

# Pupil premium strategy statement – Gig Mill Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for pupil premium pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Rebecca Cox
Pupil premium lead	Samantha Griffiths
Governor / Trustee lead	Mark Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,360
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£158,360</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupil premium pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge														
1 EYFS speech & language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in 67% pupil premium pupils in Reception. Wellcomm baseline shows 33% Reception pupil premium pupils at green, 33% at amber and 33% at red.														
2 Phonics & early reading	Assessments, observations, and discussions with pupils suggest pupil premium pupils generally have greater difficulties with reading including phonics, than non- pupil premium peers.  Start of year assessments in Y1 show that only 22% of pupil premium pupils are at the pace of the programme (Little Wandle) and in Y2 start of year assessments show that only 50% of pupil premium pupils are at the pace of the programme. As a result pupil premium pupils have a lower starting point and more to catch-up to reach expected standard in the PSC at the end of KS1.														
3 Reading	Assessments, observations, and discussions with pupils show pupil premium pupils generally have greater difficulties with <b>reading</b> than their peers.  Start of year assessment baseline for pupil premium pupils: <table border="1" data-bbox="391 1209 742 1836"> <thead> <tr> <th>Reading</th> <th>% of PP children at ARE+</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>48%</td> </tr> <tr> <td>Y5</td> <td>38%</td> </tr> <tr> <td>Y4</td> <td>43%</td> </tr> <tr> <td>Y3</td> <td>55%</td> </tr> <tr> <td>Y2</td> <td>33%</td> </tr> <tr> <td>Y1</td> <td>30%</td> </tr> </tbody> </table>	Reading	% of PP children at ARE+	Y6	48%	Y5	38%	Y4	43%	Y3	55%	Y2	33%	Y1	30%
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4 Maths	Internal and external assessments indicate that <b>maths</b> attainment among pupil premium pupils is below that of non-pupil premium pupils,														

Including Multiplication tables fluency	<p>impacting on attainment for pupil premium pupils at the end of EYFS, KS1 and KS2.</p> <p>Start of year assessment baseline for pupil premium pupils:</p> <table border="1" data-bbox="389 293 759 922"> <thead> <tr> <th>Maths</th> <th>% of PP children at ARE+</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>40%</td> </tr> <tr> <td>Y5</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>50%</td> </tr> <tr> <td>Y3</td> <td>50%</td> </tr> <tr> <td>Y2</td> <td>27%</td> </tr> <tr> <td>Y1</td> <td>60%</td> </tr> </tbody> </table> <p>Internal and external assessments indicate that <b>MTTC (Multiplication TimesTable Check)</b> attainment amongst pupil premium pupils is below that of non- pupil premium pupils, impacting on attainment for pupil premium pupils at the end of Y4 and in maths at the end of KS2.</p> <table border="1" data-bbox="389 1095 780 1626"> <thead> <tr> <th>MTC Y4 out of a total of 25</th> <th>% of PP children</th> </tr> </thead> <tbody> <tr> <td>Scoring between 0-10</td> <td>65%</td> </tr> <tr> <td>Scoring between 10-20</td> <td>27%</td> </tr> <tr> <td>Scoring between 20-25</td> <td>8%</td> </tr> </tbody> </table>	Maths	% of PP children at ARE+	Y6	40%	Y5	50%	Y4	50%	Y3	50%	Y2	27%	Y1	60%	MTC Y4 out of a total of 25	% of PP children	Scoring between 0-10	65%	Scoring between 10-20	27%	Scoring between 20-25	8%
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5 Writing	<p>Internal and external assessments indicate that <b>writing</b> attainment among pupil premium pupils is below that of non- pupil premium pupils, impacting on attainment for pupil premium pupils at the end of EYFS, KS1 and KS2.</p> <p>Start of year assessment baseline for pupil premium pupils:</p> <table border="1" data-bbox="389 1850 759 2011"> <thead> <tr> <th>Writing</th> <th>% of PP children at ARE+</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Writing	% of PP children at ARE+																				
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6 Attendance	<p>Our <b>attendance</b> data over the last 3 years indicates that overall attendance among pupil premium pupils has been between 2-5.5% lower than for other non- pupil premium pupils; although it has improved over time.</p> <p>In 2023-2024, 26.09% of pupil premium pupils have been ‘persistently absent’ compared to 6.72% of their non- pupil premium peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupil premium pupils’ progress.</p> <table border="1"> <thead> <tr> <th>Attendance PP group 23/24</th> <th>% of pupil premium children</th> </tr> </thead> <tbody> <tr> <td>Y5 (now year 6)</td> <td>90.2%</td> </tr> <tr> <td>Y4 (now year 5)</td> <td>92.64%</td> </tr> <tr> <td>Y3 (now year 4)</td> <td>95.5%</td> </tr> <tr> <td>Y2 (now year 3)</td> <td>92.89%</td> </tr> <tr> <td>Y1 (now year 2)</td> <td>90.45%</td> </tr> <tr> <td>YR (now year 1)</td> <td>90.86%</td> </tr> </tbody> </table>	Attendance PP group 23/24	% of pupil premium children	Y5 (now year 6)	90.2%	Y4 (now year 5)	92.64%	Y3 (now year 4)	95.5%	Y2 (now year 3)	92.89%	Y1 (now year 2)	90.45%	YR (now year 1)	90.86%
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7 Mental health	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils with an increased need for pastoral or mental health support for individual pupils and families. These challenges particularly affect pupil premium pupils, including impacting on their attainment.</p> <p>Referrals for pastoral support remain high for pupil premium group and are at a higher proportion of the school population compared to other</p>														

	pupils. 29 pupils (14 of whom are pupil premium) currently require individual additional support with social and emotional needs, with 10 (2 of whom are pupil premium) receiving small group interventions.																												
8 Pupil premium pupils with SEND	<p>31% of pupil premium pupils also have identified SEND needs. This group of pupils has the greatest need for excellent teaching complemented by high quality small group and one to one interventions. This is most prolific in writing and maths and in years 5 and 6.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>% of pupils who are PP and SEND - Reading</th> <th>% of pupils who are PP and SEND - Writing</th> <th>% of pupils who are PP and SEND - Maths</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>14%</td> <td>29%</td> <td>14%</td> </tr> <tr> <td>Y5</td> <td>14%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>Y4</td> <td>0</td> <td>14%</td> <td>0</td> </tr> <tr> <td>Y3</td> <td>0</td> <td>8%</td> <td>31%</td> </tr> <tr> <td>Y2</td> <td>0</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Y1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year group	% of pupils who are PP and SEND - Reading	% of pupils who are PP and SEND - Writing	% of pupils who are PP and SEND - Maths	Y6	14%	29%	14%	Y5	14%	14%	14%	Y4	0	14%	0	Y3	0	8%	31%	Y2	0	20%	20%	Y1	0	0	0
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## 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. Improved oral language skills and vocabulary among pupil premium pupils.	<p>Assessments and observations to evidence significantly improved oral language among pupil premium pupils in Reception following impact of speech &amp; language intervention. Target of 83% Reception pupil premium pupils data at green using Wellcomm at the end of the year</p> <p>Measured by- Monitoring of progress through learning walks &amp; observations, Evidence Me observations and ongoing formative assessment. Outcomes at end of intervention and end of EYFS.</p>

<p>2. Improved phonics &amp; early reading attainment among pupil premium pupils.</p>	<p>Measured by – Fortnightly monitoring of the teaching of phonics by Phonics Leader and monthly SLT monitoring (Little Wandle) to quality assure high quality teaching &amp; learning in phonics and pupil premium children making rapid progress to catch up any identified gaps.</p> <p>Teachers using Little Wandle planning and demonstrating fidelity to the programme.</p> <p>Leaders and class teachers using the regular assessments and heat maps to target specific gaps for pupil premium children. Evidenced through pupil premium tracking in phonics at each assessment point including Little Wandle 6-weekly assessments</p> <p>Additional evidence -Phonic Screening check outcomes for Y1 pupil premium pupils and Y2 pupils who did not meet the expected standard in Y1, closing the gap between PP and other pupils.</p>
<p>3. Improved reading attainment among pupil premium pupils.</p>	<p>Gap closing in all year groups for PP group in <b>Reading</b> compared to other pupils.</p> <p>Measured by: pupil tracking, analysis of pupil premium pupil data for termly assessments, assessment platforms and Little Wandle fluency.</p> <p>Monitoring of pupil premium pupils books by leaders as part of every book-look a sample of pupil premium pupils books are included each half term</p> <p>Leaders monitoring the teaching of reading at least half termly - how often and who? to ensure fidelity to Little Wandle fluency and to ensure consistent expectations in reading beyond Little Wandle Fluency.</p>
<p>4. Improved maths attainment for pupil premium pupils at the end of KS2.</p> <p>Improved multiplication tables check attainment for pupil premium pupils at the end of Y4.</p>	<p>Gap closing in all year groups for pupil premium group in <b>Maths</b> compared to other pupils.</p> <p>Measured by: pupil premium pupil tracking, analysis of pupil data for termly assessments, by leaders after each data point using maths assessment platforms and TTRS heatmaps.</p> <p>Monitoring of pupil premium pupils maths books by leaders as part of every book-look a sample of pupil premium pupils books are included each half term</p> <p>and the teaching of maths to ensure fidelity to White Rose Maths and to ensure continuous fluency practice to embed times tables facts.</p>
<p>5. Improved writing attainment for pupil premium pupils at the end of KS2.</p>	<p>Gap closing in all year groups for pupil premium pupils in <b>Writing</b> compared to other pupils.</p> <p>Measured by: pupil premium pupil tracking by leaders at least each half term , analysis of pupil data for termly assessments and analysis of assessment grids for writing.</p>

	Monitoring of pupil premium pupils writing books by leaders as part of every book-look a sample of pupil premium pupils books are included each half term and the teaching of writing to ensure pupils have opportunities to deepen knowledge of writing text types and their specific features, applying these in their own writing independently. Termly moderation of writing by leaders across all classes and where pupils in different year groups may be on the same assessment point to ensure consistency in expectation.
6. To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	Improvement in attendance overall for pupil premium pupils and targeted support for families where PA is a risk. Severe absence and Persistent absence tracked as part of attendance weekly monitoring by the Head of School for individuals and for pupil premium group of pupils. Absence letters, Attendance Support Plans and involvement of Dudley NPOC as required.  Where lateness impacts on pupils' attendance, Attendance Support Plans used to improve attendance for individuals.
7. To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium pupils.	Pastoral lead referrals tracked to evidence impact of support as pupils come off the support programme. Pupil premium pupils identified within the groups / individuals receiving pastoral & wellbeing support.  Referrals monitored by Head of School monthly and trends noted to ensure effective planning is in place to meet need.
8. Pupil premium pupils with SEND	Pupil premium pupils with SEND progress analysed at all assessment points using pupil tracking, ISP plan monitoring by leaders including Inclusion leader and Head of School for use of SMART targets and progress achieving targets.  Regular staff CPD on promoting high standards for all, adaptive teaching and developing a range of teaching strategies (including use of the Dudley Ordinarily Available Inclusive Provision documentation) to meet the needs of all pupils. Monitoring of practice in action in teaching time, use of resources, strategies and ISP targets.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£79,972**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase &amp; consistent use of standardised diagnostic assessments to ensure accurate identification of gaps in pupils' knowledge and next steps.</p> <p>Regular training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Star reader, maths.co.uk , WR maths assessments used alongside Little Wandle phonics and Little Wandle Fluency, TTRS to assess pupils in reading and maths. Early identification of gaps in knowledge using QLA toolkits. Targeted intervention to close gaps for all pupils and in particular for all pupil premium pupils.</p> <p>Use of Wellcomm screening for every pupil on entry to Reception ensures targeted intervention after early identification and access to Speech &amp; Language therapist support.</p> <p>EYFS Staff trained in use of Wellcomm.</p> <p>Training through planned CPD in staff meetings, INSET and as bite-sized targeted / specific training eg for Little Wandle fluency.</p>	1,2,3,4,5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base (EEF) that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Baseline for all YR pupils and targeted intervention in YR, Y1 and Y2. Whole school training on speech &amp; language interventions and approaches. All EYFS team SMILE training 1 day + 2 x 1.5hrs twilights. Key focus on language / vocabulary acquisition across the curriculum with subject specific vocabulary identified on working walls across school.</p> <p>Impact of Speaking unit in skills builder – skills builder leads to analyse the class data at start / end of the focus and share with leaders.</p>	1

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Fidelity to Little Wandle programme for phonics and reading fluency. Use of Little Wandle diagnostic assessment tools.</p> <p>Appointment of Phonics lead with responsibility for tracking pupils' progress in phonics &amp; developing parental engagement / understanding of phonics. We will fund the purchase of resources, teacher and leader training and release time. We will provide opportunities for Phonics Leader to run CPD bite-size sessions for other staff to access as required.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for pupil premium pupils:</p> <p>Continued staff CPD for teaching of reading and specifically phonics from Nursery onwards. Purchase of Little Wandle Fluency and Little Wandle SEND resources to impact on pupil premium and pupil premium with SEND outcomes in reading from 2025 and beyond.</p> <p>Parent workshops for YR, Y1 and Y2 parents focused on the teaching of reading including phonics. Release time funded for leaders and teachers to complete the workshops with parents to include class visits.</p>	2
<p>Funding for training and resources for the teaching of reading beyond phonics.</p>	<p>Little Wandle fluency resources purchased for use by pupils when they have completed Little Wandle phonics. Training for all staff in the delivery of fluency reading sessions to ensure fidelity to the programme and best use of resources to impact on pupil progress and outcomes in reading.</p>	3
<p>Funding for training and resources for the teaching of Little Wandle SEND sessions, Little Wandle keep-up and catch up sessions.</p>	<p>On going use of purchased assessment toolkit alongside reading book resources and phonics teaching resources to ensure any pupils who have gaps can catch up, any pupils with identified SEND can access the programme at a point that is appropriate for their individual learning needs and where a pupil may be at risk of falling behind the pace of the programme, they are identified early and have targeted intervention to ensure they can keep up. Pupil premium pupils benefit particularly from these specific resources and programmes within Little Wandle.</p>	2,3,8
<p>Enhancement of our maths teaching and curriculum</p>	<p>Assessment toolkits, MTTC resources such as TTRS, devices</p>	4,

<p>planning in line with DfE and EEF guidance. Mastering Number in EYFS, Y1, Y2,Y4 and Y5.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). MTTC leader release time to impact on MTTC outcomes for all, including pupil premium pupils &amp; maths outcomes at the end of KS2.</p>	<p>such as Chromebooks to access the relevant programmes for the regular practice needed have been funded alongside release time for MTTC lead to work with experienced Maths lead.</p> <p>Teaching for Mastery specialist in school working with school staff, maths team, MTTC lead and providing outreach for Central Maths Hub for other West Midlands schools.</p> <p>Leaders teaching maths groups in Y5 and Y6 to ensure pupils have smaller groups and targeted support to close gaps and improve end of year / Key Stage outcomes.</p>	
<p>Funding for training and development of the teaching of writing through English lead attending specific training. Staff CPD on the teaching of writing including Write Stuff approaches will be on going.</p> <p>Training for new staff on Kinetic Letters approach to handwriting and funding for further resources to support the teaching of handwriting.</p> <p>Where pupils have an identified need for further support with pencil grip / letter formation specific intervention on a 1:1 basis or in a small group will target these skills.</p> <p>Pupils in spelling intervention groups access spellings that are appropriate for their point in learning and this may be in a small group / intervention.</p> <p>Time for TAs and teachers to work with key children in their classes to focus on the key skills needed is funded</p>	<p>Training for teachers to teach strategies to pupils so that they can plan and monitor their writing and promote fluent transcription practice.</p> <p>Explicit teaching of spelling in KS1, via the Little Wandle spelling programme.</p> <p>In KS2 writing will be taught in its 5 components – planning, drafting, revising, editing and publishing. This is supported through the introduction of the Write Stuff approach across school starting in EYFS with the Fantastic Foundations. Construction of sentences is explicitly taught to improve composition skills.</p> <p>SEND: Staff CPD on the use of colourful semantics supports the teaching of sentence composition.</p> <p>Handwriting is taught through Kinetic Letters approach and staff are trained in this approach to posture for writing, pencil grip, letter formation and joining.</p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive EEF evidence associating childhood social and emotional skills with improved</p>	

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA training for pastoral lead.</p> <p>Specific mental health &amp; wellbeing training for all staff</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>ELSA x 3 children 1 session of 30mins per week. Additional work on wishes &amp; feelings – as required. Average 4 children per week at 30mins per session. (75% ELSA group pupil premium)</p>	
<p>Relevant EEF documentation</p>	<p><a href="#">Diagnostic assessment   EEF</a>  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  <a href="#">Mathematics guidance: key stages 1 and 2</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="#">EEF Improving Literacy in KS2</a>  <a href="#">EEF Improving Literacy in Key Stage 1</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at pupil premium pupils who require further phonics support as they are not at the pace of the programme. This will be delivered through Little Wandle keep up / catch up and SEND programmes.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from pupil premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Leaders to monitor monthly the effectiveness of phonics sessions for pupil premium pupils including small group intervention &amp; SEND. Fidelity to the Little Wandle programme will also be</p>	<p>2,8</p>

	monitored weekly by the phonics leader. Phonics leader to demonstrate best-practice and support colleagues including ECTs in the teaching of phonics.	
Purchase of a programme to improve listening, narrative and vocabulary skills for pupil premium pupils who have relatively weak spoken language skills. Use of Wellcomm toolkit, SMILE training.	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. Pupils individual SEND ISP targets to reflect any speech and language difficulties using SMART targets to ensure progress of pupils in these areas. Monitoring of ISP plans by all leaders to quality assure the use of SMART targets and to ensure progress of pupils.	1
Relevant EEF documentation	<a href="#">Phonics   Teaching and Learning Toolkit   EEF Oral language interventions   Teaching and Learning Toolkit   EEF</a>	

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> . Training and release time for staff to develop and implement new procedures. Appointing attendance/support officers to improve attendance as needed.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Attendance policy to support parents and leaders in managing pupils' attendance and improving attendance using attendance support plans where needed. Head of School monitors weekly number of days of absence and tracking pupils who are at risk of persistent or severe absence with the aim of reducing the risk and improving attendance overall. Head of School to ensure parents know the expectations around school	6

	<p>attendance and that information is shared via newsletters regularly to promote good attendance.</p> <p>Head of School to ensure consistent approach to implementation of policy with regular Trust attendance leader audit meetings and for parents attendance support plan meetings with to include phone calls and in person ad-hoc contact to develop the positive relationship between home and school.</p> <p>Head of School to link with LA NPOC for Targeted Support Meetings 2 x per year.</p> <p>Head of School to implement Attendance Support Plans to work with parents on improving their child's attendance with the aim of reducing the number of pupils reaching persistent absence / severe absence and overall school attendance to be in line with National figures.</p>	
<p>Mental health</p> <p>Improve the quality of social and emotional learning.</p> <p>Flexible and tailored support for Vulnerable pupils.</p> <p>PSED approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Mental health Leader</p> <ul style="list-style-type: none"> <li>-to attend local networks</li> <li>-to implement a mental health school policy and action plan</li> <li>-to provide CPD for key adults who support pupil premium pupils- 1 x HLTA ELSA training</li> <li>- to attend 4 x mental health first aider training</li> <li>- to deliver whole staff training on mental health</li> <li>- to deliver whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</li> </ul>	6,7,8
<p>Skillsbuilder training for all staff to develop skills builder initiative across school. Funded release</p>	<p>Prioritising 8 skills that sit outside the National Curriculum and promote academic and personal attainment and achievement. Skillsbuilder skills- Listening, speaking, problem solving,</p>	6,7,8

<p>time for skillsbuilder leader in school.</p> <p>Skillsbuilder sessions in class weekly to focus on key skill and the steps within that skill.</p>	<p>aiming high, leadership, staying positive, teamwork &amp; creativity. Communicating key events with parents so that parents are involved in school to impact on attendance &amp; engagement with school.</p> <p>Skillsbuilder Leader reporting half termly an evaluation of the impact of Skillsbuilder on children's workplace skills across the school.</p>	
<p>Extra curricular &amp; wider experiences for pupil premium pupils –</p> <p>Funded whole class music lessons to learn a musical instrument, free after-school clubs to promote health &amp; wellbeing including mental wellbeing; support for families with trips and visits.</p>	<p>EEF evidence shows that extracurricular activities are an important part of education in their own right and that they may increase engagement in learning. There are wider health and wellbeing benefits which are universal to taking part in clubs and activities which involve physical activity and take place outdoors. Increasing the range and availability of different types of extra-curricular clubs where cost is not a barrier remains a priority and we offer many free of charge clubs across the school year aimed at all year groups. Where trips and visits are planned including residential visits, financial support to help pupil premium families is provided.</p> <p>Extracurricular activities leader reporting half termly to leaders as to the impact of these planned activities on pupil premium pupils including analysis of many pupil premium children engage in these opportunities and their pupil voice about impact of the activities they engage with.</p>	6,7,8
<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
<p>Relevant EEF documentation</p>	<p><a href="#">Behaviour interventions   Teaching and Learning toolkit   EEF</a>  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	

**Total budgeted cost: £149,800**

## Part B: Review of the previous academic year

### Outcomes for pupil premium pupils

2023-2024 Every year presents us with challenge and 2023 2024 we experienced growing levels of anxiety and related mental health issues, bereavement, the rising demand for external services when many providers have limited availability eg CAMHS, the cost of living crisis and the impact on families struggling to make ends meet financially. This year we have supported 54 children with hardship fund payments at times of crisis with food vouchers and or energy payments. This is in addition to families in receipt of FSM holiday vouchers - 126 children. We have been able to offer support for individual children, families, and at times parents but has been a challenge for us – we have needed the expertise and time of all five of the DSL team and senior leaders, working alongside the teachers and support staff who see the children every lesson of every day. Positive relationships with parents enable us to signpost & access support for a whole range of concerns.

#### Pupil Outcomes:

Funding was used effectively to support targeted individuals or small groups resulting in more KS1 pupils meeting expected standards in either R,W or M, and more KS2 pupils meeting expected standards in either R,W or M. In 2024 a higher % of disadvantaged pupils met the expected standard in Reading in KS1 and had reached the expected standard in phonics by the end of Year 2. And in 2024 a higher % of disadvantaged pupils met the expected standard in Reading in KS2 however there was a dip in disadvantaged pupils achieving GDS. This will be a target for 24/25

KS1 Phonics: Year 1 - 83% all, 50% PP, Year 2 – 91% all, 84% PP.

KS1 Reading 68% all, 52% PP. KS2 Reading 74% all, 61% PP, GDS 34% all, 13% PP

#### Attendance 2023 – 2024:

Overall attendance Gig Mill 2023- 2024 94.92%, 92.39% PP

Gig Mill **PP** Persistent Absence 2023-2024 26.09% V non PP PA 6.72%

Tackling PP persistence absence through attendance clinics, tracking and tiered support to reduce PA %

#### Other support:

In 2023 / 2024 the proportion of pastoral time spent with children with range of anxieties is significantly higher than in previous years and we have struggled to meet demands. Likewise the demand for support for individuals and families for pupil behaviour, wellbeing and or mental health has also hugely increased. Additional pupil premium funding was used to provide individual and or group support alongside social groups and targeted interventions where required. This approach remains a key focus as part of this strategic plan in 24/25

#### Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

Mental health first aiders and a senior mental health lead have all been trained and in 24/25 whole staff training is planned to address the action plan. Costs for CPD and cover for staff to attend training.

- offering a range of high-quality extra-curricular activities including First Aid for pupils in Y5 and Y6.
- costs WCIT music opportunity to boost wellbeing, attendance, and aspiration in learning a musical instrument.
- Visits including residentials, visitors, careers etc. Lunchtime activities such as clubs with sports coach / Choir / x country / football will focus building skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged to participate

#### Next steps

- % pupils reaching expected levels at EYFS, KS1 and KS2 are consistent over time across 2022, 2023, 2024 but there is a dip at GDS in KS1 therefore this will be a target in 24/25

- In 2024 a higher % of disadvantaged pupils met the expected standard in Reading in KS2 however there was a dip in disadvantaged pupils achieving GDS. This will be a target for 24/25
  - Improving attendance for disadvantaged pupils
- Pupil wellbeing and mental health

## Externally provided programmes

Programme	Provider
Wellcomm	GL Assessment
Widget online	Widget
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose
Times Tables Rockstars	Maths Circle Ltd
Skillsbuilder	Skills Builder Partnership
ELSA	ELSA support
The Write Stuff	Jane Considine

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Pupil premium pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by pupil premium pupils. We also contacted schools local to us with high-performing pupil premium pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.