

Pupil Premium Strategy Statement

Durham Gilesgate Primary School 2022 -2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Turner, Headteacher
Pupil premium lead	Lisa Fowler, Deputy Headteacher
Governor / Trustee lead	Kevin Lewis CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,490 (+ £18,100 est. for CLA and Post CLA, £6050 accounted for on PEPs)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,540

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. The COVID pandemic has impacted negatively on the youngest children's development of communication and language so that they are starting nursery with fewer words.

2	Due to low starting points in verbal communication and language, and the impact of Covid making the gap even wider, some 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
<p>Eligible pupils will make good progress in Language and Communication across EYFS.</p> <p>Eligible children will make good progress across all areas of learning in order to narrow gaps.</p>	<p>Achievement at the end of EYFS in Language and Communication will show that children make good progress from their starting points.</p> <p>Gaps will close and the proportion at age expected standards will have increased in comparison to starting points.</p>
<p>Building on our success in 2022, 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, in comparison to 2019 data.</p>	<p>80% of eligible pupils in Year 1 will pass the phonic screen in 2023</p>
<p>The achievement gap between disadvantaged and other children will narrow.</p>	<p>In consecutive years 2021-2024, 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.</p>
<p>To improve the quality of social and emotional learning.</p> <p>Children will have the skills to self-regulate.</p>	<p>Lesson observations and observations of behaviour around school and at break time will show that behaviour is good.</p> <p>Children will positively talk about the skills that they have been taught and help they have received.</p> <p>There will be fewer incidents of unexpected behaviour from identified children.</p>

<p>To reduce the number of persistent absentees.</p>	<ul style="list-style-type: none"> • Overall attendance will be at 95%, or equal to the national attendance for 22-23. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced by 2% • Persistent absenteeism will decrease to 16% (which is a 12% reduction on 20-21)
<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 2023 compared with autumn 2022.</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: £45,196.25

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 teaching pedagogy is based on evidence proven research</p> <p>Ongoing CPD with Evidence Based Education via the Great Teaching Toolkit</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"> - a gain of 5 months when children are offered challenge within the curriculum, using mastery approaches, and collaborative approaches <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> - a gain of 5 months when pupils are able to work collaboratively <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches</p>	<p>3</p> <p>£1200 SLA</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>£1000 for release time</p>
<p>Ongoing maintenance and extension of</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	<p>2. & 3.</p>

<p>a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. Training for all staff to ensure implementation with fidelity</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>£589 for SEN resources matched to the scheme</p> <p>£5748 for additional matched books</p> <p>£1000 for phonics lead to monitor</p>
<p>Improve the quality of social and emotional learning.</p> <p>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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4. £720.25</p>
<p>Improve the mental health of pupils and staff</p> <p>Train a mental health lead and ensure they have the time to lead on this activity.</p> <p>Use baseline SDQ data and analysis to identify children</p> <p>Run group or 1:1 well-being interventions. (see Wider Strategies)</p> <p>To offer counselling to school staff who need this.</p>	<p>According to the UK's Health and Safety Executive, teaching staff and education professionals report the highest rates of work-related stress, depression and anxiety in Britain. Happy, contented teachers and support staff are far more likely to have positive interactions with their pupils, leading to a positive impact on pupil wellbeing.</p> <p>The government's well-being charter (https://www.gov.uk/guidance/education-staff-wellbeing-charter) states</p> <p>Protecting the wellbeing and mental health of staff is:</p> <ul style="list-style-type: none"> · essential for improving morale and productivity · critical to recruiting and retaining good staff · a legal duty: employers are required by law to protect the health, safety and welfare of their employees · taken account of as part of Ofsted inspections <p>https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report</p> <p>https://neu.org.uk/advice/protecting-staff-mental-health</p>	<p>£1000 release</p> <p>£300 for SDQ</p> <p>£592 analysis</p> <p>£1664 SLA counselling</p>
<p>Additional staffing - Additional TA for - KS1 phonics)</p>	<p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback. Education Endowment Fund research suggests:</p> <ul style="list-style-type: none"> - One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for 	<p>2. & 3. £31,383 **</p>

<p>- Additional TA support for Early phonics</p> <p>This is quality first phonics teaching rather than intervention.</p>	<p>improved attainment - +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</p> <p>- Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>- Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p> <p>- a gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children who require with more specific language needs will access MABEL 1-1 Speech and Language Therapy.</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1. Mable Therapy SALT @£45 per session £4250</p> <p>Plus £8160 TA costs to deliver</p>
<p>Provide targeted support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive academic mentoring in 22-23 will be</p>	<p>A qualified teacher, familiar to our school, has been employed as an Academic Mentor and HLTA to provide mentoring. A part time Teaching Assistant who was employed last year will continue to be employed for as an academic mentor in 2022 to 2023.</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</p>	<p>1. 2. & 3. £9621 additional teacher</p> <p>£5842 additional TA</p>

disadvantaged, including those who are high attainers.	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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Running Targeted support for speech, language and communication with the most vulnerable children.	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. EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3 £14594 **
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our Little Wandle Phonic Scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3 **Inc in costs above

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14827

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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4 £11643

<p>The Positive Futures Advisor (PFA) will support the Headteacher to monitor and implement strategies to improve attendance by working with parents to effect good outcomes.</p>	<p>School attendance data improved by % when the parent support adviser was first employed.</p>	<p>5 £1592</p>
<p>The Positive Futures Advisor (PFA) will work with the families of identified eligible children to improve engagement.</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>6 £1592</p>

Total budgeted cost: £102,490.25

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 2022 to 2023 academic year.

In September 2022 our review of outcomes for the 2021-2024 strategy is as follows:-

CLL in phonics

By July 2022, the proportion of children attaining the expected standard CLL in reception remained the same as it was in September 2022. The additional 12.5% target was based on two more children achieving the expected standard in CLL by summer, both have English as a second language. 1 of those children achieved this target the other did not. A third child who had been at expected standard in September slipped back across the summer term 2022. Consequently, this target was not met within the timeframe. Staff have been engaging in professional development with relation to CLL and embedding this training into practice is part of the 2022 -2023 improvement plan.

Phonics

80% of children in Year 1 passed the phonic screening test. This target was met in the published timescale. The impact of the Little Wandle phonic programme has been effective, not only for these children but also for others who had previously not passed the screening threshold at Year 1. There is a high level of fidelity to the scheme throughout the school and clear pedagogy.

Diminishing the attainment gap between the disadvantaged and non-disadvantaged groups

A longer term target; however in 2022. For Year 6 the in-school attainment of both groups was almost identical in reading, writing and GPS, and the Pupil Premium group was 8% lower than the non-Pupil Premium group. The difference between school Pupil Premium and the National Pupil Premium was also favourable; +1% in reading, +8% in writing, +5% in GPS and -2% in maths. In comparison the non-pupil premium children attained below the national non-pupil premium group in all subjects; -16% in reading, -12% in writing, -28% in GPS and -4% in maths. Pupil Premium children have made very good progress to catch up to national comparisons. The non-pupil premium group also contained a child with an EHCP who did not take the tests and this will have contributed to the lower school attainment compared to the national comparison.

Good progress is being made towards this target and it will remain for the 2022-2023 year. This is because, as evidenced in schools across the country, school closure in the COVID pandemic 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 quality of social and emotional learning

Behaviour is generally good, the school is ordered and there are few behavioural incidents reported on CPOMS. On the whole children talk positively about the Zones of Regulation and skills they have learned. Member of the school Governing Body have been able to sample pupil voice and capture positive comments from children.

Notwithstanding, we still need to ensure that Zones remains part of the school offer by building it into PSHCE lessons. Ongoing work to support the well being of children will be built into the 22-23 plan.

Attendance

There was variability in meeting the stated success criteria:- Overall attendance was not 95% at the end of 2022; it was 92.3% but still a little higher than the provisional national primary attendance. Whilst we have missed the 95% target we have matched national data.

The attendance gap between disadvantaged and non-disadvantaged pupil has fallen from 2.41% in 20/21 to 1.56% in 21/22 which is short of the published 2% target. The proportion of persistent absentee pupils remain high at 22.5%. Covid absences contributed towards the high persistent absenteeism rate, together with some families taking unauthorised leave of absence for holidays in the latter part of the summer term. Improving attendance and reducing persistent absenteeism will remain a priority in the 2022-2023 improvement plan.

Home Reading

Attainment in reading in July 2022, for all year groups, showed an increasing proportion of children achieving expected standards compared to July 2021. This indicates that the success criteria has been met. There has been increased home reading and, for older children, the Reading Plus software has helped children who have read more regularly and who have found the resource motivational and stimulating. Notwithstanding we need to maintain a focus on supporting parents with home reading, particularly the skills of early reading and phonics so that children make the best start in this area.