

## Durham Gilesgate Primary School

### Pupil Premium Strategy

Summary Information					
School	Durham Gilesgate Primary School				
Academic Year	2016-2017	Total Pupil premium Budget	£106,920	Date of most recent Review	Sept 2016
Total Number of Pupils	176 FT and 29 PT	Number of Pupils Eligible	97 FT	Date of Next Review	July 2017

Attainment for the end of Key Stage 2 in 2016			
	School (Pupil Premium)	Local Authority (PP)	National (PP)
Proportion of Pupils in Year 6 Eligible for Pupil Premium	54.55%	Not Yet Published	Not Yet Published
%age achieving the expected standard in Reading	66.7%	Not Yet Published	71%
%age achieving the expected standard in Writing	66.7%	Not Yet Published	79%
%age achieving the expected standard in Maths	75%	Not Yet Published	75%
%age achieving the expected standard in SPAG	75%	Not Yet Published	78%
%age achieving the expected standard in reading, writing and maths combined	58.3%	Not Yet Published	60%

Progress for the end of Key Stage 2 in 2016			
	School (Pupil Premium)	Local Authority (PP)	National (All children)
Proportion of Pupils in Year 6 Eligible for Pupil Premium	54.55%	Not Yet Published	Not Yet Published
Progress measure in Reading	1.5	Not Yet Published	0
Progress measure in Writing	0.2	Not Yet Published	0
Progress measure in Maths	1.9	Not Yet Published	0

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
<b>A</b>	<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>B</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>
<b>C</b>	<p>For attainment gaps in basic skills to narrow.</p> <p>Reduced class sizes in Key Stage 2 First Class at Number (Intervention) Lexia reading software (Intervention)</p>	<p>For the identified children progress will be good and gaps in attainment will start to narrow.</p>
<b>D</b>	<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>
<b>E</b>	<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

2016-2017

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.	L Fowler	February 2017
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 2017

**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</p>	<p>Speech and language Link are a proven intervention that targets language development.</p> <p>Referrals to the NHS are not picked</p>	<p>Training for staff delivering the programme.</p> <p>Monitoring of referrals and progress</p>	<p>K Ellis</p> <p>M Turner</p>	<p>July 2017</p> <p>March 2017</p>

	Therapy	up quickly enough and children are denied therapy if they DNA an appointment. Our SLA ensures speedy referral and individualised programmes of therapy.	that pupils make.		
C) For gaps in attainment to narrow	First Class at Number Lexia	Both interventions are proven to have an impact on raising attainment by accelerating the progress that children make.	Access to CPD where necessary. Tracking and monitoring of impact through Pupil Intervention meetings	L Fowler	July 2017
<b>Total Budget Cost for this heading</b>					<b>£39,604</b>
<b>3) Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will our school ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
B) Removing Social and Emotional Barriers to learning.	Listening Matters (two staff are trained as listeners)  Nurture Group	Listening Matters (Connecting with Children) is recognised as an effective way of supporting children who need emotional support.  Nurture UK is a recognised organisation and nurture groups are proven to be effective in developing social and emotional skills.	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 2017
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 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.
<b>Total Budget Cost for this heading</b>					<b>£14,525</b>
Free school meals are also provided for all eligible pupils from the Pupil Premium funding					
<b>Total Budget Cost for this heading</b>					<b>£20,749</b>

## Review of Expenditure

Previous Academic Year	2015-2016			
Desired Outcome	Chosen Action / Approach	Estimated Impact Did we meet the success criteria?	Lessons Learned	Cost
<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>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>£20,389</p>
<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>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>Impact over time is sustained.</p>	<p>This is a proven intervention and has impact. Costs are pro-rata those in the group eligible for Pupil Premium</p>	<p>£13,763</p>
<p>For attainment gaps in basic skills to narrow.</p> <p>Reduced class sizes in Key Stage 2 First Class at Number (Intervention) Small group intervention</p>	<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>First Class at Number</p>	<p>Impact was variable across year groups.</p> <p>Pupil intervention meetings have helped staff focus on the right children and this is effective tracking and identification.</p> <p>Smaller class sizes in Key Stage 2 have helped in the organisation of learning.</p> <p>First Class at number has been effective for the majority of children attending.</p> <p>School led intervention has been more variable in term of impact.</p>	<p>A greater focus on known and proven high quality intervention and extend this to include intervention that will help target reading and phonic catch up.</p> <p>Maintain Pupil Intervention Meetings but re-focus these on monitoring impact of intervention and quality first teaching.</p> <p>Maintain First Class at Number.</p>	<p>£47,229</p>

<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</p> <p>Enhanced SLA with Educational psychology service.</p>	<p>School has bought an enhanced level of support from the Educational Psychology Service</p>	<p>The enhanced SLA has enabled staff to access improved advice for children with additional needs and this has allowed staff to better cater for their needs in the classroom.</p>	<p>Maintain this and re-focus the SLA to provide consultation for staff on general SEN needs in order to improve inclusive classroom practice further.</p>	<p>£5000</p>
<p>Free school meals are also provided for all eligible pupils from the Pupil Premium funding</p>				<p>£21,839</p>
<p style="text-align: right;"><b>Total Budget Cost for this heading</b></p>				<p><b>£108,220</b></p>