence that children can be distracted by the visual environment, spending more time off task, and demonstrating smaller learning gains when walls are highly decorated than when the decorations were removed. This is particularly the case for pupils with ASD and social communication difficulties.  <https://journals.sagepub.com/doi/abs/10.1177/0956797614533801> | 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 |

**Total budgeted cost: £ 98,955**

# 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 2021 to 2022 academic year

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| ***Challenge 1 - Improved attainment for disadvantaged pupils in maths***   |  |  |  | | --- | --- | --- | |  | **All Pupils**  **Summer 22** | **PP**  **Summer 22** | | **Progress - Number**  (Formal curriculum pathway) | 20% - Above expected progress  53% - Expected progress | 37% - Above expected progress  50% - Expected progress | | **Progress - Number**  (Semi-Formal curriculum pathway) | 31% Above expected progress  34% Expected progress | 36% Above expected progress  29% Expected progress | | **EHCP Outcomes Maths**  (Semi-formal and Formal curriculum pathways) | 53% Fully achieved  17% Partially achieved | 56% Fully achieved  21% Partially achieved |   Pupil premium pupils compare favourably with all pupils, but mathematics remains an area of focus for improved attainment.  ***Challenge 2 - Improved attendance for disadvantaged pupils with complex medical conditions.***   |  |  |  |  | | --- | --- | --- | --- | | **Attendance 2021-2022** | | | | |  | **2020-21** | **2021-22** | **Autumn term 22** | | Nursery | 76% | 72% | 77% | | Lower School | 78% | 81% | 79% | | Middle School | 82% | 86% | 86% | | Upper School | 70% | 82% | 87% | | Sixth Form | 66% | 78% | 85% |   These figures exclude 2 pupils who are having their needs met by tutors provided by Croydon due to their complex medical conditions. It also does not include 5 pupils who were in hospital for the first half of the Autumn Term 2022 or a sixth form pupil who receives support from school at home. This remains an area of focus for the school.  ***Challenge 3 - Improved achievement of physical and sensory EHCP outcomes for pupils with complex physical and medical needs including PMLD pupils.***   |  |  |  | | --- | --- | --- | |  | **All Pupils**  **Summer 22** | **PP**  **Summer 22** | | **EHCP Outcomes Physical and Sensory** | Achieved average – 70%  Partially achieved average – 26% | Achieved average – 85%  Partially achieved average – 15% |   The results for progress towards Physical and Sensory EHCP outcomes are markedly more positive than the other EHCP outcomes. We therefore conclude that this an area of strength for the school and no longer an area of focus for the school. |

## Externally provided programmes

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| Programme | Provider |
| Music Therapy | Nordoff Robbins |
| 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 |