

Durham Gilesgate Primary School

Pupil Premium Strategy 2017-2018 and review of 2016-2017

Summary information (Data correct as of 15/09/17)					
School	Durham Gilesgate Primary School				
Academic Year	2017-2018	Total Pupil premium Budget	£129,360	Date of most recent Review	Sept 2017
Total Number of Pupils	185 FT 18 PT nursery 16 PT 2's	Number of Pupils Eligible	98 FT	Date of Next Review	July 2018

Attainment for the end of Key Stage 2 in 2017					
	School (Pupil Premium)	Local Authority (PP)	National (PP)	National (Other)	
Proportion of Pupils in Year 6 Eligible for Pupil Premium	68.0%	Not Yet Published	24.1%	75.9%	
%age achieving the expected standard in Reading	18.0%	Not Yet Published	59%	77%	
%age achieving the expected standard in Writing	35.0%	Not Yet Published	66%	81%	
%age achieving the expected standard in Maths	41.0%	Not Yet Published	63%	80%	
%age achieving the expected standard in GPS	41%	Not Yet Published	66%	81%	
%age achieving the expected standard in reading, writing and maths combined	18.0%	Not Yet Published	47%	67%	

Progress for the end of Key Stage 2 in 2017					
	School (Pupil Premium)	Local Authority (PP)	National (Pupil Premium)	National (Other)	
Proportion of Pupils in Year 6 Eligible for Pupil Premium	68.0%	Not Yet Published	24.1%	75.9%	
Progress measure in Reading	-3.6	Not Yet Published	-0.7	0.3	
Progress measure in Writing	-6.2	Not Yet Published	-0.3	0.2	
Progress measure in Maths	0.5	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 with lower levels of language and communication including some children that require Speech and Language Therapy.
- B Some eligible children require social and emotional support.
- C For eligible children, attainment in basic skills can be lower than the non-eligible group requiring intervention and or support.
- D A greater proportion of eligible pupils have a special educational need at the level of school support.

External Barriers (Issues which also require action outside of school such as low attendance rates)

- E For some eligible pupils low attendance is a barrier.

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>Speech and Language Link programmes, Service Level Agreement with a private speech therapist.</p>	<p>Identified children in reception make progress through 'Language Link' and attain in line with their peers.</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. 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>Staff trained in Listening Matters, Nurture group for those in reception / year 1 who need to attend.</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.</p>
C	<p>For attainment gaps in basic skills to narrow.</p> <p>Reduced class sizes in Key Stage 2 Lexia reading software (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>Referrals to SEND teams for cognition and learning 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>To improve attendance for those children where it is below 96% and in particular below 90%.</p>	<p>Children who were persistent absentee in 2015-2016 will have attendance greater than 90% in 2016-2017.</p> <p>Attendance will improve for the group identified with attendance lower than 96% in 2015=2016.</p>

Planned Expenditure					
Academic Year		2017-2018			
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>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>In school this system has enabled us to focus on those children that need to make improved progress. This could be through quality first teaching in the classroom or focussed intervention.</p> <p>Single aged classes have enabled teaching to be better tailored to the needs of children.</p>	Tracking and book scrutiny will show that the identified children will be making improved progress.	M Turner	February 2018
D) Advice for staff regarding SEND	<p>Staff trained in completing SEND referral forms for the cognition and learning team.</p> <p>School has bought an enhanced level of support from the Educational Psychology Service</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 progress of these children.</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.	M Turner	February 2018
Total Budget Cost for this heading					£32,042
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
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>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</p> <p>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</p>	<p>Training for staff delivering the programme.</p> <p>Monitoring of referrals and progress that pupils make.</p>	<p>K Ellis</p> <p>M Turner</p>	<p>July 2018</p> <p>March 2018</p>

		programmes of therapy.			
C) For gaps in attainment to narrow	First Class at Number 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 of TAs to deliver high-quality targeted interventions .	Access to CPD where necessary. Tracking and monitoring of impact through Pupil Intervention meetings	L Fowler	July 2018 and autumn 2017 following EEF's independent evaluation
Total Budget Cost for this heading					£39,604
3) Other Approaches					
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
B) Removing Social and Emotional Barriers to learning.	Listening Matters (two staff are trained as listeners) Nurture Group	There is extensive evidence for the impact of social and emotional learning approaches with most of the studies focusing on disadvantaged primary-aged children. Listening matters is based on these principles. There is promising –albeit non-experimental – evidence for the impact of nurture groups from five studies.	The Local Authority run network meetings for schools that run Listening Matters and Nurture Groups. This support ensures that staff are running interventions well. Analysis of Boxall Profiles shows that intervention is effective.	M Turner with J Allen K Ellis L Stubbs L English	July 2018
E) Improved Attendance	Weekly monitoring systems set up and the school will adopt the Local Authority's 'attendance toolkit'. Our Parent Support Advisor will help us to support some identified families.	Persistent absentee rates were greater than the national average in 2015-2016. Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.	Attendance rates will improve and persistent absenteeism will decrease.	M Turner	Ongoing Review.
Total Budget Cost for this heading					£14,748
Free school meals are also provided for all eligible pupils from the Pupil Premium funding					
Total Budget Cost for this heading					£42,966

Turn over for review of expenditure in 2016-2017

Review of Expenditure 2016-2017

Previous Academic Year	2016-2017			
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 2017 data shows that:- Progress for Pupil Premium Children is best in Years 1 to 3 and particularly in maths. Progress is broadly equal to the other group in Years 4 to 6 and where individual children have slower progress they also have an additional need.</p> <p>Whilst proportions of Pupil premium children achieving age related attainment is increasing there is still a gap between that attainment and the attainment of the non-pupil premium children</p>	<p>Pupil progress meetings are useful in identifying the children that need to make better progress. Where they have no additional need they make progress through quality first teaching and some targeted intervention. This is effective.</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>	£27,042
D) Advice for staff regarding SEND	<p>Staff trained in completing SEND referral forms for the cognition and learning team.</p> <p>School has bought an enhanced level of support from the Educational Psychology Service</p>	<p>Teachers are becoming better at completing SEND referrals to access assessment.</p>	<p>A next step is to be more robust in the way this information is shared with parents through the graduated response to SEND.</p>	£5000
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</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>Communication, Speech and Language is an ongoing need for cohorts coming through the school. We continue with this activity, particularly at early intervention.</p>	£39,604 for this and the next

	of language and speech development. Speech and Language Therapy			
C) For gaps in attainment to narrow	First Class at Number Lexia	Targeted Interventions:- First Class was used to support a group of children were in excess of a year's progress was made during the intervention. Lexia was used to support 30 pupil premium children. Delivery was reshaped across the year as we evaluated its impact. The progress made by children was better when group sizes were reduced, sufficient usage time was given and intervention from a TA was used to support identified gaps.	First Class at Number is a proven intervention which has a positive impact. Changes to staffing meant that we could not run this beyond the first group but staff remain trained and ready to use the intervention again if needed. Lexia was introduced and evaluated mid-year. The adjusted delivery model will be used in 2017-18 re were adjustments made re timetabling It remains a targeted intervention.	
B) Removing Social and Emotional Barriers to learning.	Listening Matters (two staff are trained as listeners) Nurture Group	Yes, Boxall profiles show the progress that children made as a result of nurture group. 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. 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.	Nurture is a proven intervention and has impact. Costs are pro-rata those in the group eligible for Pupil Premium 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. 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.	£14,525 and the next
E) Improved Attendance	Weekly monitoring systems set up and the school will adopt the Local Authority's 'attendance toolkit'.	Yes this was effective. Overall school attendance has improved. The overall absence for the Pupil Premium group has improved from 6.4% in 15-16 to 4.6% in 16-17. The Persistent Absentee rate	This can be a time heavy intervention but it has been effective. The Governing Body will consider the use of a PSA to take on this role in its entirety.	

	Our Parent Support Advisor will help us to support some identified families.	has also improved from 15.4%in 15-16 to 10.6% in 16-17. In comparison in 2016-17the Local Authority rate for Pupil Premium Absence was 5.5% and for persistent absenteeism it was 15.5%		
Free school meals are also provided for all eligible pupils from the Pupil Premium funding				£20,749
Total Budget Cost for this heading				£106,920