

# Pupil Premium Strategy Statement

## Durham Gilesgate Primary School 2021 -2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Durham Gilesgate Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Turner, Headteacher
Pupil premium lead	Lisa Fowler, Deputy Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,472 (+ £8993 est. for CLA and accounted for on PEPs)
Recovery premium funding allocation this academic year	£12,303 (est. Nov 21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,775

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Durham Gilesgate Primary School, our intention is that all pupils, irrespective of their background, the challenges they face, or their starting points; make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by the wider vulnerable pupil group, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	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. For eligible children, low starting points also impacts on the proportion meeting the GLD in reception. This year, because of Covid, the gap has widened.

2	Due to low starting points in verbal communication and language, and the impact of Covid making the gap even wider, some Year 1 disadvantaged pupils will struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
3	Because of Covid, children eligible for pupil premium, in all years, have greater gaps in their education, causing them to fall further behind age related expectations. This is because of missed education, lack of engagement during lock down or problems with technology during home learning. These children need to make improved progress and catch up to the non-disadvantaged group through QFT and targeted intervention.
4	Assessments, observations and discussions with parents have identified 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 issues especially after school closures.
5	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%
6	Some eligible pupils are not supported well enough at home with reading, homework and aspirations for the future. This has had a greater impact this year due to the amount of time spent in home learning. Some families need support from our Positive Futures Advisor (PFA) to prevent ending up needing specialist safeguarding services.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Eligible pupils will make good progress in Language and Communication across EYFS.  Eligible children will make good progress across all areas of learning in order to narrow gaps.	Achievement at the end of EYFS in Language and Communication will show that children make good progress from their starting points.  Gaps will close and the proportion at age expected standards will have increased by 12.5% compared to Sept 21 baseline.
Children will make good progress in phonics and there will be an increase in the number of eligible pupils passing the Y1 phonic screen and Y2 resit	80% of eligible pupils in Year 1 will pass the phonic screen in 2022
The achievement gap between disadvantaged and other children will narrow.	There will be a 10% reduction in the gap between disadvantaged children and the non-disadvantaged group because of high quality teaching and targeted intervention.
To improve the quality of social and emotional learning.  Children will have the skills to self-regulate.	Lesson observations and observations of behaviour around school and at break time will show that behaviour is good.  Children will positively talk about the skills that they have been taught.  There will be fewer incidents of unexpected behaviour from identified children.
To reduce the number of persistent absentees.	<ul style="list-style-type: none"> <li>Overall attendance will be at 95%, or equal to the national attendance for 21-22.</li> </ul>

	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced by 2%</li> <li>• Persistent absenteeism will decrease to 8% (which is a 10% reduction on 20-21)</li> </ul>
<p>Increase engagement with parents to support home reading, homework and aspirations for the future.</p>	<p>By the end of the academic year, attainment in reading for all pupils will have improved. There will be an increase of pupils achieving ARE in summer 2022 compared with autumn 2021.</p>

## Activity In This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development for all staff in relation to the science of learning and how staff can ensure that key learning 'sticks' and that children transfer this to their long term memory and make links to this learning.</p>	<p>Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning. EEF research suggests:</p> <ul style="list-style-type: none"> <li>- a gain of 5 months when children are offered challenge within the curriculum, using mastery approaches, and collaborative approaches  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</a></li> <li>- a gain of 5 months when pupils are able to work collaboratively  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</a></li> </ul>	<p>3            £600 for SLA and £1000 for release time.</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher CPD and release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3            £1000 for release time</p>

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Training for all staff to ensure implementation with fidelity</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2. &amp; 3. £4115.29</p>
<p>Improve the quality of social and emotional learning.  Purchasing of a whole school programme (JIGSAW) and professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4. £720.25</p>
<p>Additional staffing - Additional TA for - KS1 phonics) - Additional TA support for Early phonics  This is quality first phonics teaching rather than intervention.</p>	<p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback. Education Endowment Fund research suggests: - One to one tuition, that is in addition to class teaching, and is in short regular sessions result in optimal impact for improved attainment - +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</a> - Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</a> - Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</a> - a gain of 5 months with effective phonics teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2. &amp; 3.  £47952.46. **</p>

### **Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £34,250.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who require with more specific language needs will access MABEL 1-1 Speech and Language Therapy.	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>1. Mable Therapy SALT @£45 per session £2430 1. Plus £960 TA costs to deliver</p>
Provide targeted support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>A supply teacher familiar to our school will be tasked to provide tuition for 2 days per week. A Teaching Assistant will be employed for 12 hours per week to the end of July 2022.</p> <p>In addition existing staff are employed using Premium Funding to provide some targeted support across the school from EYFS to KS2.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2. 2. &amp; 3. £2,767.50 additional teacher (This is 25% of her cost. The rest will come out of the school led tuition.) £7,237 additional TA</p>
Running Language Link and Speech Link with identified children in targeted intervention.	<p>On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3  £20,855 **</p>
Additional phonics sessions targeted at	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>2, 3</p>

disadvantaged pupils who require further phonics support. This will be delivered as part of our Little Wandle Phonic Scheme.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	**Inc in costs above
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Positive Futures Advisor (PFA) will work with identified individuals on a weekly basis to improve mental health of identified children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4 £9891
The Positive Futures Advisor (PFA) will support the school secretary to monitor and implement strategies to improve attendance by working with parents to effect good outcomes.	School attendance data improved by % when the parent support adviser was first employed.	5 £1648.50
The Positive Futures Advisor (PFA) will work with the families of identified eligible children to improve engagement.	Parental engagement has a positive impact on average of 4 months additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	6 £1648.50
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£7948.96

**Total budgeted cost: £102,826.04**



## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous non-COVID years in key areas of the curriculum. Despite being on track during the academic year 2018/19; leading to improved progress measures in 2019, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. This was mainly due to the impact of the lockdowns in 2020 and spring 2021.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. The additional monitoring by Ofsted in February 2021 of our remote learning shows that our remote offer was appropriate and effective.

Although overall attendance in 2020/21 was lower than preceding non COVID years (e.g. 19-19) years at 94.3 there were times during the year when it was higher. In spring 2021 the attendance of EHCP and pupils with a social worker was twice the national proportion. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers, (2.24% higher in the autumn and 0.17% higher between 8<sup>th</sup> March and the end of term) Persistent absence was higher than the national for all children and in our school 80% of the PA children were eligible for Pupil Premium. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some individual disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We know that our approach to introducing Zones of Regulation has been effective and we are building on that approach with the activities detailed in this plan.