

Durham Gilesgate Primary School

Pupil Premium Strategy 2020-2021 and review of 2019-2020

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	
74 FT (20-21) £99,530	41 £54,120	36 £47,520	6 CLA and 2 PCLA £14890 Allocated on individual PEPs	0	
Academic Year	2020-2021 (Cost in 20-21 Budget)	Total Pupil premium Budget	£114,420 £99,530 used on this plan other funding on PEP's for LAC children	Date of most recent Review	October 2020
Total Number of Pupils	142 FT Apr 20 23 PT nursery 4PT 2's	Number of Pupils Eligible	74 April 20 77 October 20 (63.36%) 39B &38 G	Date of Next Review	Jan 21

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

2019 Disadvantaged Pupils Outcomes (EYFS & KS1 turn over for KS2) NOTE NO OUTCOMES IN 2020 DUE TO COVID-19								
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

Note: Funding for this plan is taken from the 2020-21 Financial Year and was allocated to activity that was decided in early spring 2020 when the budget was set. The subsequent pandemic and school closure meant that much of this activity could not go ahead as planned in the summer term 2020. School organisation from September 2020 has also impacted on how provision is delivered.

Thus, the following plan reflects planned provision up to August 2020 and a then a restructure of that provision from Sept 2020. This plan must be read in conjunction with the Catch Up Premium Strategy.

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 or MABLE</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; Reading Plus 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>

	<p>By upskilling teachers in quality first teaching so that the biggest impact is made in class.</p> <p>By upskilling teaching assistants so that they are better able to deliver effective interventions</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> <p>Whilst a feature of previous Pupil Premium Strategies and important, this is funded through our notional SEN allowance in the 20-21 year.</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; training for staff and links to the EAL team.</p>	<p>The progress of EAL pupils will improve, particularly in English and the progress of this group of children will be good.</p> <p>Whilst a feature of previous Pupil Premium Strategies and important, this is funded through our Catch Up Premium Strategy from September 2020</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 2017-2020 will have attendance greater than 90% in 2020-2021.</p> <p>Attendance will improve for the 2018-2019 and 19-20 groups 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>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 2010-2021

Do Both sections below the planned expenditure and the review.

Planned Expenditure					
Academic Year		2020-2021			
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 but will have to revert to mixed age classes in September 2020</p> <p>£16848 single age classes to Aug 20 £1347 CPD costs</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>Tracking shows that the best progress is made in classes where teaching is the strongest.</p> <p>Single aged classes have enabled teaching to be better tailored to the needs of children.</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>October 2020 Staffing restructure, effective from September 2020 means that we will have to have mixed age classes from September 2020. (Costs shown are summer term only £16848)</p>	<p>M Turner</p> <p>L Fowler</p>	<p>termly</p>
<p>D) Advice for staff regarding SEND</p>	<p>Staff have previously been trained in completing SEND referral</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>

Progress for SEND pupils that are also eligible for pupil premium will be improved on 2019.	forms for the cognition and learning team. School has bought an enhanced level of support from the Educational Psychology Service Funded from Notional SEN Budget	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. October 2020. SLA for EP work had to be maintained despite work not taking place in the summer term. COVID restrictions have meant that the service for the first part of the autumn term has been limited and leaders have raised this with senior staff in the LA. Funded from Notional SEN Budget		
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Total Budget Cost for this heading £18,195

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 Eligible pupils will access planned support for language development. They will make good progress towards individual targets and narrow attainment gaps.	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. £13227 staffing for language Speech and Language Therapy £2400 from SEN budget	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. October 2020 This language intervention has been effective and will continue. We have applied for Nuffield Early Language Intervention through the DFE to supplement this.	S Perry S Hall V Brown M Turner	Termly
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	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	L Fowler	Termly via PIMS

	<p>And Lexia Are available through trained teaching assistants.</p> <p>£18654 staffing</p> <p>£5000 reading Plus</p> <p>(Incidental staffing costs £5497)</p>	<p>of TAs to deliver high-quality targeted interventions.</p>	<p>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.</p> <p>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.</p> <p>Licences extended for upper KS2 for 2020-21</p> <p>However gaps in attainment did not diminish significantly in the time period.</p>		
Total Budget Cost for this heading					£42,378
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
<p>G) Partnership with parents</p> <p>Parents will be more able to support good attendance, homework and achievement.</p>	<p>The employment of a Positive Futures Advisor (PFA).</p> <p>£12825 full financial year cost</p>	<p>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.</p> <p>We have case study evidence from previous Parent Support Advisor work that this had been effective for the supported children.</p>	<p>Case study will show the impact of individualised work.</p> <p>SLT overview will ensure that there is a more co-ordinated approach to parental engagement, particularly in EYFS and around language development.</p> <p>October 2020 PFA role was highly effective during the pandemic in helping us maintain links with families and children. Returning in October the role has helped with the regulation and attendance of some identified children.</p>	<p>M Turner A Bancroft</p>	<p>Termly</p>

<p>B) Removing Social and Emotional Barriers to learning.</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>Listening Matters (two staff are trained as listeners)</p> <p>Nurture Group</p> <p>£6397 to August 2020</p>	<p>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.</p> <p>There is promising –albeit non-experimental – evidence for the impact of nurture groups from five studies.</p>	<p>The Local Authority run network meetings for schools that run Listening Matters and Nurture Groups.</p> <p>This support ensures that staff are running interventions well.</p> <p>October 20 Nurture group is not running from September 20 in order not to mix bubbles. Children with dysregulation supported in other ways including universal Zones of Regulation, SEN support and the work of our PFA</p>	<p>M Turner with</p> <p>J Allen L Stubbs L English V Brown N Dillon</p>	<p>Termly</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>(Costs are built into G above)</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>October 20 Attendance in the first half of the autumn term was 94% with the majority of absence due to medical reasons. Some of which is parents taking a cautious approach to symptoms that might have been COVID. National Attendance in state funded fully open schools in the same</p>	<p>M Turner</p> <p>S Hern (admin)</p> <p>L Morris (PFA)</p>	<p>Ongoing Review throughout the Year.</p>

			time period was 93.5% Our attendance slightly better than National.		
Total Budget Cost for this heading					£19,222
Free school meals are also provided for all eligible pupils from the Pupil Premium funding					
Total Budget Cost for this heading					£19,724

Turn over for review of expenditure in 2019-2020

Review of Expenditure 2019-2020				
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 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>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 skills had also regressed.</p>	<p>Pupil progress meetings have a place and an impact in co-ordinating intervention.</p> <p>Staff are better at identifying which children but fewer support staff mean that interventions need to be appropriate, timely and effective.</p> <p>Progress through quality first teaching is a priority and links to CPD and school improvement planning will be made to ensure this.</p>	£38,922
<p>D) Advice for staff regarding SEND</p> <p>Progress for SEND pupils that are also eligible for pupil premium will be improved on 2019.</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>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.</p>	<p>Our next step is to look at how we can group some SEN children for specific teaching and have bubbles within bubbles in September 2020.</p> <p>This is so effective support can take place with limited support staff and to mitigate transmission across bubbles.</p>	£5000

<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>July 20</p> <p>Lang Link and Speech Link are impacting positively on progress and attainment.</p>	<p>Speech and Language is an ongoing need for cohorts coming through the school. We continue with this activity.</p>	<p>£39,604 and some targeted intervention</p>
<p>B) Removing Social and Emotional Barriers to learning.</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>Listening Matters (two staff are trained as listeners)</p> <p>Nurture Group</p>	<p>July 20</p> <p>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>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 not go ahead in its current format in order to prevent mixing bubbles.</p> <p>Universal Zones of Regulation will be implemented and there will be targeted support within sub bubbles , by our PFA and through bough in school counselling. (Counselling mainly funded via Pupil premium Plus)</p>	<p>£14,525 and the next item</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.</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>July 20</p> <p>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 (COPID symptom study); particularly in the spring term.</p> <p>In 2018-19 54 children reached the 10% threshold by the end of the year. In 19-20 up to Feb half tern 2020 24 children had reached the 10% PA threshold.</p>	<p>This can be a time heavy intervention but it has been effective.</p> <p>The PFA has supported families with attendance.</p>	

It will be at least in line with the national average.				
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