2026/27 Pupil premium strategy statement

St Giles' C.E. Primary School is an established and successful primary school, serving a rich and diverse community. The school has a very distinctive Christian ethos and is inclusive of all faiths, religions and ethnicity. Pupil mobility is less than the national average and the indication of deprivation is above the national average The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community. The principles of the UN Convention on the Rightsof the Child (CRC) underpins and enhances our school vision and values.

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

- We ensure that Quality First Adaptive teaching and learning opportunities meet the needs of
  all pupils.
- We ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision including academic support is made to meet their needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St-Giles C.E. Primary
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3
Date this statement was published	17 September 2026
Date on which it will be reviewed	30 September 2027
Statement authorised by	Head teacher &Chair of Governors
Pupil premium lead	Mrs H Mavi
Governor / Trustee lead	Mr J Green; Mrs Asha Pawar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year **(PPG**)	£220, 700
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	£220, 700

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Giles C.E. we are aiming for specific outcomes for Pupil Premium Funding:

- Improving attendance to ensure PPG is in line with non-PPG.
- Improving Oracy (language and communication skills) from Early Years to Year 6.
- High-quality individual support through the schools' SEND policy & practice including professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.
- Closing the attainment gap in reading, writing and mathematics between PPG pupils and others in the school. Research strategies include Metacognition Pedagogy strategies throughout school.
- Closing the attainment gap in reading, writing and mathematics between the school's PPG pupils and all pupils nationally.
- Increasing the engagement of parents with their children's education and with the school.
- Supporting parents to access services to enable them to better meet their child's needs.
- To ensure pupil's mental health and wellbeing are met through research-based Speech and Language Programmes and Pragmatics groups, Academic Resilience approach. (RHS, Walsall Forest Ranger Programme)

Having stated our Intent, key challenges and intended outcomes, we have invested in a range of actions and interventions to ensure our PPG provision is carefully planned to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to various research projects, an example being the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

(***Source: Education Endowment Foundation – Evidence summaries***)

Our various provisions for PPG children fall into one or more of the following categories:

- **Metacognition and Self-Regulation:** Impact = +8 months *e.g. KS1 & KS2 Catch Up Hour*
- **Reading Comprehension Strategies:** Impact = +6 months *e.g. Reading Intervention FFT 'Tutoring with Lightning Squad & 'Cracking Comprehension Rising Stars' multisensory approach using Reciprocal Reading pedagogy.*
- **Collaborative Learning:** Impact = +5 months *e.g. Legotherapy, Talking Heads - Kidz Klub-Play Therapy*
- **One-to-One Tuition:** Impact = +5 months *e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Academic Mentor (FFT-TWL)*
- **Oral Language Interventions:** Impact = +5 months *e.g. Time to Talk, Talk for writing, NELI whole class*
- **Phonics:** Impact = +4 months *e.g. Phonics Booster (1:1/Small Group Tutoring)*
- **Small Group Tuition:** Impact = +4 months *e.g. Mathematics Support, Third Space Learning*
- **Digital Technology:** Impact = +4 months *e.g. TT Rockstars, IXL, MathsWatch, Purple Mash, Serial Mash*

- **Sports Participation:** Impact = +2 months *(A comprehensive sports programme in school throughout the day ensuring all access quality coaching, including opportunities to access free HAF funded sports during the holidays based at St Giles CE Primary.*
- **Outdoor Adventure Learning:** Impact = +4 months *e.g. NFS –National Curriculum Outdoors, Gardening Club-Food for Life*

Challenges

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

Challenge number	Detail of challenge
1	High percentage of poor Oracy- language and communication skills in Early Years. Pupils have difficulty expressing themselves orally.
2	A significant overlap between children who are receiving Pupil Premium Funding as well as having SEND needs.
3	Increasing the engagement of parents with their children's education and with the school.
4	Pupils struggle with decoding texts using synthetic phonic strategy.
5	Pupils struggling to be enthusiastic about 'Reading For Pleasure'-Barriers beyond school
6	Pupil's limited vocabulary impacting pupil's comprehension skills development. Pupil's reading fluency impacts on their comprehension skills leaving them with limited vocabulary and response time to questions.
7	Pupils need time and coaching to develop their resilience when solving mathematical problems and answering reasoning questions.
8	Pupil's social and emotional needs hindering the development of academic resilience and progress. (PPG & LAC) Significant proportion of PPG pupils requiring support to meet communication, social and emotional needs exacerbated over time.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Early identification of additional language & communication needs to action best provision. Improvement in pupil's ability to listen to and understand instructions. Wellcomm Screening to implement oral language interventions. Speech & Language based interventions 1:1/small group	Improved oral language and communication skills for all PPG pupils. Throughout the curriculum partner talk is embedded and structured sentence stem reply is modelled by all staff as part of Quality First Teaching. NHS Speech & Language Therapist visits to ensure relevant staff have the high-quality CPD to deliver a range of programmes to enhance language and communication acquisition from Early Years to Year 6. 1) The ShREC approach (Share Attention, Respond, Expand, Conversation) 2) Aided Language Displays – Early Years 3) Bucket Therapy Approach 4) Colourful semantics 5) Makaton 6) Higher order reading skills focussed upon expressive and receptive language. 7) Higher order pragmatics
2. High-quality individual support through the schools' SEND offer and professional internal and external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision. Ensure transition of PPG(SEND) children to secondary school and other settings is robust to secure long term success.	Graduated response in place in line with our Local Offer. Pupil's learning needs are identified, and effective support is implemented. Pupils are identified at the earliest opportunity to ensure that support is directed early to secure the greatest progress possible during the pupils' time in school. School has invested the SEND notional budget in SALT NHS, Cadmus Inclusive Advisory Service and Walsall Educational Psychology Services to underpin high-quality support as part of graduated response for the most vulnerable pupils. (***Refer to St Giles C.E. Primary SEN Information Report 2026-27***) St Giles Church of England Primary School - SEND (st-giles.walsall.sch.uk)

3. Increased and improved parental engagement with PPG families.	High-quality Chromebooks issued to PPG families to support home learning on Google classroom platform. PPG pupils completing the weekly homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps. Class teachers issue special mention reward certificates on a weekly basis to encourage home learning. Track it points given as part of school reward system culminating in bronze, silver and gold certificates. Book prizes awarded using gold coins from the Book Vending machine to celebrate children's achievement.
4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their non-PPG peers.	RWInc Phonics Tutoring (1:1; small group) Rocket Phonic Reading Scheme to develop fluency. Reading Leader/SEND teacher support 3 times a week for PPG pupils who haven't passed the phonic screening in June 2026. Digital Learning Resources- To provide PPG children with bespoke software (IXL) to enable out of school learning including holiday learning.
5. Pupils able to discuss their books, Pupil Home Reading Diaries updated regularly- PPG children demonstrating a love of books and reading.	Daily Storytelling (EYFS-Y6) including Oxford Reading Buddy and Readerful. 1:1 reading at least 3 times a week with the class teacher. PPG registers provided by the English Lead. School Library Books-Pupil Reading Leaders collating pupil book choices to include in the class libraries. Facilitate wider reading to meet individual interests in books. Whole School Reading Spine to ensure the breadth & depth of high-quality genres and authors.

6. Closing the attainment gap in reading between PPG pupils and others across the school Closing the attainment gap in reading between the school's PPG pupils and all pupils nationally Whole School Vocabulary Spine; Pre-Teaching & Overlearning	Reciprocal Reading pedagogy using the Rising Stars Cracking Comprehension Multisensory programme implemented from Reception to Year 6. Reciprocal Reading Intervention for targeted group led by SEND teacher. Lightning Squad FFT Tutoring. Action Tutoring (1:2) 15 weeks Year 6 & Year 5. Reader of the week certificate (Effort/attitude/Fluency/Progress) PPG pupils choose 'Book prizes' from the St Giles Book vending machine.
7. Closing the attainment gap in mathematics between PPG pupils and others across the school Closing the attainment gap in mathematics between the school's PPG pupils and all pupils nationally Whole School Vocabulary Spine; Pre-Teaching & Overlearning	Action Tutoring (1:2) 15 weeks x2 Year 6 & Year 5 Third Space Learning Maths (1:1) 15 weeks' x 4 sessions (Y4,5,6). White Rose teaching, learning and assessment methodology embedded from Reception to Year 6 (Keep Up Hour) Improvement in the speed and resilience with which children approach mathematical problem solving. White Rose Fluency Bee Programme-Small Group Interventions.
8. Pupils are able to understand the world around them better, enabling them to engage appropriately with others using appropriate language and displaying appropriate behaviours. Significant reduction of exclusions or serious breaches of the behaviour policy.	Comprehensive PSHE/RSE/The Happy Confident Company Scheme is implemented by trained staff, including Mental Health and Behaviour Counsellors. Kidz Klub Mentors (Delivering the programmes listed below): Lego therapy; Talking Heads; Food for Life. Play Therapy. Increased pupil self-esteem through the creation of individual pupil profiles to capture the cultural capital. (SEND Pupils)

	Whole school Outdoor programme to develop academic resilience delivered through Walsall Forest Ranger Programme and RHS Teacher.

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: **£22, 185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm and Makaton refresher training. EYFS Talk Boost **£3100**	NHS Speech and Language Therapist Team **Oral Language Interventions:** Impact = +5 months *e.g. Time to Talk* ***Source: Education Endowment Foundation – Evidence summaries***	**1**
'Metacognition & Sticky Learning-Quality First AdaptiveTeaching **£10,200** Assess, Plan, Do, review Surgery. Educational Psychologist Sessions **£6660**	Beccie Hawes (**Head of Service - Cadmus Inclusive) All staff** **Metacognition and Self-Regulation:** Impact = +8 months ***Source: Education Endowment Foundation – Evidence summaries***	**2,6,7**
Reading for Pleasure-CPD **(£2225)**	Jane Coleman (Senior Librarian-Wolverhampton SLSS) ***Source: Education Endowment Foundation – Evidence summaries***	**5**

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

Budgeted cost: £141, 155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unqualified Graduate Teacher	PPG Funded **£30,000** **One-to-One Tuition:** Impact = +5 months *e.g. One-To-One Mathematics/English Action Tutoring/Third Space Learning (Mathematics), Targeted Provision (SEND) Academic Mentor* ***Source: Education Endowment Foundation – Evidence summaries***	**6,7**
Action Tutoring	£24,000	**6,7**
Third Space Learning	£6000	**7**
Lightning Squad (FFT)	£950	**6**
Learning Village	£2000	**1,6**
Maths Watch Tutoring	£200	**7**
Phonic Intervention Programme (Digital)	£2550	**4, 5,6**
Phonic 1:1 Tutoring Reciprocal Reading White Rose Maths 'Fluency Bee programme' SEND Teacher Support	£42, 341 £8114 (UPS 6) £25,000	**4,5,6,7**

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

Budgeted cost: £57, 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using LEGO Based Approaches to Support Social, Emotional and Mental Health *Kidz Klub*	**£18000** **Collaborative Learning:** Impact = +5 months ***Source: Education Endowment Foundation – Evidence summaries***	**8**
The National Curriculum Outdoors -Identify opportunities for out-door learning across the school curriculum. -Develop the confidence and ability of staff to plan, deliver and evaluate lessons outdoors -Increase access to green and outdoor spaces for teaching and learning -Build the academic resilience approach into lessons -Foster an interest in and con-cern for the natural environ-ment	**£5000** **Outdoor Adventure Learning:** Impact = +4 months ***Source: Education Endowment Foundation – Evidence summaries***	**8**
Coram Bean stalk	£1980	**5**
Art Therapy	£3150	**8**
Attendance Officer Parent Support Advisor Track it Points	£17,000 £11,000 £1230	**8**

Total budgeted cost: £220, 700

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 **2025 to 2026** academic year.

Intended outcome	Impact
1. Early identification of additional language & communication needs to action best provision. Improvement in pupil's ability to listen to and understand instructions. Wellcomm Screening to implement oral language interventions. Speech & Language based interventions 1:1/small group	Graduated response in place in line with our Local Offer. Pupil's learning needs are identified and effective support is implemented. Pupils are identified at the earliest opportunity to ensure that support is directed early to secure the greatest progress possible during the pupils' time in school. Early identification of additional language & communication needs to action best provision. Speech & Language based interventions 1:1/small group (Annual Report from Speech Therapists) SPEECH AND LANGUGE THERAPY -ANNUAL SUMMARY - 25-26 ACADEMIC YEAR (Anna Stanley & Kimberley Bateman-Senior Speech & Language Therapists) Review of children on the SLT caseload. NB –Around 18 children on the St Giles caseload would not be eligible for support from Walsall NHS SLT service if the provision in school was not commissioned as they would not meet the high threshold for input. This threshold has increased considerably over recent years due to underfunding of SLT in Walsall. Highlights: New referrals consisted of: •1 referral following concerns from school raised at initial planning meeting or identified during the course of the term. •SENCO prioritised new referrals to be seen so that the relevant support is put in place and intervention can begin as needed. •Telephone liaison was given to parents to provide information on the purpose of assessment and plan forward •A quick response time was achieved with all assessments completed in school and needs of the child discussed with teaching staff following assessment on the day. •Appropriate strategies and resources were identified for all the children. Written feedback given to school on current skills and advice on the day of assessment and then shared with parents. Children discussed and prioritised for a review to update targets/strategies (including lower priority children and children seen more recently but requiring additional support). Parents have been offered telephone consultations to discuss any updates to the targets that would require specific support from the child's home setting. Liaising with the teachers for all children who have had their targets updated and bespoke advice given on how targets can be achieved within the child's daily setting. 1 child has been discharged with resolved speech, language and communication needs following implementation of advice in school. Additional support to parents has included: Telephone liaison with parents as required to discuss specific concerns. This includes gathering information on case history, feedback on speech / language / communication skills, sharing of targets / strategies, referral to outside agencies, clinic sessions for speech work. Development of staff skills to support children with communication needs. This included: - •Advice to TA on working on speech targets with specific children.

1. Early identification of additional language & communication needs to action best provision. Speech & Language based interventions 1:1/small group	Outside SLT services •3 children identified through school-based support are currently receiving support in clinic. Support has been provided to school staff to follow up on the recommendations. •An additional 1 child is awaiting this service following referral after in-school assessment. They are supported and monitored in school during their wait for therapy. IMPACT Makaton Level 1 training •12 staff members trained, many of whom have been observed throughout the year using Makaton signing to support their spoken language with children, providing a means of communication and support for children who are unable to understand or use spoken language. This contributes to St Giles offering a 'Total Communication' learning environment. Regular Attention Bucket Therapy training •A number of staff members are now able to use this approach and understand how they can support children to generalise their developing attention skills in the classroom. •There is a notable improvement in many complex children's ability to focus. Currently in Walsall there is no specific training on this intervention, only written advice following a review appointment. Aided Language Display training •Strategy demonstrated to a number of staff who are now able to use ALDs to communicate with complex children who are unable to understand or use verbal communication. •New ALDs provided to support interests and motivations of complex children. **This approach contributes to St Giles offering a 'Total Communication' learning environment. Demonstration of speech sound programmes. Demonstration of programmes and targets ensures that support is delivered appropriately and effectively, hopefully resulting in a shorter timescale for the difficulties being resolved and preventing negative effects on a child's mental health and wellbeing by not being able to communicate effectively.** **<u>Reception</u>** In Reception, 75% of pupils achieved GLD which is 3% above the 2026 Nat (72%). Achievement and progress can be evidenced as securely 'Good' because of consistently good to outstanding 'Quality First Teaching'. **C&L PPG=70 %; C& L NPPG=76% (ELG)** Following the Oracy audit using Billesley Research School's tool, the school identified the need to explicitly link the tier 2/3 vocabulary from NELI, Cornerstones curriculum and Readerful into the EYFS vocabulary spine to pre teach new vocabulary in a planned manner for an upcoming topic. The English Lead (DHT)organised the NELI whole class CPD in summer term which enabled the EYFS staff to implement this approach from the beginning of the Autumn term 2025. This facilitated the pre-teaching of the targeted vocabulary to occur more than just once in the whole class NELI session (3 times per week). The vocabulary from NELI is explicitly shared on the weekly planning document and displayed throughout the provision. Vocabulary from the Cornerstones topic and Readerful is now evident in the weekly planning and taught throughout the week. The vocabulary is used by all staff and modelled in sentences throughout the provision and during story time using the ShREC model which was shared at the Day 2 of the training day as part of dialogic teaching and 'accountable talk' research. It was decided that targeted children (with identified higher communication needs using the Wellcomm screening tool) would be consistently supported throughout the provision and with weekly group NELI sessions to complement the whole class NELI teaching. Makaton vocabulary

SCHOOL STAFF CPD DELIVERED	is planned on a weekly basis to enable curriculum access to pupils with speech and language needs and benefit all groups of pupils to impact social interactions among all. Children are now engaging with language meaningfully, joining in with conversations and sharing their thoughts and opinions daily. They look forward to NELI sessions and talk time and continue their own learning throughout the provision supported by our highly experienced staff. Children are encouraged to also talk to their partners and give reasons for their thoughts, and they are encouraged (by high-quality modelling) to use their new vocabulary.
2. High-quality individual support through the schools' local offer and professional external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision. Ensure transition of PPG children to secondary school and other settings is effective to secure long term success.	3 year 6 children attended a weekly group to support **transition to secondary school**. This included: ➢ Discussions about new schools and the similarities and differences to primary school ➢ Discussion about worries and concerns about secondary school and who can help. ➢ Discussion around difficulties children may encounter (e.g. getting lost, not knowing what books to pack, not having anyone to talk to) and possible solutions ➢ Learning to read and use a timetable 1 child provided with therapy sessions to address speech targets as he has not yet been invited to clinic sessions. **Additional support to parents** Telephone liaison with parents as required to discuss specific concerns. This includes gathering information on case history, feedback on speech / language / communication skills, sharing of targets / strategies, referral to outside agencies, clinic sessions for speech work. **Development of staff skills to support children with communication needs. This included: -** • 3 x weekly coaching sessions for new member of staff working with complex child in Nurture Hub 2. • Advice provided for development of environment of Nurture Hub 2 In Nursery, 33% of pupils achieved GLD which is 3% above the Autumn attainment. Achievement and progress can be evidenced as securely 'Good' because of consistently good to outstanding 'Quality First Teaching'. Data analysis shows **strong and sustained progress in Communication and Language from the Autumn to Summer term**, with an increasing number of children developing confidence in listening, attention and interaction. Children have benefited from the consistent use of the **Cornerstones curriculum**, where communication and language are embedded across topics, stories, songs, rhyme and everyday interactions. The use of **high-quality stories and storytelling opportunities** has supported children to develop their vocabulary, understanding and ability to listen for sustained periods.

	Repeated reading of familiar texts, story props, and opportunities to retell stories have enabled children to become increasingly confident in joining in with repeated phrases, answering questions and recalling key events. Children have also been encouraged to use new vocabulary from stories within their play and interactions. The **ShREC approach** has been embedded throughout the provision to promote meaningful adult-child interactions. Staff have provided regular opportunities to share attention, respond to children's interests, extend language and develop conversations. This has supported children to move from single-word and short responses towards using longer phrases and sentences, while also encouraging them to listen and respond appropriately to others. **Oracy opportunities** have been developed through small-group discussions, singing, rhymes, storytelling, role play and talk within continuous provision. Children are increasingly able to express their ideas, make comments, answer questions and engage in back-and-forth interactions. Opportunities for talk within play have been particularly valuable in supporting children to develop confidence and apply new vocabulary independently. The consistent use of **Makaton alongside spoken language** has provided an additional means of communication and has supported children's understanding of key vocabulary, routines and instructions. Makaton has been particularly beneficial for children who are developing their spoken language, providing a visual prompt and helping them to communicate their needs and ideas with greater confidence. Overall, the data indicates that the combination of a language-rich **Cornerstones curriculum**, purposeful storytelling, daily oracy opportunities, the **ShREC approach** and Makaton has had a positive impact on children's communication and listening skills. Children are increasingly becoming confident communicators who are able to listen, respond, participate in conversations and use language to support their learning and play.
3. Increased and improved parental engagement with PPG families. Refer to the weekly Newsletters.	School has been very proactive in ensuring all PPG pupils have a high-quality Chromebook to facilitate learning in the home environment using software like IXL, Maths Watch and purple Mash as appropriate. A greater percentage of PPG pupils are completing the weekly homework digitally and using the virtual online platform through Google Classroom to access learning remotely to close the learning gaps. Please see: https://www.st-giles.walsall.sch.uk/_site/data/files/pdf/1ED98C56B2CBD0632C3BD7D4A39820DB.pdf

4. Greater % of PPG pupils successfully passing the phonic screening assessment in Year 1 in line with their Non-PPG peers.	 **Year 1** **% of pupils who have passed the phonic screening 2026 threshold** — **88%** **% of PPG pupils who have passed the phonic screening 2026 threshold** — **82.4%** **National disadvantaged=68.3%** * **Phonics Screening Check**-Phonic results have exceeded the National expectation (82%).7 pupils who haven't passed the phonic screening assessment are on the SEND register and 3 are highly complex including 2 who have an EHCP. Relentless high-quality teaching supported by Read, Write, Inc catch up tutoring and sharing the videos for specific sounds with parents and carers have culminated in these results. Pupils have also benefitted from improving comprehension skills with Rocket phonics books and additional Literacy lessons.
5. Pupils able to discuss their books, Pupil Home Reading Diaries updated regularly- PPG children demonstrating a love of books and reading.	Monitoring of Daily Storytelling (EYFS-Y6) based on books from 'Whole School Reading Spine to ensure the breadth & depth of high-quality genres and authors shows that reading is being enjoyed and valued by all classes through school, with time taken to create special and memorable experiences. Teachers observed reading the selected passage of the class text aloud as an 'expert model' fluency whilst pupils follow the text with their own copy of the book. (EEF Research based Recommendation) 2) Children observed echoing back and emulating intonation, tone, speed, volume, expression, movement, use of punctuation, etc. (EEF Research based Recommendation) 3) All children working in pairs reading along with the teacher or selected readers. (EEF Research based Recommendation) 4

6. Closing the attainment gap in reading between PPG pupils and others across the school Closing the attainment gap in reading between the school's PPG pupils and all pupils nationally Whole School Vocabulary Spine; Pre-Teaching & Overlearning	**Key Results - 2025-2026** 	Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
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KS2 Reading, Writing & Maths combined	% achieving the expected standard	60	72%	At or above	63%	71st
KS2 Reading, Writing & Maths combined	% achieving the higher standard	60	18%	At or above	~ 8%	91st
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	57	67%	Above (significant)	~ 44%	90th
Phonics Screening Check	% passing in Year 1	57	88%	At or above	~ 82%	67th
Early Years Foundation Stage	% achieving a Good Level of Development	55	75%	At or above	~ 72%	55th | **Key Stage 2** |		2022-2023		2023-2024		2024-2025		2025-2026		
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Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	-	60%	-	61%	77%	62%	60	72%	63%
Reading, Writing & Maths combined	% achieving the higher standard	-	8%	-	8%	20%	8%	60	18%	~ 8%
Reading	% achieving the expected standard	-	73%	-	74%	84%	75%	60	77%	75%
Reading	% achieving the higher standard	-	29%	-	29%	49%	33%	60	32%	~ 30%
Reading	Average scaled score	-	105.0	-	105.0	108.3	106.0	59	105.6	106.0
Writing	% achieving the expected standard	-	71%	-	72%	82%	72%	60	82%	73%
Writing	% working at greater depth	-	13%	-	13%	28%	13%	60	23%	~ 13%
Maths	% achieving the expected standard	-	73%	-	73%	84%	74%	60	83%	75%
Maths	% achieving the higher standard	-	24%	-	24%	51%	26%	60	37%	~ 27%
Maths	Average scaled score	-	104.0	-	104.0	109.2	105.0	60	106.4	105.0
GPS	% achieving the expected standard	-	72%	-	72%	84%	73%	59	83%	74%
GPS	% achieving the higher standard	-	30%	-	32%	54%	30%	59	44%	~ 30%
GPS	Average scaled score	-	105.0	-	105.0	110.2	105.0	59	108.3	105.0
Science	% achieving the expected standard	-	80%	-	81%	88%	82%	60	85%	82%	 **At ARE for all subjects: 72% (43/60)** 72% of Year 6 pupils achieved ARE expected grade in RWM by the end of the summer term which is 9% above Nationals at 63%. **RWM:72%; PPG RWM:51% (Total PPG pupils-25; Total SEND pupils-14)** The impact of rigorous 'Quality First Teaching'(QFT)supplemented by Action Tutoring, Daily Third Space Learning with AI (Artificial Intelligence) including SATs Booster module during spring term, IXL and MathsWatch has culminated in GDS (Greater Depth Standard) above the National. Similarly, Action Tutoring and FFT-Tutoring with Lightning squad supported by the Academic mentors and supplemented with QFT with the consistent implementation of Cracking Comprehension, especially in KS2 has resulted in reading results above National. Due to English intent being implemented effectively and with fidelity across the school underpinned by a sequential approach to the reading curriculum –this has resulted in developing children's fluency, confidence and enjoyment in reading. There is a clear learning journey with a focus upon vocabulary which is firmly embedded through the whole school vocabulary spine tool. Provision Maps demonstrate PPG pupils being targeted to raise progress and attainment in reading, writing and Maths. Findings are supported by the attainment and progress data which match what is evidenced in the books. Whole school termly writing moderation underpinned by CPD from Claire Hubbard (Teach Hub) has resulted in external Local Authority moderation with GDS significantly higher than National. (Writing GDS school=23%; National=13%; Grammar, punctuation and spelling GDS school=44%; National=30%)
7. Closing the attainment gap in mathematics between PPG pupils and others across	Action Tutoring English and Maths programmes has had an impressive impact on targeted pupils study skills and confidence and securing age-related attainment at the end of KS2. Implementation of White Rose Maths scheme teaching and learning resources has had an impact alongside small group targeting of PPG/SEND not on track with the Third Space Learning Maths 1:1 tutoring intervention. There is a wide range of

the school. Closing the attainment gap in mathematics between the school's PPG pupils and all pupils nationally Whole School Vocabulary Spine; Pre-Teaching & Overlearning	SEND needs across Year 6 who have received highly adaptive and differentiated curriculum with the support of class teachers and level 3 TAs support and tutoring interventions for Reading and Maths in addition to quality first teaching. <u>Overview of additional provision for PPG/SEN</u> ● **Handwriting Group** prior to beginning of the school day (30 mins per day) ● Opportunity to complete **MathsWatch, Education City and Oxford Reading Buddy** prior to beginning of the school day (30 mins per day) ● **1:1 PPG reading with CT** prior to beginning of the school day (30 mins per day x5 weekly) ● **Cracking Comprehension** – 2 hours per week, Rising Stars ● **Third Space Learning-Maths Tutoring (SEN – 3 pupils) –** Monday 9.00-10.00 ● **Third Space Learning PPG/SEND-Thursday 9:00-10:00 a.m.** ● **FFT Tutoring** – 30 mins x1 per week ● **MathsWatch tuition** – Thursday 3.30-4.30 ● **Reciprocal Reading** – Wednesday and Thursday 2.30-3.00 ● **Arithmetic overlearning –** Monday 1.35-2.35
8. Pupils are able to understand the world around them better, enabling them to engage appropriately with others using appropriate language and displaying appropriate behaviours. Significant reduction of exclusions or serious breaches of the behaviour policy.	Comprehensive PSHE/RSE Scheme is implemented by trained staff, including Mental Health and Behaviour Counsellors. Kidz Klub Mentors (Delivering the programmes listed below): Lego therapy; Talking Heads; Food for Life Pupil Profiles to raise aspirations Increased pupil self-esteem through the creation of individual pupil profiles to capture the cultural capital.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

St-Giles have only purchased programmes endorsed by the DFE and research organisations like Education Endowment Foundation