



The Impact of Pupil Premium Grant Spend 2018/2019

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

St Giles Junior School

In 2018-19 at St Giles Junior School there were 192 pupils in total on roll; the school roll is falling year on year. It is two form entry school.

At this time 55 students are PP including 1 Post LAC and 2 LAC. This constitutes roughly 28 % of our roll. Therefore roughly 28% of children at St Giles Junior School are eligible for this 'Closing the gap' funding. The school is being supported by SSIF (January 2018) specifically in the area of the Pupil Premium Grant: This support from the Strategic School Improvement Fund is intended to further build a school led system, and aims to target resources at the schools to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places. St Giles has been selected by Warwickshire Council to be part of this project to receive extra support from the Department for Education. This will mainly focus on improving the academic achievement for all students even further and we hope will continue into summer 2019.

Completed by: Theresa Walton PP Lead

Date: 07/07/2019

Review Date: April 2020.

Pupil Premium spend and review 2018-19

1. Review of expenditure																		
Previous Academic Year 2018/19																		
i. Quality of teaching for all																		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)															
A - Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.	<p>Make additions to our whole school reading scheme and secure a robust home reading system.</p> <p>Children to be assessed to ensure they are accessing the correct level of challenge. (PM readers)</p>	<p>In conjunction with English Subject Lead a plan was implanted so that PM Reader's book banded the existing stock of books.</p> <p>Book bands introduced and used throughout Lower Key Stage 2.</p> <p>READING STANDARDS</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>% ARE (ALL)</th> <th>% ARE PP only</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>50%</td> <td>33.33%</td> </tr> <tr> <td>Y4</td> <td>70.45%</td> <td>82.35%</td> </tr> <tr> <td>Y5</td> <td>70.45%</td> <td>64.29%</td> </tr> <tr> <td>Y6</td> <td>61.54%</td> <td>69.23%</td> </tr> </tbody> </table>	Year group	% ARE (ALL)	% ARE PP only	Y3	50%	33.33%	Y4	70.45%	82.35%	Y5	70.45%	64.29%	Y6	61.54%	69.23%	<p>Reading monitoring to be more rigorous by class teachers and a termly update given to PP and English lead about the book bands and home reading status of at least PPG children.</p> <p>No further expenditure is expected with reading through PPG.</p> <p>RWI interventions to continue to support lower attaining pupils in Year 3 and Year 4 particular focus on PPG pupils.</p>
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B - Students write effectively in a sustained way across a range of genre, using good presentation, well-chosen vocabulary, accurate spellings and effective use of age appropriate grammar.	<p>Implement live marking in order to give instant focused feedback at the point of teaching to individuals.</p> <p>Implement use of Alan Peat sentence types and establish a sentence progression policy within school</p>	<p>Alan Peat sentence types has been successfully implanted through a long term plan for coverage.</p> <p>WRITING STANDARDS</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>% ARE (ALL)</th> <th>% ARE (PP)</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>44%</td> <td>33..33%</td> </tr> <tr> <td>Y4</td> <td>59.09%</td> <td>58.82%</td> </tr> <tr> <td>Y5</td> <td>50%</td> <td>21.43%</td> </tr> <tr> <td>Y6</td> <td>73.08% (TA)</td> <td>53.85% (TA)</td> </tr> </tbody> </table>	Year group	% ARE (ALL)	% ARE (PP)	Y3	44%	33..33%	Y4	59.09%	58.82%	Y5	50%	21.43%	Y6	73.08% (TA)	53.85% (TA)	<p>Marking and feedback policy to be reviewed by SLT to ensure a consistent approach to support learning and progress of all learners.</p> <p>Consistent teaching approaches to GPS continue to follow the Alan Peat long term plan as initiated in 18/19. Through monitoring and evaluation, PPG pupils in Y4 and Y6 (new year's) are expected to make accelerated progress in writing in the academic year 19/20.</p>
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Targeted support

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<p>A - Pupils read high quality texts efficiently and for meaning widely and often, leading to good levels of inference and decoding.</p>	<p>Implement Read Write Inc. Y3/4 phonics and intervention to improve ability to decode effectively. Fresh start Y5/6 – reading comprehension intervention to foster efficient reading of texts including the use of effective inference and deduction.</p>	<p>RWI baseline assessments were carried out on all Y3 pupils on entry. From then selected pupils had access to ensure they can apply their phonetic knowledge to the classroom. RWI attainment scores</p> <table border="1" data-bbox="808 619 1473 874"> <thead> <tr> <th>Anonymised pupil</th> <th>Entry</th> <th>Exit</th> </tr> </thead> <tbody> <tr><td>PUPIL A</td><td>19</td><td>66</td></tr> <tr><td>PUPIL B</td><td>31</td><td>83</td></tr> <tr><td>PUPIL C</td><td>22</td><td>95</td></tr> <tr><td>PUPIL D</td><td>17</td><td>75</td></tr> <tr><td>PUPIL E</td><td>24</td><td>99</td></tr> <tr><td>PUPIL F</td><td>28</td><td>73</td></tr> <tr><td colspan="3">Average increase 58 sounds</td></tr> </tbody> </table> <p>Fresh Start Intervention was not utilised this academic year as baselines showed the need of developing fluency was not needed. Instead pupils focussed on reading inference skills. Reading ages</p> <table border="1" data-bbox="808 1032 1473 1576"> <thead> <tr> <th>Anonymised pupil</th> <th>Entry</th> <th>Exit</th> </tr> </thead> <tbody> <tr><td>PUPIL A</td><td>7.02</td><td>7.09</td></tr> <tr><td>PUPIL B</td><td>7.02</td><td>8.08</td></tr> <tr><td>PUPIL C</td><td>7.02</td><td>8.03</td></tr> <tr><td>PUPIL D</td><td>7.02</td><td>Def.</td></tr> <tr><td>PUPIL E</td><td>7.11</td><td>11.00</td></tr> <tr><td>PUPIL F</td><td>7.09</td><td>10.03</td></tr> <tr><td>PUPIL G</td><td>8.08</td><td>10.0</td></tr> <tr><td>PUPIL H</td><td>7.09</td><td>10.03</td></tr> <tr><td>PUPIL I</td><td>9.06</td><td>11.06</td></tr> <tr><td>PUPIL J</td><td>10.03</td><td>11.06</td></tr> <tr><td>PUPIL K</td><td>8.08</td><td>9.06</td></tr> <tr><td>PUPIL L</td><td>10.03</td><td>12.08</td></tr> <tr><td>PUPIL M</td><td>11.06</td><td>13.06</td></tr> <tr><td>PUPIL N</td><td>11.06</td><td>11.00</td></tr> <tr><td>PUPIL O</td><td>11.06</td><td>11.11</td></tr> <tr><td>PUPIL P</td><td>12.08</td><td>14.03</td></tr> </tbody> </table>	Anonymised pupil	Entry	Exit	PUPIL A	19	66	PUPIL B	31	83	PUPIL C	22	95	PUPIL D	17	75	PUPIL E	24	99	PUPIL F	28	73	Average increase 58 sounds			Anonymised pupil	Entry	Exit	PUPIL A	7.02	7.09	PUPIL B	7.02	8.08	PUPIL C	7.02	8.03	PUPIL D	7.02	Def.	PUPIL E	7.11	11.00	PUPIL F	7.09	10.03	PUPIL G	8.08	10.0	PUPIL H	7.09	10.03	PUPIL I	9.06	11.06	PUPIL J	10.03	11.06	PUPIL K	8.08	9.06	PUPIL L	10.03	12.08	PUPIL M	11.06	13.06	PUPIL N	11.06	11.00	PUPIL O	11.06	11.11	PUPIL P	12.08	14.03	<p>Reading heroes to continue with a specific focus on PP readers in all classes.</p> <p>RWI intervention will continue to support pupils in Year 3 and 4 to make accelerated progress. A RWI assessment on pupils on entry to St Giles will take place and pupils will be grouped accordingly.</p> <p>Reading inference and deduction is an evidence based intervention and endorsed by Warwickshire STS which will continue to target children across all year groups in next year.</p>
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E - Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.	<p>Use Leuven scales to identify students who would benefit from Nurture provision/Forest School/Lego Therapy</p> <p>Children's learning mentor to be first line of support for emotionally vulnerable students. Also to deliver planned SEL sessions – 'Black Sheep', 'Time to Talk'.</p>	<p>SEMH provision meetings have been used to monitor and discuss the children accessing provision as of Summer 2019. Currently 60% of pupils accessing provision from Nurture/Learning mentor are PP.</p> <p>Boxall profile scores</p> <table border="1"> <thead> <tr><th>Anonymised pupil</th><th>Entry</th><th>Exit</th></tr> </thead> <tbody> <tr><td>PUPIL A</td><td>✓/ 62</td><td>✓/14</td></tr> <tr><td>PUPIL B</td><td>80/50</td><td>✓/19</td></tr> <tr><td>PUPIL C</td><td>81/69</td><td>✓/10</td></tr> <tr><td>PUPIL D</td><td>94/69</td><td>✓/16</td></tr> <tr><td>PUPIL E</td><td>✓/24</td><td>✓/4</td></tr> <tr><td>PUPIL F</td><td>56/76</td><td>✓/10</td></tr> <tr><td colspan="3">Average improvement of 46 on the diagnostic profile.</td></tr> </tbody> </table>	Anonymised pupil	Entry	Exit	PUPIL A	✓/ 62	✓/14	PUPIL B	80/50	✓/19	PUPIL C	81/69	✓/10	PUPIL D	94/69	✓/16	PUPIL E	✓/24	✓/4	PUPIL F	56/76	✓/10	Average improvement of 46 on the diagnostic profile.			<p>From September 2019 PASS survey will replace the Leuven's scales as a diagnostic tool for identifying need.</p> <p>SDQ will continue to be used as entry/exit for LM work</p> <p>Boxall will continue to be used as entry/exit for Nurture</p> <p>PP lead will monitor core curriculum attainment x1 term after provision has ended.</p>
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C - Students know age appropriate mathematical facts fluently so as to apply them across a range of contexts.	<p>Implement plus 1 and power of 2 – Y3/4 precision teaching for early maths skills – adding 9, 1 more 1 less etc. 10 -15 mins 3x weekly</p> <p>Implement 'Success at arithmetic' - focusing on Bar model maths, included in Maths action plan linked to SSIF project for Maths</p>	<p>Success at arithmetic training took place for x3 staff members in January 2019.</p> <p>Since then x3 intervention cycles have ran.</p> <p>Average improved score on NFER termly tests; arithmetic papers average of 20 marks in Year 6 and average of 13 marks in year 5.</p>	<p>Success at arithmetic to continue into 19/20 academic year.</p> <p>X6 pupils per cycle of 8 weeks (24 sessions x4 weekly for 40mins)</p> <p>Introduce a clear entry and exit assessment</p> <p>PP lead to conduct pupil voice on PP pupils who access the intervention.</p>																								
Attendance All children meet school and county target on attendance.	Attendance clinic	<p>CLM is first call for attendance flag and does 'meet and greet'. Office Manager calls any absentees (inc PP) to ascertain reason</p> <ul style="list-style-type: none"> any student below 90% stage one meeting with Head, targets set improvement sought If no improvement over half term Ace team attendance meeting, targets set improvement sought No improvement, fine and action instigated by ACE team 	<p>Strategy of attendance 'flag' to continue in academic year 2019/20</p> <p>School to trial 'magic breakfast' approach to promote attendance</p> <p>Raise the profile of attendance by offering class based rewards.</p>																								
Total cost:£45,892.40																											
2. Other approaches																											
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G Pupils develop comprehension skills and broaden their use of vocabulary through frequent exposure to appropriate texts at home	Introduce a robust home reading system to monitor, encourage and foster an improved level of home reading from quality texts	<p>A parent survey relating to home reading to be sent in July 2019 to support any updates for new academic year.</p> <table border="1"> <thead> <tr> <th>Q</th> <th>% Strongly agree</th> <th>% Agree</th> <th>% disagree</th> <th>% Strongly Disagree</th> <th>% Don't know</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>36%</td> <td>50%</td> <td>3.5%</td> <td>7%</td> <td>3.5%</td> </tr> <tr> <td>2</td> <td>21%</td> <td>51%</td> <td>18%</td> <td>3%</td> <td>7%</td> </tr> <tr> <td>3</td> <td>3.5%</td> <td>11%</td> <td>39%</td> <td>18%</td> <td>7%</td> </tr> <tr> <td>4</td> <td>24%</td> <td>31%</td> <td>11%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>5</td> <td>24%</td> <td>42%</td> <td>11%</td> <td></td> <td>24%</td> </tr> <tr> <td>6</td> <td>24%</td> <td>35%</td> <td>3.5%</td> <td>11%</td> <td>28%</td> </tr> <tr> <td>7</td> <td>11%</td> <td>45%</td> <td>7%</td> <td>14%</td> <td>24%</td> </tr> <tr> <td>8</td> <td>14%</td> <td>49%</td> <td>7%</td> <td>7%</td> <td>24%</td> </tr> </tbody> </table> <p>Results from this survey show the need for further clarity for parents about reading expectations from class teachers, but that the new resources have been well received and the quality and range (Q7 and 8) is perceived as good by parents and carers.</p>	Q	% Strongly agree	% Agree	% disagree	% Strongly Disagree	% Don't know	1	36%	50%	3.5%	7%	3.5%	2	21%	51%	18%	3%	7%	3	3.5%	11%	39%	18%	7%	4	24%	31%	11%	17%	17%	5	24%	42%	11%		24%	6	24%	35%	3.5%	11%	28%	7	11%	45%	7%	14%	24%	8	14%	49%	7%	7%	24%	<p>From the survey results, in conjunction with English SL reading corners, book bands and other strategies to be developed to further support reading provision in 2019/20.</p> <p>Teachers will ensure a clear expectation of reading at home is sent to parents/careers each half term on knowledge organisers.</p> <p>PP lead to monitor the progress through the book bands/reading at home of PP students.</p> <p>Teachers and reading volunteers they are completing checklists/reading folders consistently in all classrooms.</p>
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E - Students see challenge as an aid to learning and are able to draw upon a bank of emotional and physical strategies to enable them to move their learning forward at these times.	<p>Boxall profiles of PPG students show appropriate decreases and increases in scores for developmental and diagnostic areas over time after Nurture provision</p> <p>Leuven scales show increases indicating greater engagement in learning</p> <p>Reduction/elimination in incidents of St Giles Golden rule breaking in classroom, hall and playground</p>	<p>During the academic year 2018-19 x4 PPG pupils have 'graduated' from Nurture provision.</p> <p>Their average Boxall exit profiles showed an improved scale of +10 on developmental and – 10 on diagnostic, showing significant impact on emotional readiness to learn.</p> <p>Their attainment data will be tracked in the Autumn term 2019 and compared to attainment data before entering Nurture provision.</p>	<p>Boxall profiles will continue to be utilised to track entry and exit data of vulnerable pupils in 2019/20.</p> <p>SEMH provision will be monitored by professional meetings minimum x3 throughout the academic year.</p>																																																						
H – Hardship fund to provide additional provision where needed	Financial support	<p>Uniform support for PPG pupils</p> <p>Year 6 students who are PPG and who have not swum 25m without water aids will be given focused intensive swimming lessons for a fixed period in the summer term.</p>	<p>A small dividend of money available for parents who request additional support for uniform or trips.</p> <p>Sports Premium allocation used for swimming in academic year 2019/20.</p>																																																						
			Total cost: £35,552.84																																																						

Total overall spend 2018/19
£79500 + £1600 carried over from previous academic year

£81,100