

# Pupil premium strategy statement – Haughton St Giles Primary Academy

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

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-27
Date this statement was published	Dec 24
Date on which it will be reviewed	July 25
Statement authorised by	Victoria Hulme
Pupil premium lead	Victoria Hulme
Governor / Trustee lead	Amie Clinton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *	£0
<b>Total budget for this academic year</b> <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>	£13,320

# Part A: Pupil premium strategy plan

## Statement of intent

*All staff and the governing body are committed to providing a primary education which results in all pupils attaining academically and socially equally, whatever their barriers to success may be. As our school is a small setting, staff get to know families and pupils well and therefore are able to appreciate the impact of disadvantage wherever it exists, regardless of whether a pupil is entitled to Pupil Premium. We have seen numbers of pupils entitled to Pupil Premium increase from last year (8% to 13%), supported by the eligibility checker, which accesses approved data to regularly monitor and review families who may be entitled to support. This allows for swift access to Pupil Premium support for our pupils.*

*In 2024-25 The school aims to build on the positive outcomes of the previous academic year and further improve outcomes for all pupils and especially those who experience disadvantage.*

*In order to ensure that disadvantaged pupils also benefit equally from a wide curriculum and build capital, we continue to develop all subjects so the curriculum is ambitious and accessible for all pupils including disadvantaged pupils. This includes providing wider experiences to build Cultural Capital.*

*We access support from outside agencies to support pupils who have complex social, emotional and mental health difficulties which could impact on their current access to school or to their future access to high school.*

*In a middle income locality, the school works to ensure that pupils have equal opportunities to a full school life through wider experiences. In a small setting, pupils who are not able to afford extracurricular activities are highly visible and we are determined that they should NOT be denied the benefits their peers are accessing due to financial constraints and consequently be sensitive of being excluded from enjoyable and profitable experiences. This extends to ensuring children have the uniform and equipment they need in school.*

*Our approach has been formulated to address the needs of disadvantaged and other pupils in our close-knit school community, capitalising on the ability to understand the needs of each pupil within the context of our school.*

*Principles of our Pupil Premium Strategy in summary-*

- 1. Provision for individual disadvantaged pupils is personalised and based on information assimilated from a range of sources: assessments (including SEN where appropriate); observations; conversations with parents and pupils;*

*involvement of external agencies where relevant, including Social Care and Health; and tracking of take up of extra-curricular activities.*

2. *Teaching and learning and access to the core subjects and the wider curriculum is being enhanced through developing an ambitious and accessible curriculum for all to flourish.*

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have limited wider experiences which impacts negatively on individual Cultural Capital acquirement. Pupils do not always make meaningful links between learning.
2	Observations and assessments show that some disadvantaged pupils in KS2 have low levels of resilience in learning and lack strategies to manage independence. This will impact on transition and access to high school.
3	Family knowledge informs tracking and monitoring of access to wider experiences. This has identified pupils who are restricted from involvement in wider experiences or who may not have the resources required for school due to economic factors.

## 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
Disadvantaged pupils continue to make expected or better progress from their starting points in Core subjects.	Performance data indicates that 80-100% of disadvantaged pupils progress in line with non-disadvantaged pupils in Core Subjects by 2024/25 based on their starting points.
To prepare disadvantaged pupils with SEMH/wellbeing needs to successfully access school life independently.	Disadvantaged pupils with SEMH/Wellbeing needs show improvements in resilience and learning behaviours resulting in improved academic outcomes and overall well-being. By 2024-25 all disadvantaged pupils successfully access Year 7 and beyond.
Disadvantaged pupils' cultural capital is developed through access to all additional activities and wider experiences in the curriculum.	All disadvantaged pupils take part in additional activities and access wider experiences within the curriculum and extra-curricular opportunities.

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Audit and refine our approaches and learning journeys, further enhancing oracy opportunities and carefully mapping extended opportunities, to further improve outcomes across the full curriculum for all pupils.</i>	The EEF Attainment Gap Report 2018 states that <i>“Quality of teaching is one of the biggest drivers of pupil attainment particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus all the resources (not just Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.”</i>	1
<i>To further improve outcomes in writing at EXS and GDS in line with FFT 5 (top 5% of country)</i>	The NFER research report, Supporting the Attainment of Disadvantaged Pupils: articulating Success and Good Practice, highlights seven distinct ‘building blocks to success including <i>“High quality teaching for all – emphasise ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.”</i>	1

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Read Write Inc Intervention is delivered to pupils to improve access to writing lessons.	The EEF states in the Teaching Toolkit, <i>“Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good</i>	1

	<i>progress across the spectrum of achievement.”</i>	
One to one tuition from a TA on identified barriers to learning for individual pupils.	<i>The EEF states in the Teaching Toolkit, “For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.”</i>	1

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

Budgeted cost: £ 5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Fund additional experiences which involve a financial cost Support given to fund basic personal provisions related to school.	Research from European Commission states, <i>“The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs.”</i>	3
Whole class development of metacognition to develop pupil independence and resilience to understand and access ‘self-help’ provision and resources in all lessons.  Small group or one to one interventions for disadvantaged pupils to improve learning	The EEF states in the Teaching Toolkit states, <i>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</i>	2

behaviours, develop resilience, emotional regulation, social skills and manage change effectively especially with regard to high school.		
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**Total budgeted cost: £ 13,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Compared to non-disadvantaged pupils our disadvantaged pupils performed well overall in 2024 and made expected or better progress from their starting points.

Improvements in teaching and learning and targeted support, especially in maths and reading contributed to the fact that our disadvantaged pupils' performance did not reflect the national trend for a widening gap in performance of disadvantaged pupils compared to pre-pandemic.

Attendance for disadvantaged pupils was in line or better than non-disadvantaged pupils and overall school attendance is approximately 97%.

OFSTED Inspection in March 2023 saw the school maintained as GOOD.

*“Leaders make sure that all pupils learn the same ambitious curriculum. Teachers quickly work out how best to support any pupils, including those with special educational needs and/or disabilities (SEND), who struggle when learning. Sometimes, pupils are helped by rehearsing skills before the lesson takes place. At other times, they receive precise teaching. In a mathematics topic, for example, younger pupils spent more time than their classmates studying smaller numbers. The mantra of ‘keep up rather than catch up’ is plain to see.”*

*‘Most pupils get off to a great start in their early reading. Pupils develop a love of reading from the start of the Reception year. Staff know what to teach and when. Staff assess pupils’ progress in early reading accurately. They use this information to ensure that pupils only move on to more complex words and blends when they are ready to do so. Pupils are given books to take home which help them practise sounds and words that have been taught. This initial work prepares most pupils well in becoming fluent readers as they progress through the school. However, there are some inconsistencies in how early reading is taught, which means that a small number of pupils do not learn to read fluently as quickly as they could.’*

*‘Leaders have carefully designed the curriculum. The curriculum begins in the early years. Subject leaders and early years’ staff have carefully identified what pupils need to learn in each subject. Teachers are skilful in delivering this information well. In key stages 1 and 2, a two-year cycle enables pupils in mixed aged classes to only repeat work which is deliberately planned for. Pupils make links in learning. For example, pupils learn about how to create graphs in mathematics before they use this skill to help explore scientific aspects. Some subjects, such as art and design, and mathematics, are extremely well developed. Leaders make it clear what needs to be taught. They give teachers resources that help them teach effectively. However, in a few subjects, pupils are not always building on their prior knowledge. This means that pupils do not fully grasp what has been taught.’*

*‘Pupils learn about living in a modern, diverse society. Leaders deliberately plan for pupils to learn about role models. These role models, including scientists and artists, represent different ethnicities, cultures and sexual identities. For example, pupils learn about the contributions*

*Alan Turing made to computing. As part of this, they also learn about the discrimination he experienced and the impact this had on his life. Pupils express thoughtful, balanced views showing respect for all. Consequently, pupils learn free from any poor behaviour. Pupils, including those with SEND, flourish in learning about how to interact with each other. Many pupils take on leadership roles, including digital and eco leaders. Through these roles, pupils develop knowledge of compromise and negotiation. Pupils learn about their own spirituality, by reflecting on their learning about other religions as well as their own.*

**Ofsted Inspection report: Haughton St Giles CofE Primary Academy 14 March 2023.**

SIAMS inspection in November 2023 indicate that Haughton St Giles Primary Academy is living up to its foundation as a church school:

- *The school's theologically rooted vision and values drive school leaders to make effective decisions. Thereby enabling pupils and adults to flourish.*
- *The inclusive vision of the school has shaped an ambitious curriculum. This enables all pupils to be valued for their uniqueness, to aspire and to love learning.*
- *The local church and the multi-academy trust (MAT) significantly support the school's spiritual journey. They have profoundly affected the whole school community as they navigate significant challenges together.*
- *Worship is inspirational and inclusive. Prayer and reflection are developed across the whole school through 'pop-up' spaces which are used effectively. As a result, pupils and adults are spiritually flourishing.*
- *Pupils show a deep respect for each other, God's world and the local community. They live out the vision through both words and actions.*

*'Everyone at Haughton St Giles is treasured as unique creations and cared for as individuals. This allows them to flourish in their own way within an inclusive ethos. This is evident in classrooms through the high-quality provision for all and mixed grouping of pupils. Thereby increasing the opportunities to learn from their peers and to develop community. They relish the challenge of learning and show excellent behaviour in lessons. As a result, vulnerable groups in the community flourish. The curriculum includes embedded opportunities for spiritual development through a windows, mirrors and doors approach. These enable pupils to reflect deeply upon their learning and thrive, as they feel 'safe like at home'.*

*'Subject leaders across the trust meet to share expertise and for moderation. This enables the overall curriculum to be refined to meet the needs of all pupils. Clubs and activities, such as archery, gardening and music, provide further opportunities for individuals to discover their talents. Leaders and governors evaluate the take-up by groups of children to ensure that these opportunities are available to all.'*

**SIAMS Inspection report: Haughton St Giles CofE Primary Academy 14 November 2023.**