

Pupil premium strategy statement

This statement details our school's 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
School name	The Giles Nursery and Infants' School
Number of pupils in school	317 including Nursery
Proportion (%) of pupil premium eligible pupils	13% 30 – Reception and KS1 pupils 10 – EYPPG pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rouane Mendel, Headteacher
Pupil premium lead	Lisa Hill, Assistant Headteacher
Governor / Trustee lead	Victoria Aldwinckle, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,225.00 – Pupil Premium Grant, post-LAC and service £3742.20 – Early Years Pupil Premium
Recovery premium funding allocation this academic year	£1,584.00 – Recovery Premium £2,403.75 – National Tutoring Programme
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,954.95

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that every child, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, but particularly in speaking, phonics, reading, writing and mathematics, which form the cornerstone of lifelong learning. We have high expectations of all pupils, including high attainers, and work hard to achieve the best outcomes for them. At The Giles Nursery and Infants' School we seek to support specific groups of children who are vulnerable. These include pupils who are entitled to free school meals; those looked after by the local authority; adopted and children of armed service personnel. The intended effect of the Pupil Premium funding is to accelerate progress and raise attainment of these groups, thereby 'diminishing the difference' between them and their cohort, making their attainment and progress comparable with that of non-disadvantaged pupils.

Staff and governors ensure the funding is deployed to meet the needs of each and every eligible pupil. This is through a tiered approach, as recommended by the Education Endowment Foundation (EEF), namely using pupil premium funding to improve teaching, provide targeted academic support, and for wider strategies. The manner in which this is achieved will vary from cohort to cohort and individual to individual. Strategies will ensure that pupils supported by this funding are enabled to make the best possible academic progress. The school and governors also recognise that pastoral and emotional support may well be vital for some pupils to ensure that they are 'ready to learn' and achieve the most from school life; therefore, pupils' social and emotional well-being is essential to maximise academic progress.

We recognise that high quality teaching is the foundation for progress for all learners and it is at the heart of our approach. It is proven to have the greatest impact on narrowing attainment gaps, and it is believed that the difference between poor teaching and highly effective teaching equates to just under half a year's extra progress for most learners. The effects of high-quality teaching are especially significant for learners from disadvantaged backgrounds: over a school year, these learners gain one and a half years' worth of learning with very effective teachers, compared with half a year's worth with poorly performing teachers (The Sutton Trust, 2011). Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High quality teaching is followed by targeted support which enables children to be supported at their 'point of need.' Other non-academic needs are also addressed, including attendance, emotional and behavioural support and individual confidence and self-esteem issues. We aim to meet the social, pastoral and academic needs through a range of measures.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including vulnerable, non-disadvantaged pupils.

Our plan is based on the key challenges that we have identified as the major barriers to preventing our disadvantaged children from attaining well, and is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our objectives are to maximise achievement for Pupil Premium children by:

- Improving attainment,
- Early identification of needs,
- Support 'at point of need',
- Reducing gaps,
- Accelerating progress,
- Improving attendance,

- Developing learning skills and personal qualities,
- Extending opportunities,
- Improving engagement with families,
- Removing barriers.

Our plan to achieve the above objectives is to:

- Include all staff in ongoing training and promoting the objectives,
- Listen to pupil voice and family 'hopes and aspirations',
- Identify barriers for each child,
- Use relevant data and resources to monitor the impact of interventions.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils demonstrate that many of our disadvantaged pupils have delayed speech and language skills and gaps in their vocabulary. They start Nursery and Reception with poor basic speech and language skills and limited experiences of stories / books and creative play. The lack of early communication skills means that vocabulary and understanding is restricted and impacts negatively on reading and writing skills and access to the wider curriculum. Gaps narrow over time but remain more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. At the end of KS1 2023, 29% of disadvantaged pupils were working at the expected standard in reading, compared to 82% of non-disadvantaged pupils (-53% school gap).
3	Internal assessments indicate that attainment across the curriculum, but particularly in writing, has continued to be negatively affected as a result of the COVID-19 pandemic. This has resulted in significant gaps, leading to pupils falling further behind curriculum expectations. At the end of KS1 2023, 29% of disadvantaged pupils were working at the expected standard in writing, compared to 71% of non-disadvantaged pupils (-42% school gap).
4	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with mathematics than their peers. The Covid-19 pandemic has impacted negatively on the development of pupils' mathematic skills. At the end of KS1 2023, 46% of disadvantaged pupils were working at the expected standard in mathematics, compared to 68% of non-disadvantaged pupils (-22% school gap).
5	<p>Our assessments, observations and discussions with parents indicate the well-being of many of our disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils, with many suffering from poor social skills, behavioural issues, low self-esteem and poor mental health. These findings are supported by national studies. Additionally, many of our disadvantaged pupils have multiple vulnerabilities, including SEND. As a result, attainment for disadvantaged pupils has been negatively impacted.</p> <p>Referrals for support markedly increased during the pandemic and remain high. 12 disadvantaged pupils currently (autumn 2023) receive additional pastoral support from the school's INCo team and three receive support from an external family support worker. Two disadvantaged pupils receive full-time or part-time 1:1 support in class or significant additional adult input to support behavioural needs and to access learning. Two disadvantaged pupils are taught within the specialist provision class in school.</p>
6	School data indicates that attendance rates for disadvantaged pupils of statutory school age averaged at 89.2% (July 2023) compared to 91.7% for non-disadvantaged (July 2023). Additionally, over a third of

	<p>disadvantaged pupils were persistent absentees (below 90% attendance). This reduces school hours and causes pupils to fall behind with their learning. It also reduces opportunities for enrichment and extra-curricular activities in school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Our assessments, observations and discussions with parents demonstrate that our disadvantaged pupils come from a range of backgrounds, and that for some pupils, a lack of parental engagement and a challenging home-learning environment results in less access to enrichment / extra-curricular activities out of school. This has been exacerbated by the lack of opportunities due to the Covid-19 restrictions on family outings and experiences.</p>

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 communication skills and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, evidenced through a range of sources, including engagement in lessons, book scrutiny, ongoing formative assessment and pupil voice.
Improved phonics skills and reading attainment among disadvantaged pupils.	<p>Y1 Phonics Screening outcomes for 2026/27 show that more than 80% of disadvantaged pupils met the expected standard in the phonics screening check.</p> <p>KS1 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved attainment across the curriculum, but particularly in writing, for disadvantaged pupils at the end of KS1.	KS1 outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard in reading and mathematics and more than 70% met the expected standard in writing.
To improve confidence, self-esteem and well-being for our disadvantaged pupils.	<p>Sustained high levels of well-being from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Case studies, data, observations and parent / pupil voice, • Disadvantaged pupils' active engagement in, and enjoyment of, learning, • Increased resilience and stamina for completing work, • Wider participation in enrichment and extra-curricular activities, • A reduction in exclusions.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by the attendance of disadvantaged pupils matching that of non-disadvantaged pupils and in line with the national target (95% in 2023/24).
Deepen parental engagement in home learning.	Families feel supported and trust the school. They recognise that their children's education is important for their future well-being and work collaboratively with staff. Parental engagement increases and pupils' attainment increases.
To ensure that disadvantaged pupils are provided with a diverse and in-depth programme of cultural capital experiences that address the needs of our school cohort.	Disadvantaged pupils receive additional, extra-curricular opportunities which enhance our broad and balanced curriculum and develop their cultural capital.

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: **£31,954.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality leadership to oversee outcomes for disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Holding staff accountable for the progress and outcomes of disadvantaged pupils through robust performance management processes, • Reviewing the progress of disadvantaged pupils through pupil progress meetings at the end of each term with the AHT, • SLT undertaking book scrutiny (English and mathematics) at the end of a half-term, with actions and 'next steps' agreed, • Attendance leader closely monitoring the attendance / punctuality of disadvantaged pupils and working with the INCo team to provide bespoke support for families where attendance is a barrier to learning, • AHT and SENCo regularly reviewing the impact of interventions for disadvantaged pupils, • Leaders undertaking lesson observations and providing coaching and mentoring to improve provision for disadvantaged pupils, • Governor to meet regularly with AHT and report at full governing body meetings so that governors are well-informed on the progress / outcomes for disadvantaged pupils and hold staff accountable. 	<p>The EEF Guide to the Pupil Premium</p> <p>Teachers' Standards, December 2021</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils. A qualitative comparison of London and non-London schools. Research Report, Department for Education, May 2018</p>	All
<p>Ensure practice across the school is informed by current research on what impacts most positively on the achievement of disadvantaged and vulnerable children.</p> <p>Revisit and embed the most successful strategies from the 'Diminishing the Difference Disadvantaged Project', including:</p> <ul style="list-style-type: none"> • Pre-teaching and interventions linked to class learning, • Targeted feedback, using positive praise, • Smarter target setting, • TA support labels, • Use of resources (Clicker, counters etc.). 	<p>CPD ensures staff have up-to-date, relevant knowledge and skills, broadening their understanding so they can produce better results for disadvantaged and vulnerable pupils.</p> <p>Experience of previous action research projects have had a positive impact on attainment and progress for disadvantaged pupils.</p>	All
<p>Use diagnostic assessments to identify which pupils may need additional, targeted academic support.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups, providing reliable insights into the specific strengths and weaknesses of each pupil to</p>	1, 2, 3, 4, 5

<p>Assessments used include:</p> <ul style="list-style-type: none"> • Wellcomm assessments for pupils new EYFS, • APAD – phonological awareness, • Leuven Scale, • Phonics baseline, • RBA (Reception baseline), • DANS (Diagnostic Assessment of Numeracy Skills). 	<p>help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF Evidence Insights – Diagnostic assessment</p>	
<p>Support teaching assistants in developing a wider range of strategies to support the lowest 20% of readers. Provide training on rhythm, rhyme and reading fluency.</p>	<p>Daily targeted individual support focusing on the development of key reading skills will support lowest 20% of readers.</p> <p>EEF Teaching and Learning Toolkits: Teaching Assistant Interventions and Individualised Instruction</p>	2
<p>Embed language development activities across the school's curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Maintain the 'poem / text of the week' in all year groups. Pupils to practise reading / reciting the text daily to learn by heart. Each year group to perform in whole school assembly.</p> <p>Ensure opportunities to explicitly extend pupils' spoken vocabulary are embedded in planning and classroom practice through quality first teaching, for example:</p> <ul style="list-style-type: none"> • Vocabulary pre-teaching, • Oral rehearsal / storytelling, • Drama and role play, • Purposeful, curriculum-focused, dialogue and interaction, • Targeted reading aloud and book discussion, • Model and extend children's language and thinking during interactions and activities such as shared reading, • Collaborative activities that provide opportunities for wider learning through talk, • SLCN base staff to work with staff to address the needs of mainstream pupils with speech, language and communication needs. <p>Purchase high quality resources to support the development of communication and language skills across the curriculum; for example, silly story sacks, iPad apps, sound bars to record voices.</p> <p>Ensure that all staff access relevant training.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact. Impact in early years (+ seven months) and primary schools (+ six months).</p> <p>EEF Teaching and Learning Toolkit – Oral language interventions</p>	1
<p>Embed 'Talk for Writing' approach and Mighty Writer resources across the school to secure stronger curriculum planning and teaching in writing. This will ensure that vulnerable learners are supported through a multi-sensory approach, including visual aids, prompts, scaffolding, modelling and interactive resources as part of daily teaching in English.</p> <p>Provide exciting and innovative cross-curricular learning opportunities and 'hook' experiences that inspire and motivate pupils to talk and engage as writers; for example, 'Life in the Big</p>	<p>Quality first teaching, delivered by a qualified teacher, is proven to be the most effective method for learning.</p> <p>EEF pilot studies with schools implementing the 'Talk for Writing' programme concluded that the programme had 'a positive impact</p>	1, 3 and 7

<p>House' and 'Toys' workshops, visit from Safari Stu (exotic animals) in Year 1; hatching eggs and farm visit (Reception); 'Great Fire of London' and 'Festive Journey' workshops in (Year 2), Maths Puzzle workshop, theatre performances (whole school).</p> <p>Continue to embed changes to marking and feedback policy in KS1, making marking, smarter and sharper and enabling pupils to respond in the moment to improve their writing. Monitor impact through SLT book scrutiny.</p>	<p><i>on pupil attitudes, progress and attainment</i>'.</p> <p>EEF Projects – Talk for Writing</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+ seven months)</p> <p>EEF Teaching and Learning Toolkit - Feedback</p>	
<p>Maintain our excellent phonics teaching, resources and curriculum planning to ensure that it is systematic and synthetic, and enables the lowest 20% of pupils to successfully develop their phonic knowledge and skills so they can 'keep up' not 'catch up' by:</p> <ul style="list-style-type: none"> • Continue to improve the school's own systematic synthetic phonics programme to secure stronger phonics teaching for all pupils, • Embed the continuous teaching of Phase 1 across EYFS and KS1, • Purchase new resources, including increasing the amount of phonetically decodable books available in each year group, • Engage in phonics training. <p>Provide additional release time for best practice in phonics to be shared throughout the school.</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact overall (+5 months) on the development of reading.</p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>EEF Teaching and Learning Toolkit - Phonics</p>	2
<p>Build reading fluency and prosody to aid sustained reading and comprehension skills.</p> <p>Develop existing Pie Corbett Book Spines to include more high-quality texts.</p> <p>Provide significant exposure to text by sharing a book a week from the Book Spine, across a year group, through a structured, modelled, whole class approach (daily); for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by answering a range of questions about the text. Day 4: give personal response.</p> <p>Ensure that duplicate copies of the text are available in class book boxes so that pupils can access and read the text themselves.</p>	<p>Studies in England have shown that disadvantaged pupils benefit from being taught explicit reading comprehension strategies. (+ six months).</p> <p>EEF Teaching and Learning Toolkit – Reading comprehension strategies</p>	1, 2
<p>Trial, select and introduce a new mathematics curriculum across the whole school, ensuring that it effectively caters for pupils with SEND and the lowest 20%. Mathematics curriculum leaders to ensure training is provided to staff to ensure all year groups are using all the features of the scheme and know what it offers in terms of lesson planning, resources, fluency and revision.</p> <p>Mathematics curriculum leaders to support teachers to identify how the CPA approach is used in the new scheme of work and how to use it in the classroom. Ensure all classrooms and intervention</p>	<p>The concrete, pictorial, abstract approach (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of mathematics in pupils.</p> <p>Maths No Problem! – CPA Approach Explained</p>	4

<p>groups are well stocked with concrete apparatus to support pupils as they are introduced to new concepts.</p> <p>Develop mathematics fluency across the school, providing repeated practise opportunities for pupils to secure key skills. Mathematics curriculum leaders to assist teachers with activities and timetabling. Staff meeting time to be allocated for teachers to share activities and best practice in their classrooms.</p> <p>Continue to provide excellent mathematics teaching in Reception and Nursery by providing bespoke mathematics training. Daily fluency sessions to be established in the early years. Daily mathematics teaching to be timetabled in Reception classes. Assistant headteacher to support with timetabling. Mathematics curriculum leaders to support with planning and the CPA approach.</p> <p>Significant CPD for mathematics curriculum leaders to develop effective mathematics subject leadership.</p> <p>Whole-school subscription to Numbots – an online mathematics tool to improve mental addition and subtraction, for use at home. Opportunities built into timetable for disadvantaged pupils who may not have access to online technology at home to access in school.</p> <p>Provide additional teacher release time for teachers to work together to implement the new mathematics curriculum</p>	<p>EEF Guidance Report – Improving mathematics in the early years and key stage 1</p>	
<p>Continue to develop outdoor provision for the Year 1 outdoor space with new equipment installed.</p> <p>Use of new outdoor provision audited by HT, AHT and Year 1 leader to ensure that it is being set up and used to provide opportunities for outside learning enrichment.</p>	<p>Evidence demonstrates that COVID-19 lockdowns had a detrimental impact on the physical development of pre-school-aged children, particularly those from the most disadvantaged backgrounds. This has negatively impacted their gross and fine motor skills development.</p> <p>BMC Public Health – Global effect of COVID-19 pandemic on physical activity, sedentary behaviour and sleep among 3- to 5-year-old children: a longitudinal study of 14 countries – 2021</p>	<p>3 and 5</p>
<p>Utilise outdoor learning to raise confidence, positivity, engagement and self-esteem. Update outdoor learning areas, including enchanted garden and nature area, and purchase resources for Forest School.</p>	<p>National Foundation for Educational Research (NFER) research suggests that there is substantial research evidence to indicate that outdoor adventure programmes can impact positively on young people’s attitudes, beliefs and self-perceptions, including independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies. Interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork are also positively impacted.</p>	<p>1 and 5</p>

	This matches the school's own experience of delivering outdoor learning.	
All teaching staff to undertake metacognition training, supporting them to acquire the professional understanding and skills required to develop their pupils' metacognitive knowledge.	Evidence indicates that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning can be effective, particularly for disadvantaged pupils, and the potential impact of metacognition and self-regulation approaches is high (+ seven months additional progress). EEF Teaching and Learning Toolkit – Metacognition and self-regulation	1-5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including: <ul style="list-style-type: none"> • Mindfulness and yoga taught within the curriculum – Get Set 4 PE subscription, • Drop down Growth and Well-being Week, • Sensory diet, • 'Feeling Monster' programme (supporting emotional literacy in the classroom). 	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life; for example, improved academic performance, attitudes, behaviour and relationships with peers. EEF Guidance Report – Improving social and emotional learning in primary schools	5

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

Budgeted cost: **£25,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ extra members of staff to provide additional support for disadvantaged pupils with exceptional needs but not in receipt of exceptional needs funding.	The school has found this to be an effective approach in the past, reducing rates of exclusion and providing flexibility in the way that provision can be tailored to suit a range of needs.	3, 5 and 6
Targeted tuition by teachers and teaching assistants in English and mathematics to include use of pre-teach and post-teach opportunities, rapid, same day interventions and targeted individual support. Employ members of staff as Recovery / PPG champions to work with pupils in Reception, Year 1 and Year 2 to undertake assessments, identify gaps in learning and work with teachers to	Evidence shows that targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups, by improving outcomes for pupils by +five months in primary-aged children, especially in reading	1, 2, 3

<p>plan support and evidence-based intervention packages – small groups / 1:1.</p> <p>Increase PPA time for teachers to work with individual pupils and Recovery / PPG champions.</p> <p>AHT to oversee KS1 champion. Early Years lead to oversee early years champion.</p>	<p>and writing. Short sessions, several times a week have the most impact.</p> <p>EEF Teaching and Learning Toolkit – Teaching assistant interventions</p>	
<p>Deliver speech, language and communication interventions across the school. Up-date resources and ensure staff have up-to-date training, including:</p> <ul style="list-style-type: none"> Wellcomm intervention programme for disadvantaged pupils who have low spoken language skills in the EYFS, Pre-teaching of key vocabulary, Access support from specialist SLCN base staff to deliver target intervention and classroom support using Makaton signing and visual coding. 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Teaching and Learning Toolkit – Oral language interventions</p>	1, 5
<p>Additional phonics intervention targeted at disadvantaged pupils who require further phonics support, as they are at risk of not reaching the expected standard in the key stage 1 phonics screening check - 'keep up not catch up'.</p> <p>Undertake phonological awareness diagnostic assessments for all disadvantaged / vulnerable pupils working below the national curriculum level in reading (KS1) to identify gaps in pre-phonics skills. Target intervention support.</p> <p>Purchase resources required to support the delivery of phonological awareness and phonics interventions.</p> <p>Attend training focused on strategies to support pupils who are struggling to learn Phase 2 sounds and are not yet blending or segmenting sounds in consonant-vowel-consonant words.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Teaching and Learning Toolkit - Phonics</p>	2
<p>Update 'Project X CODE' Year 2 reading intervention scheme across Year 2. Ensure staff receive relevant training.</p>	<p>Project X CODE intervention is proven to have a positive impact on pupils' reading skills. Pupils make an average Reading Age gain of 12 months after 5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training.</p> <p>Oxford University Press – Project X CODE</p> <p>Edge Hill University – Every Child Counts – Project X CODE</p>	2
<p>Purchase DANS (Diagnostic Assessment of Numeracy Skills) and provide training to KS1 TAs. Teachers to identify pupils who would benefit from an assessment to determine the essential number concepts they have fully grasped and those concepts they have only partly understood. Teachers to use the assessment, which provides a clear map of pupils' knowledge and highlights areas that</p>	<p>Evidence shows that targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups, by improving outcomes for</p>	4

<p>need to be reinforced, to lead successful planning and focused support.</p>	<p>pupils by +five months in primary-aged children. Short sessions, several times a week have the most impact.</p> <p>EEF Teaching and Learning Toolkit – Teaching assistant interventions</p>	
<p>Engage with the National Tutoring Programme to provide school-led tutoring for KS1 pupils whose education has been most impacted by the pandemic. Employ school-led tutors and ensure new tutors receive the full 12 hours of training.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF Teaching and Learning Toolkit – One to one tuition</p> <p>And in small groups:</p> <p>EEF Teaching and Learning Toolkit – Small group tuition</p>	<p>1, 2 and 3</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage in whole staff training on behaviour support with the aim of maintaining a consistent, nurturing and therapeutic approach to behaviour management and improving behaviour across the school, including:</p> <ul style="list-style-type: none"> • STEPs leaders to undertake STEPs (Therapeutic Thinking) annual tutor refresher training, • All new staff to undertake six hours full STEPs training and all existing staff three hours refresher training, • Provide a STEPs workshop for parents / carers, • Train staff to use the STEPs electronic toolkit (anxiety maps, roots and fruits, scripts, risk reduction plans), • Deepen links with external agencies to access behaviour advice, including Larwood outreach services, • Target families requiring support and signpost to external agencies, when appropriate. <p>Up-date behaviour support resources, including ear defenders, boards for individual learning areas, weighted blankets, wobbly cushions and fiddle toys.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Teaching and Learning Toolkit – Behaviour interventions</p>	<p>5 and 6</p>
<p>Ensure pupils are not hungry and therefore distracted from learning by continuing to engage with the National Breakfast Programme to provide a bagel and fruit snack in each class every morning. Class teachers to explicitly teach healthy eating making links to learning, brain power and development.</p>	<p>Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and mathematics attainment by an average of two months' additional progress in KS1.</p>	<p>5</p>

<p>Provide additional well-being support through whole-school activities; for example, yoga and mindfulness sessions as part of Health and Growth Week and the PE scheme Get Set 4 PE.</p> <p>Provide targeted pastoral support through the employment of an in-school family support worker (full-time), a pastoral support assistant (full-time) and an external family support worker (one morning per week), providing bespoke 1:1 and small group social, emotional and mental health support; for example, Protective Behaviours, Bright Stars, and 1:1 counselling and bereavement support.</p> <p>Engage an external play therapist to work with targeted pupils across the school with social, emotional and mental health needs.</p> <p>Develop staff understanding of sensory engagement for mental well-being through the 'sensory diet' and apply to classroom practice. The 'sensory diet' is a programme of sensory support and activities performed during the day to ensure children with sensory processing difficulties are getting the input their bodies need.</p> <p>Create nurturing areas in school for learners to reflect and practise mindfulness relaxation techniques when necessary; for example, sensory room and quiet areas.</p> <p>Develop outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.</p>	<p>EEF Projects – Magic Breakfast</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life; for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>EEF Guidance Report – Improving social and emotional learning in primary schools</p>	<p>5</p>
<p>Improve attendance for disadvantaged pupils by embedding principles of good practice set out in the DfE's 'Working together to improve school attendance' (May 2022) including:</p> <p>Continuing the role of the school's attendance leader, who has overall responsibility for championing and improving attendance in school.</p> <p>Further develop the attendance area of the school's website to provide attendance support and guidance for parents.</p> <p>Increase monitoring of persistent absenteeism and provide a monitoring list for relevant staff.</p> <p>Develop the INCo team's role in supporting the needs of vulnerable families where absence is persistent, including additional work to implement and review support and strategies to address both poor attendance and lateness.</p> <p>Tighten robust procedures already in place to address attendance concerns by:</p> <ul style="list-style-type: none"> • Sending bespoke tiered warning letters with registration certificated detailing absence attached, • Sending year group or cohort letters where attendance for a particular group is low, • Monitoring patterns of absence that involve siblings in conjunction with the junior school and make home visits where the reason for absence cannot be ascertained, • Giving certificates for improved attendance as well as attendance at 98%+. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's 'Working together to improve school attendance' (May 2022)</p>	<p>5 and 6</p>

<p>Continue to work closely with the County Attendance Team through the Attendance Team service offer to access early intervention and casework for families where there are significant attendance concerns.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>		
<p>Support parents to engage with the school and learning at home.</p> <p>Run workshops to support parents with their child's well-being and education, including STEPs behaviour support and core curriculum workshops. Post online so that they are available to view at parents' convenience.</p> <p>Develop English, phonics and mathematics area of the school's website and update with supportive information.</p> <p>Offer parent consultations during the day, in-person, via zoom or by phone so that access to teachers is more convenient. Use structured conversation techniques to work supportively with 'hard to reach' parents to plan 'next steps' for their children.</p> <p>Diarise INCo coffee mornings and workshops. Provide targeted support with family support worker and / or signpost to external support agencies.</p>	<p>The school has a strong history of working positively with parents and providing a wide range of structured support to help pupils achieve high levels of well-being and academic success.</p>	7
<p>Increase number of workshops, theatre performances and trips available to pupils to hook them into their learning and stimulate interest.</p> <p>Fund pupils to participate in school trips and clubs with a cost attached.</p> <p>Look into extra-curricular activities that can be run within school hours; for example, Rocksteady Music School.</p>	<p>Access to extra-curricular activities and life experiences raises cultural capital and provides equality of opportunity to disadvantaged pupils, ensuring they have a shared experience with their peers as a starting point for learning.</p>	All
<p>Liaise with local support charities to provide additional support to the families of disadvantaged pupils in the lead up to school holidays; for example, local food banks, Major's Trust Christmas fund and People for People.</p>	<p>Disadvantaged pupils have opportunities to have the same experiences as their non-disadvantaged peers.</p>	All
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £65,954.95

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 2022 to 2023 academic year.

Pupils enter our EYFS with skills significantly below that which is typical for their age; however, the school has a longstanding history of accelerating the progress of disadvantaged pupils across the curriculum, during the four years they attend our school. As a result, gaps narrow over time and in 2019 (last year of statutory data) the gap at the end of KS1 between the school's disadvantaged and non-disadvantaged pupils had closed in reading and mathematics and was narrower than the national gap in writing.

2022 – 23 data:

	School's disadvantaged	School's non-disadvantaged	National non-disadvantaged	In-school gap	National gap	School gap compared to national non-disadvantaged
Reading	29%	82%	73%	-53%	-19%	-34%
Writing	29%	71%	65%	-42%	-20%	-22%
Mathematics	46%	68%	75%	-22%	-19%	-3%
Science	71%	77%	83%	-6%	-17%	11%
EYFS GLD	33%*	57%	52%	-24%	-20%	-4%
Y1 Phonics	75%**	83%	83%	-8%	-16%	8%
Y2 Phonics re-takes	87%**	71%	Not reported	+16%	Not reported	N/A

*40% of disadvantaged pupils achieved GLD – four pupils went onto free school meals after January 2023, when disadvantaged data was captured.

** Baseline assessments at the start of the academic year 2022 indicated that 56% of Year 1 and 58% of Year 2 disadvantaged pupils were at risk of not reaching the expected standard in the phonics screening check by the end of the academic year. High quality teaching and significant intervention meant this figure reduced to 25% in Year 1 and 13% in Year 2. Overall, 96% of disadvantaged pupils in the cohort had reached the expected standard in the phonics screening check by the end of Year 2.

2022-23

In line with schools nationally, the attainment of pupils at the Giles Nursery and Infants' School was affected by the impact of the Covid-19 pandemic, which caused significant disruption to all children's education and was most detrimental to disadvantaged pupils. See [EEF evidence review - The Impact of COVID-19 on Learning: A review of the evidence](#). The impact of the pandemic continues to affect the outcomes of disadvantaged pupils, not only in terms of academic success but on the factors that contribute to success in education, including social, emotional and language development, health, attitudes to attendance, family well-being and food poverty. The school has

worked hard to put in place extensive academic and well-being support to accelerate the progress made by disadvantaged pupils and narrow gaps between the disadvantaged and non-disadvantaged pupils.

As part of long-term planning, the school increased its PPG champions / National Tutoring Programme (school-led tutoring) tutors to full-time roles, with three champions delivering targeted intervention support across the school. All tutors received the full 12 hours of National Tutoring Programme training. The tutors worked with class teachers to undertake diagnostic assessments with disadvantaged pupils to identify gaps in learning. These were addressed through a range of bespoke intervention strategies, including pre-teaching and re-teaching and intensive phonics and reading support. Class teachers were given additional PPA time to provide intervention support and assess and plan the learning with the tutors. The work of the tutors was overseen by the deputy and then assistant headteacher. Individual progress and attainments profiles were kept for every PPG pupil from Nursery to Year 2.

Over the year, extensive CPD was undertaken by all teaching and support staff. Training included mental wellbeing in children and young people, SEND conference, HFL Education national primary English conference, Hertfordshire PE conference, neuroscience and child development, SCERTS speech and language training, race equity conference, recovery and resilience, emotions and feelings, and Dynamis Positive Handling. All teaching staff revisited the most successful strategies from the County disadvantaged project, Diminishing the Difference. Teaching staff feedback that the strategies adopted from this project were having a powerful impact on progress in the classroom.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. A significant number of disadvantaged pupils in school have barriers to learning which are linked to socio-economic factors, including child protection concerns, behaviour management at home and attendance. Extensive support was put in place to address pupils' well-being and mental health needs, including a drop-down curriculum whole school Growth and Well-being Week, which incorporated yoga and mindfulness workshops. An external family support worker continued to support the school's existing full-time family support worker for one day per week, to support a greater number of disadvantaged pupils with their personal, social and emotional needs through the 'Protective Behaviours' and 'Bright Stars' interventions and other supportive programmes. The school engaged fully with a wide range of external agencies, including bereavement support and counselling, school nursing, speech, language and communication support, the autism team, behaviour support and outreach educational support.

1:1 and small group support was put in place for disadvantaged pupils unable to access the curriculum without support, and newly created intervention spaces were used effectively for bespoke intervention work. High quality resources were purchased to match the range of SEND needs across the school, resulting in accelerated progress.

Nearly all staff completed STEPs refresher training (therapeutic behaviour support), and the school accessed tier two and three behaviour support from a behaviour specialist at Larwood School, who worked closely with the behaviour team to provide expert advice. Work was undertaken with class teachers to adapt the provision provided to meet the needs of disadvantaged pupils needing bespoke behaviour support; as a result, children were better regulated and able to access their learning more regularly.

The outdoor learning environments were improved, providing high quality experiences, and learning opportunities. This had a significant impact on increasing engagement in learning and improving the overall confidence and gross and fine motor skills of disadvantaged pupils.

A range of support strategies were in put in place for parents, including virtual and face to face workshops and videoed learning support materials. Targeted support was offered through the headteacher and INCo team.

Engaging 'hook' activities and extra-curricular learning activities were booked and delivered, including the Festive Journey, Safari Stu (exotic animals), Great Fire of London and Toys workshops, African drumming and Samba workshops, Maths Puzzle workshop and several dance workshops. School trips took place for KS1 pupils to RSPB Rye Meads and Walton on the Naze. The trips were subsidised by FROG (Friends and Relatives of Giles). Where requested, disadvantaged families were supported through the PPG funding to meet the cost of the trip.

The school engaged with the National Breakfast Programme to provide free breakfast bagels in school daily. Although targeted at disadvantaged pupils, these have been available to all pupils to combat hunger and ensure that children are ready to learn at the start of the day. Regular bagel audits demonstrated that a significant number of disadvantaged pupils were eating a bagel breakfast each day, helping them to be 'ready to learn'.

Externally provided programmes

Programme	Provider
Wellcomm Tool Kit	Wellcomm
Bright Stars	-
Back on Track – English and Maths	Herts for Learning
Project X Code – Year 2 reading intervention programme	Oxford University Press
Diagnostic Assessment of Numeracy Skills (DANS)	Sarah Wedderburn
Fluency Bee	White Rose