

Pupil Premium Strategy Statement

Durham Gilesgate Primary School 2024 -2027

2025-2026 update

This statement details our school's use of pupil premium 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	155
Proportion (%) of pupil premium eligible pupils	59.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
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	£128,760(+ £10,280 Post CiC. and £3200 CiC 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	£139,040

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 long term effect of 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, some disadvantaged pupils will struggle to meet the phonics standard at the end of Year 1. This is impacted by increasing proportions of children with SEN or who are EAL and new to English. This slows their progress in all curriculum areas that demand effective reading strategies. In addition some children in Year 2 lack the fluency in their reading and we to improve this.
3	Because of the long term impact of COVID, children eligible for pupil premium, in upper Key Stage 2, have greater gaps in their education compared to the non-eligible group. This is because of missed education, lack of engagement during COVID 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	SDQ assessments, observations and discussions with parents have identified that some eligible children require social and emotional support, this is most needed at the early stages of education and sometimes in Key Stage 1 or 2.
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 from 2022 to 2025, children will make good progress in phonics and within the context of each cohort 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>Children in Year 2 will improve their fluency in reading so that they can access Reading Plus more quickly and embed reading skills.</p>	<p>71% of eligible pupils in Year 1 will pass the phonic screen in 2025</p>
<p>The achievement gap between disadvantaged and other children will narrow.</p>	<p>In consecutive years 2024-2027, there will be a 5% reduction in the gap between</p>

	disadvantaged children and the non-disadvantaged group because of high quality teaching and targeted intervention.
<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 continues to be 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>Analysis of SDQ assessments will show the positive impact of interventions</p>
To reduce the number of persistent absentees.	<ul style="list-style-type: none"> Overall attendance will be 94.6% or greater. It will have risen by 1.5% and will be broadly equal to the national attendance. The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced by 2% Persistent absenteeism will decrease to 14%
Increase engagement with parents to support home reading, homework and aspirations for the future.	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 2025 compared with autumn 2023.

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: £60,641

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches - a gain of 5 months when pupils are able to work collaboratively https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/collaborative-learning-approaches 	<p>3</p> <p>£2039 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: 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: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>£1000 for release time</p>

We will train 3 staff in Catch Up Maths intervention and purchase resources to support this	<p>Catch Up Maths Learners aged 6 - 11 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months (a mean ratio gain* of 2.2).</p> <p>We will implement Numicon intervention with CPD for all staff and time for staff to deliver the intervention.</p>	<p>£1508 for staffing</p> <p>£1000 resources and CPD</p>
<p>Ongoing maintenance and extension of 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>Purchase of resources for fluency</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2. & 3.</p> <p>£2000 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>We will retrain all staff in the latest version of Zones of Regulation and align this to Jigsaw</p>	<p>4.</p> <p>£720 SLA</p> <p>£1000</p>
<p>Improve the mental health of pupils and staff</p> <p>Maintain our 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>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 	<p>£500 release</p> <p>£300 for SDQ</p> <p>£592 analysis</p> <p>£1664 SLA counselling</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>· a legal duty: employers are required by law to protect the health, safety and welfare of their employees</p> <p>· taken account of as part of Ofsted inspections</p> <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>Additional staffing - Additional TA for</p> <ul style="list-style-type: none"> - KS1 phonics) - Additional TA support for Early phonics <p>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:</p> <ul style="list-style-type: none"> - 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 <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/onetoo-one-tuition</p> <ul style="list-style-type: none"> - Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> - Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p> <ul style="list-style-type: none"> - a gain of 5 months with effective phonics teaching <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2. & 3.</p> <p>£47,318</p>

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

Budgeted cost: £59,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children who require with more specific language needs will access Speech and Language Intervention from a SLA with the SALSP Team</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.</p> <p>SALPS SLA</p> <p>£9945</p>

Provide targeted support for pupils who require support to narrow gaps, including those who are high attainers.	<p>A qualified teacher, familiar to our school, has been employed as an Academic Mentor and HLTA to provide mentoring.</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. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1. 2. & 3. £18833 additional teacher
Running Targeted support for speech, language and communication with the most vulnerable children.	<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</p> <p>NELI - additional 10 months progress</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3 £15402 **
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our Little Wandle Phonic Scheme.	<p>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</p>	2, 3 £14,924

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

Budgeted cost: £16790

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 £15186
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.	School attendance data improved by % when the parent support adviser was first employed.	5 £1802
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 £1802

Total budgeted cost: £138,790. (£242 remains unallocated)

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 2023 to 2024 academic year.

In September 2025 our review of outcomes for the 2024-2027 strategy is as follows: -

CLL in phonics

By July 2025, the proportion of children attaining the expected standard CLL in reception was 54%, this is a 4% increase on CLL attainment in 2024. Progress for children was good considering that in the cohort 38% were EAL and often new to English. Strategies to improve CLL are starting to impact.

Phonics

In 2025 71% of children in Year 1 passed the phonic screening test which is broadly in line with the national attainment of 79.9%. The children who did not meet the Year 1 phonic threshold in 2025 were either deaf, new to English or had SEN affecting their speech sound production. 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 were 12 children in the cohort who were in both reception and Year 1, of these children an extra 3 (25%) met the phonic threshold when at the end of reception, they had not been at age related development. 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; and outcomes at the end of Year 6 have been variable with that variance linked to cohort factors.

Attainment improved in 2024 and gaps between disadvantaged and non-disadvantaged were narrowing. In 2025 attainment dipped and gaps widened. Analysis tells us that children who remain in school from reception to the end of Year 6 achieve well but those who enter the school in Key Stage 2 do less well. This is because some have had multiple school moves or other factors affecting their rate of progress and often their early reading, writing and maths attainment.

As our population can be mobile it tells us that we need to focus strategies in on new starters and to help them catch up and then keep up.

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 25-26 plan.

Attendance

At the end of 2025 attendance compared to 2024 was as follows

All children: attendance rose from 92.8% to 94%, not the 95% as targeted but an improvement

Pupil Premium children: attendance rose from 91.9% to 93.2% an increase of 2.3%; however, the attendance gap between PP and non-PP children increased from -2.4% to -2.6%

Persistent absenteeism dropped from 21.1% to 17.4%

This tells us that strategies are starting to impact for all children but that we need to hone in further on that attendance of Pupil Premium children.

Home Reading

Attainment in reading in July 2025, for all year groups, showed an increasing proportion of children achieving expected standards compared to July 2024. 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.