

Durham Gilesgate Primary School

Pupil Premium Strategy 2018-2019 and review of 2017-2018

Summary Information (Data correct as of 10/09/2018)					
School	Durham Gilesgate Primary School				
Academic Year	2018-2019	Total Pupil premium Budget	£118,000	Date of most recent Review	July 2018
Total Number of Pupils	181 FT 28 PT nursery 15 PT 2's	Number of Pupils Eligible	90 FT	Date of Next Review	July 2019

Attainment for the end of Key Stage 2 in 2017					
	School (Pupil Premium) 2018	Local Authority (PP)	National (PP) 2017	National (Other) 2017	
Proportion of Pupils in Year 6 Eligible for Pupil Premium	64.0%	Not Yet Published	24.1%	75.9%	
%age achieving the expected standard in Reading	25.0%	Not Yet Published	59%	77%	
%age achieving the expected standard in Writing	50.1.0%	Not Yet Published	66%	81%	
%age achieving the expected standard in Maths	37.5.0%	Not Yet Published	63%	80%	
%age achieving the expected standard in GPS	31.3%	Not Yet Published	66%	81%	
%age achieving the expected standard in reading, writing and maths combined	18.8.0%	Not Yet Published	47%	67%	

Progress for the end of Key Stage 2 in 2017					
	School (Pupil Premium) 2018	Local Authority (PP)	National (Pupil Premium) 2017	National (Other) 2017	
Proportion of Pupils in Year 6 Eligible for Pupil Premium	64.0%	Not Yet Published	24.1%	75.9%	
Progress measure in Reading	-4.94	Not Yet Published	-0.7	0.3	
Progress measure in Writing	0.57	Not Yet Published	-0.3	0.2	
Progress measure in Maths	-3.56	Not Yet Published	-0.6	0.3	

Proportion of Pupils in Year 6 Eligible for Pupil Premium	64.0%	Not Yet Published	24.1%	75.9%
Progress measure in Reading	-4.94	Not Yet Published	-0.7	0.3
Progress measure in Writing	0.57	Not Yet Published	-0.3	0.2
Progress measure in Maths	-3.56	Not Yet Published	-0.6	0.3

Turn over for identified barriers to future attainment for Pupil premium Children and planned outcomes

Barriers to Future Attainment (For children eligible for Pupil Premium, including those of higher ability)	
In School Barriers	
A	Eligible children start school with lower levels of language and communication including some children that require early and / or specialist intervention with communication and language development and/or Speech and Language Therapy.
B	Some eligible children require social and emotional support, both at the early stages of education and sometimes in Key Stage 1 or 2. This includes children dealing with mental health.
C	For eligible children, attainment in basic skills is lower than the non-eligible group requiring targeted intervention and or support.
D	A greater proportion of eligible pupils have a special educational need at the level of school support.
E	English as an additional Language is a barrier for some of our pupils who are also eligible for Pupil Premium
External Barriers (Issues which also require action outside of school such as low attendance rates)	
F	For some eligible pupils persistent low attendance is a barrier. This may be persistent late attendance, low attendance year on year or attendance that is lower than 90%
G	Some eligible pupils are not supported well enough at home with reading, homework and aspirations for the future and An increasing proportion of eligible children require support from specialist safeguarding services.

Outcomes		
	Desired Outcomes and How They Will be Achieved	Success Criteria
A	<p>Quick and easy access to language interventions including SALT, leading to improved language skills.</p> <p>By providing; speech and Language Link programmes, Service Level Agreement with a private speech therapist.</p>	<p>Identified children in reception make progress through 'Language Link' with an improving proportion achieving typical attainment.</p> <p>Those identified with a greater need have quick and easy referral to the private speech therapist that the school has a SLA with.</p> <p>Individual programmes show that these pupils make progress towards their targets.</p>
B	<p>Social and emotional barriers removed so that children are better able to learn and make progress.</p> <p>By providing; staff trained in Listening Matters and Nurture Group for those in the school who need to attend. The use of outside counselling services, CAMHS and the Emotional Wellbeing and Effective Learning Team.</p>	<p>Identified children will be able to express their feelings, learn and develop social skills and will be more able to attend school with the skills necessary to learn effectively.</p> <p>Boxall profiles will show this progress for those who attend Nurture Group.</p>
C	<p>For attainment gaps in basic skills to narrow.</p> <p>By providing; Reduced class sizes in Key Stage 2, Lexia reading software (Intervention), opportunities for teachers to discuss progress with senior leaders and take appropriate action through quality first teaching and / or planned intervention.</p>	<p>For the identified children progress will be good and gaps in attainment will start to narrow.</p>

D	<p>Regular advice for staff in how to cater for the needs of these pupils so that they can make good progress.</p> <p>By providing; Referrals to SEND teams for cognition and learning and an enhanced SLA with Educational psychology service.</p>	<p>Teaching and support staff will be better able to meet the needs of children with special educational needs through the advice and support that they receive.</p> <p>These children will make improved progress as a result of this support.</p>
E	<p>That the progress, particularly in English, for our EAL pupils will improve because of the support and intervention that we can offer them.</p> <p>By providing; the ability to build capacity in the school to support EAL from our own resources. Three staff will attend CPD:- 1 member of staff to lead on EAL within the school and two teachers to develop in class pedagogy.</p>	<p>The progress of EAL pupils will improve, particularly in English and the progress of this group of children will be good.</p>
F	<p>To improve attendance for those children where it is below 96% and in particular below 90%.</p> <p>By providing; additional support for families through a Positive Futures Advisor to help identify and remove barriers to low attendance.</p>	<p>Children who were persistent absentee in 2017-2018 will have attendance greater than 90% in 2018-2019.</p> <p>Attendance will improve for the 2017-2018 group identified with attendance lower than 96%</p>
G	<p>That parents are supported through a range of problems that they encounter.</p> <p>By providing; Support for parents where possible through a range of school based and signposted services. Our Positive Futures Advisor has been appointed to strengthen this area.</p> <p>We will provide some targeted additional reading support through the Beanstalk reading mentoring service.</p> <p>We will provide opportunities for children to complete homework in school with an adult or child mentor.</p> <p>Targeted progress meetings will be scheduled to help families understand what is important and what they can do to help improve progress.</p>	<p>Case studies will show the impact of this work in arrange of ways, for example case studies may show some of the below:-</p> <p>Improved attendance. Reduced anxiety of children coming to school and thus being in a better place to engage and learn. Improved progress. Improved self-efficacy. Improved parental skills in supporting education. Improved communication and language skills in Early Years</p>

Planned Expenditure

Academic Year 2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1) Quality of Teaching for all

Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice	How will our school ensure it is implemented well?	Staff Lead	Review Date
C) For attainment gaps to narrow	<p>Revised system for Pupil Intervention Meetings between a member of SLT and each teacher.</p> <p>The school has reduced class sizes in Key Stage 2 and moved from mixed age classes to single age classes. We will maintain this through 2018-19</p> <p>All staff in Key Stage 2 have attended Grammar for Writing CPD and are more able to develop grammar in a progressive manner.</p> <p>Staff have engaged in CPD regarding tiered vocabulary and are developing pedagogy for the teaching of new vocabulary in each year group.</p>	<p>Previous systems for Pupil Intervention were not effective enough as they did not give teachers enough ownership of the actions that needed to be taken.</p> <p>Single aged classes have enabled teaching to be better tailored to the needs of children.</p> <p>Analysis of pupils work shows that children need to develop a more accurate use of grammar and also a greater range of vocabulary.</p>	<p>Tracking and book scrutiny will show that the identified children will be making improved progress.</p> <p>Senior leaders will be looking at children's books on a more regular and systemic basis to make sure that children are making the expected progress.</p>	M Turner and L Fowler	December 2018
D) Advice for staff regarding SEND	<p>Staff have previously been trained in completing SEND referral forms for the cognition and learning team.</p> <p>School has bought an enhanced level of</p>	<p>Data shows that the attainment of our children at 'school support' is lower than the same national group.</p> <p>Advice and support for staff will help ensure that classroom practice and the work of support staff improve the</p>	<p>This work will be supported and partially overseen by the Educational Psychologist to ensure that we are focussed on the right children and that small step progress is being made.</p>	M Turner	December 2018

	support from the Educational Psychology Service	progress of these children. It will help inform support plans and pedagogy.			
Total Budget Cost for this heading					£42.227
2) Targeted Support					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice	How will our school ensure it is implemented well?	Staff Lead	Review Date
G) Partnership with parents	The employment of a Positive Futures Advisor (PFA).	We need to improve the way in which we engage with parents regarding learning and the way in which parents can help their children make good progress. Some children display anxiety about coming to school and the PFA can support these children and their parents. We have case study evidence from previous Parent Support Advisor work that this had been effective for the supported children.	Case study will show the impact of individualised work. SLT overview will ensure that there is a more co-ordinated approach to parental engagement, particularly in EYFS and around language development. (RYFS Pupil premium will be used to support this development)	M Turner A Bancroft	December 2018
A) Language Interventions	Speech Link and Language Link are used in EYFS to screen children. This informs planning for teaching and 1:1 programmes of language and speech development. Speech and Language Therapy	Overall, there is consistently positive evidence for the impact of communication and language approaches. Speech and language Link targets language development, which is some parts of the country is estimated to affect 50% of pupils Referrals to the NHS are not picked up quickly enough and children are denied therapy if they DNA an appointment. Our SLA ensures speedy referral and individualised programmes of therapy.	Training for staff delivering the programme. Monitoring of referrals and progress that pupils make.	K Ellis M Turner	December 2018 December 2018
C) For gaps in attainment to narrow	The school now has a range of interventions it can use to support progress. First Class at Number And Lexia	There is good evidence of impact for both programmes including multiple RCTs for Lexia. The EEF is currently completing an independent evaluation of 1 st Class @ number. The wider evidence base supports the use	Access to CPD where necessary. Tracking and monitoring of impact through Pupil Intervention meetings Ensuring that trained staff deliver interventions in the prescribed way is	L Fowler	January 2019

			The rate of persistent late attendance will drop.		
				Total Budget Cost for this heading	£20, 415
Free school meals are also provided for all eligible pupils from the Pupil Premium funding					
				Total Budget Cost for this heading	£18,952

Turn over for review of expenditure in 2016-2017

Review of Expenditure				
Previous Academic Year	2017-2018			
Desired Outcome	Chosen Action / Approach	Estimated Impact Did we meet the success criteria?	Lessons Learned	Cost
C) For attainment gaps to narrow	<p>Pupil Intervention Meetings between the Deputy Head and each teacher.</p> <p>The school has reduced class sizes in Key Stage 2 and moved from mixed age classes to single age classes.</p>	<p>Single age classes have helped staff to plan for and track the curriculum for children in key Stage 2.</p> <p>Teachers are becoming more accurate in their use of assessment to a) track children and b) plan for next steps in learning.</p> <p>In July 2018 data shows that there is still variable progress in each cohort when comparing pupil premium and the non-eligible group.</p>	<p>Pupil progress meetings whilst useful are not specific enough to focus on what needs to be done for each individual child in order to help them make better progress.</p> <p>An improved system will be introduced in Sept 2018.</p> <p>Where children have additional need progress is slower.</p> <p>Teachers are becoming better at completing SEND referrals to access assessment and next step is to be more robust in the way this information is shared with parents through the graduated response to SEND.</p> <p>This so that parents can be more supportive of children's progress.</p>	£38,922
D) Advice for staff regarding SEND	Staff trained in completing SEND referral forms for the	Teachers are becoming better at completing SEND referrals to access assessment.	A next step is to be more robust in the way this information is shared with parents through the graduated response to SEND.	£5000

	<p>cognition and learning team.</p> <p>School has bought an enhanced level of support from the Educational Psychology Service</p>			
A) Language Interventions	<p>Speech Link and Language Link are used in EYFS to screen children. This informs planning for teaching and 1:1 programmes of language and speech development.</p> <p>Speech and Language Therapy</p>	<p>Yes, screening in reception helped target intervention at the children who needed to catch up. The SLA with the private therapist has enabled quick and easy referral with tailored support.</p>	<p>Speech and Language is an ongoing need for cohorts coming through the school. We continue with this activity.</p> <p>Target Intervention needs to run as prescribed if it is a bought in intervention.</p>	£39,604 and some targeted intervention
B) Removing Social and Emotional Barriers to learning.	<p>Listening Matters (two staff are trained as listeners)</p> <p>Nurture Group</p>	<p>Yes, Boxall profiles show the progress that children made as a result of nurture group.</p> <p>The long term impact of nurture group shows that where children have no further barriers to learning they maintain good progress. Impact over time is thus sustained for many of the nurture group children.</p> <p>Listening Matters has played an important role in supporting children at a lower level of emotional needs. It was supplemented with work around resilience and mental health in the spring and summer 2017.</p>	<p>Nurture is a proven intervention and has impact. Costs are pro-rata those in the group eligible for Pupil Premium</p> <p>Nurture group will develop in 2017-18 to ensure that we can respond to the needs of children in KS2 who enter school and who need this provision or who have developed a need for nurture group intervention as they progress through the school.</p> <p>We have supplemented Listening Matters by using a counselling SLA with the Local Authority to support children who have required this work. Counselling, although costly per pupil has been effective for those involved.</p>	£14,525 and the next item
E) Improved Attendance	<p>Weekly monitoring systems set up and the school will adopt the</p>	<p>Yes this was effective. Overall school attendance has improved. PA levels have</p>	<p>This can be a time heavy intervention but it has been effective.</p>	

	Local Authority's 'attendance toolkit'. Our Parent Support Advisor will help us to support some identified families.	declined due to the school policy on un-authorising persistent late attendance.	The Governing Body will consider the use of a PFA to take on this role in supporting improved attendance and punctuality.	
Free school meals are also provided for all eligible pupils from the Pupil Premium funding				£20,749
Total Budget Cost for this heading				£118,800