

Durham Gilesgate Primary School

Pupil Premium Strategy 2019-2020 and review of 2018-2019

Summary Information					
School	Durham Gilesgate Primary School				
Pupils Eligible for Pupil Premium Funding	Number of eligible boys	Number of eligible girls	Number of Looked After Children / Post Looked After	Number of Service Children	
81 FT £106,920	45 £59,400	36 £47,520	8 £14890 Allocated on individual PEPs	0	
Academic Year	2019-2020	Total Pupil premium Budget	£121,810 £111,610 used on this plan other funding on PEP's for LAC children	Date of most recent Review	July 2020
Total Number of Pupils	166 FT 28 PT nursery 5 PT 2's	Number of Pupils Eligible	89 FT (53.61%) 4 PT	Date of Next Review	

- Looked After Children receive £1900 with £600 retained centrally by the Local Authority

2019 Disadvantaged Pupils Outcomes (EYFS & KS1 turn over for KS2)								
EYFS – 18 pupils (9 disadvantaged)								
Good Level of Development	School Disad-	NA Other	School Difference	National Difference				
	56%	74%	-18%	NA				
Year 1 – 17 pupils (9 disadvantaged)								
Year 1 Phonics	67%	84%	-17%	NA				
Key Stage 1	Expected Standard				Greater Depth Standard			
Year 2 – 24 pupils (12 disadvantaged)	School Disad-	NA Other	School Difference	National Difference (2019)	School Disad-	NA Other	School Difference	National Difference (2019)
Reading	58%	78%	-20%	NA	0%	28%	-28%	NA
Writing	33%	73%	-40%	NA	0%	17%	-17%	NA
Maths	33%	79%	-46%	NA	0%	24%	-24%	NA

2019 Disadvantaged Pupils Outcomes (KS2)								
Key Stage 2 Year 6 – 30 pupils (17 disadvantaged)	Expected Standard				Higher Standard			
	School Disad~	NA Other	School Difference	National Difference	School Disad~	NA Other	School Difference	National Difference
Reading	41%	78%	-37%	-16%	12%	31%	-19%	-14%
Writing	59%	83%	-24%	-15%	6%	24%	-18%	-13%
Maths	65%	84%	-19%	-17%	6%	32%	-26%	-16%
GPS	59%	83%	-24%	-16%	18%	41%	-23%	-17%
RWM combined	41%	71%	-30%	-20%	0%	13%	-13%	-8%

Progress for the end of Key Stage 2 in 2018				
	School Disad~	National Other	School Difference	National Difference
Progress measure in Reading	1.15	0.32	0.83	-0.94
Progress measure in Writing	1.22	0.27	0.95	-0.77
Progress measure in Maths	-0.06	0.37	-0.43	-1.08

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>

Turn over for planned expenditure in 2019-2020

Planned Expenditure					
Academic Year		2019-2020			
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
<p>C) For attainment gaps to narrow.</p> <p>At the end of Year 6 for eligible pupils to make progress that is at least in line with national expectations.</p> <p>Conversion rates for the eligible pupils at the end of Year 2 to be increased on 2018-19 and to be 90% of pupils from Early Learning Goals to the expected standard.</p> <p>To improve the progress of eligible pupils in Yr R so that attainment gaps narrow when compared to on entry assessment.</p>	<p>Revised system for Pupil Intervention Meetings between a member of SLT and each teacher with a focus on improving QFT</p> <p>Improvement Plan focus on Teaching and Learning</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 2019-20</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 and subject 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> <p>July 20 COVID-19 has meant that evaluation in full cannot take place. However at the assessment point for Y2 in February progress towards the desired outcome was met.</p> <p>Progress for Y6 would have been positive but attainment low.</p> <p>The impact of COVID -19 on returning reception children was large. Despite home learning many had forgotten phonics, and letter formation. Speaking and Listening had also regressed.</p>	<p>M Turner</p> <p>L Fowler</p>	<p>termly</p>
<p>D) Advice for staff regarding SEND</p> <p>Progress for SEND pupils that are also eligible for</p>	<p>Staff have previously been trained in completing SEND referral forms for the cognition and learning team.</p>	<p>Data shows that the attainment of our children at 'school support' is lower than the same national group.</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</p>	<p>M Turner</p>	<p>At assessment points across the year</p>

pupil premium will be improved on 2019.	School has bought an enhanced level of support from the Educational Psychology Service	Advice and support for staff will help ensure that classroom practice and the work of support staff improve the progress of these children. It will help inform support plans and pedagogy.	that small step progress is being made. July 20 Data up to Feb 2020 compared to data for the previous year showed that more children eligible for Pupil premium and with SEND were making expected or better progress from respective starting points.		
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 Parents will be more able to support good attendance, homework and achievement.	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. July 20 Up to Feb 2020 the PFA worked mainly with individual parents and in providing support sessions for children. From March 2020 their role was vital in supporting how we help in touch with vulnerable families during the pandemic.	M Turner A Bancroft	Termly
A) Language Interventions Eligible pupils will access planned support for language development. They will make good progress towards	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.	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	Training for staff delivering the programme.	S Perry S Hall V Brown	Termly

individual targets and narrow attainment gaps.	Speech and Language Therapy	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.	Monitoring of referrals and progress that pupils make. July 20 Lang Link and Speech Link are impacting positively on progress and attainment.	M Turner	
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 Are available through trained teaching assistants.	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 Ensuring that trained staff deliver interventions in the prescribed way is paramount and the revised system for Pupil progress Meetings will help us identify and group children more effectively. July 20 Reading Plus was trialled and taken up just as we entered into lockdown. This had shown a good impact with Y6 to that point and for those children who used it regularly. Licences extended for upper KS2 for 2020-21 However gaps in attainment did not diminish significantly in the time period.	L Fowler	Termly via PIMS
Total Budget Cost for this heading					£36,406
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)	There is extensive evidence for the impact of social and emotional learning approaches with most of the studies focusing on disadvantaged	The Local Authority run network meetings for schools that run Listening Matters and Nurture Groups.	M Turner with J Allen L Stubbs	Termly

<p>Eligible pupils with social and emotional barriers to learning will make progress towards targets derived from their individual Boxall Profiles.</p> <p>This will contribute towards improved progress in class.</p>	<p>Nurture Group</p>	<p>primary-aged children. Listening matters is based on these principles.</p> <p>There is promising –albeit non-experimental – evidence for the impact of nurture groups from five studies.</p>	<p>This support ensures that staff are running interventions well.</p> <p>July 20 KS 2 nurture group enables support for a distinct group of children in this Key Stage.</p> <p>2020-21 will be problematic if we cannot mix bubbles going forward</p>	<p>L English V Brown N Dillon</p>	
<p>E) Improved Attendance</p> <p>Pupils eligible will have attendance that is improved on 2017-18 and 18-19. It will be at least in line with the national average.</p> <p>The proportion of eligible pupils that are persistent absentee will decrease in comparison to 2018-2019. It will be at least in line with the national average.</p>	<p>Weekly monitoring systems set up and the school will adopt the Local Authority's 'attendance toolkit'.</p> <p>Our Positive Futures Advisor will help us to support some identified families.</p>	<p>Persistent absentee rates were greater than the national average in 2018-19. This was partly because the school policy changed to address a more robust response to persistent late attendance. This resulted in more children having unauthorised lates recorded.</p> <p>Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.</p>	<p>Regular checking on attendance for the whole school and for target groups of vulnerable pupils will ensure a swifter response.</p> <p>The response will be graduated with support from the Positive Futures Advisor through to referral to the Attendance Improvement Team.</p> <p>Attendance rates will improve and persistent absenteeism will decrease.</p> <p>The rate of persistent late attendance will drop.</p> <p>July 20 By March 20 2020 attendance rates were broadly similar, however at the end of October 19 it was 96%, dropping over the second autumn half term and the spring with illness that was flu related and which is concurrent with COVID symptoms children (COVID symptom study); particularly in the spring term.</p> <p>In 2018-19 54 children reached the 10% threshold by the end of the year.</p>	<p>M Turner S Hern (admin) L Morris (PFA)</p>	<p>Ongoing Review throughout the Year.</p>

			In 19-20 up to Feb half tern 2020 24 children had reached the 10% PA threshold.		
Total Budget Cost for this heading					£19,095
Free school meals are also provided for all eligible pupils from the Pupil Premium funding					
Total Budget Cost for this heading					£17,480

Turn over for review of expenditure in 2018-2019

Review of Expenditure 2018-2019				
Previous Academic Year	2018-2019			
Desired Outcome	Chosen Action / Approach	Estimated Impact Did we meet the success criteria?	Lessons Learned	Cost
<p>C) For attainment gaps to narrow.</p> <p>At the end of Year 6 for eligible pupils to make progress that is at least in line with national expectations.</p> <p>Conversion rates for the eligible pupils at the end of Year 2 to be increased on 2017-18 and to be 90%</p>	<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>Review July 2019</p> <p>Key Stage 1 Gaps remained similar at the end of Year 2</p> <p>Key Stage 2 Gaps narrowed over upper Key Stage 2</p> <p>Years 5 and 6 were the year groups were gaps for disadvantaged children narrowed consistently across all subjects.</p>	<p>Pupil progress meetings changed with a greater focus on individual pupils.</p> <p>There needs to be a link between these meetings, self review and CPD for staff</p> <p>Where children have additional need progress is slower.</p> <p>Teachers are becoming better at completing SEND referrals but higher</p>	£38,922

<p>of pupils from Early Learning Goals to the expected standard.</p> <p>To improve the progress of eligible pupils in Yr R so that attainment gaps narrow when compared to on entry assessment.</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>Year 6 progress measures were at least in line. They were above in reading and in line in writing and maths</p> <p>In EYFS gaps for disadvantaged children did diminish across the year.</p>	<p>expectations are required of these children from some support staff working with them</p>	
<p>D) Advice for staff regarding SEND</p> <p>Progress for SEND pupils that are also eligible for pupil premium will be improved on 2018.</p>	<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 support from the Educational Psychology Service</p>	<p>Review July 2019 EP has completed more assessment work this year to inform reports, plans and next stages in SEN provision.</p> <p>SEND support plans are more specific to individual needs.</p> <p>Some additional CPD is required for teaching assistants.</p>	<p>A next step is to further develop the skills of some support assistants when working with children.</p>	<p>£5000</p>
<p>A) Language Interventions</p> <p>Eligible pupils will access planned support for language development. They will make good progress towards individual targets and narrow attainment gaps.</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>Review July 2019 Lang Link and Speech Link are impacting positively on progress and attainment. Of the remaining eligible children not at ARE for speaking 4 have SALT intervention, 1 is EAL and 1 is hearing impaired)</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>	<p>£39,604 and some targeted intervention</p>
<p>B) Removing Social and Emotional Barriers to learning.</p>	<p>Listening Matters (two staff are trained as listeners)</p>	<p>Review July 2019 Analysis of Boxall Profiles shows that intervention is effective.</p>	<p>Nurture is a proven intervention and has impact. Costs are pro-rata those in the group eligible for Pupil Premium</p>	<p>£14,525 and the next item</p>

<p>Eligible pupils with social and emotional barriers to learning will make progress towards targets derived from their individual Boxall Profiles.</p> <p>This will contribute towards improved progress in class.</p>	<p>Nurture Group</p>	<p>For nurture group pupils in Yr R the impact on progress in Personal, Social and Emotional Development is good. Some children have now attained in line in some PSED aspects. Where attainment is still below typical progress is generally good.</p> <p>For Yr1 children remain below ARE, there is good progress evidenced in class for 1 child and gaps are narrowing, another child has more complex SEND and EP advice has informed the graduated response on his support plan.</p>	<p>Nurture group will develop in 2019-20 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>	
<p>E) Improved Attendance</p> <p>Pupils eligible will have attendance that is improved on 2017-18. It will be at least in line with the national average.</p> <p>The proportion of eligible pupils that are persistent absentee will decrease in comparison to 2017-2018. It will be at least in line with the national average.</p>	<p>Weekly monitoring systems set up and the school will adopt the Local Authority's 'attendance toolkit'.</p> <p>Our Positive Futures Advisor will help us to support some identified families.</p>	<p>Review July 2019</p> <p>Those children who were PA at the end of 2017-18:- Out of 19 children, 13 are not PA in 18/19. Support for the remaining 6 children is in place.</p> <p>PFA has impacted positively on punctuality for some target children and improved attendance for some others, where a supportive approach is required.</p> <p>Overall attendance remains lower than our 96% target but is skewed by a small minority of very low attendance caused by medical absence or where there is ongoing low attendance that is supported with Local Authority intervention.</p>	<p>This can be a time heavy intervention but it has been effective.</p> <p>The PFA has supported families with attendance.</p>	
<p>Free school meals are also provided for all eligible pupils from the Pupil Premium funding</p>				<p>£20,749</p>
<p>Total Budget Cost for this heading</p>				<p>£118,800</p>