

Pupil premium strategy statement

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	Framwellgate School Durham
Number of pupils in school	1322
Proportion (%) of pupil premium eligible pupils	330 (24.96%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023-24
Date this statement was published	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Andy Byers
Pupil premium lead	Louise Lutynski
Governor / Trustee lead	Tracy Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£270,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to raise the attainment, ambition, resilience and confidence of PP students, so that they have a genuine passion for learning and go on to achieve outcomes comparable with their peers. Above all, we want our students to be safe and happy.

Challenges

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

Challenge number	Detail of challenge
1	Consistent quality first teaching to promote progress of PP students
2	Lower levels of social, emotional and mental health within the PP student group, impacting on the behaviour and engagement of some disadvantaged students
3	Lower levels of literacy, oracy and numeracy, skill development and cultural capital within the PP student group
4	Wider gaps in knowledge and progress from within the PP student group, due to COVID 19 lockdown situation
5	Lower levels of confidence, motivation and aspiration within PP student group
6	Lower levels of attendance from within PP student group

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
Improved Attainment 8 outcomes/ reduce non PP and PP gap	PP students achieve national average for attainment
Improved Progress 8 outcomes/ reduce non PP and PP gap	Zero for PP students
Improved % Grade 5+ in English and Maths/ reduce non PP and PP gap	PP students achieve average % grade 5+ in English and Maths, in line with schools nationally
Improved attendance/ reduce non PP and PP gap. Reduce the number of PP students	Improve to national average for all PP students

recorded as 'persistent absence' to below national levels	
Higher number of PP students opting to study EBACC/reduce non PP and PP gap	Increase percentage of PP students opting to study EBACC each year to national average

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: 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure we maintain strong quality first teaching and recruit high quality teachers.</p> <p>CPD including instructional coaching, levelling up, cognitive science, developing student's oracy, metacognition and creating self-regulated learners via SLT role.</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>RAISE – routines, assessment (feedback), inclusive classrooms (scaffolds), student literacy and exam success</p> <p>Professional development – CPD sessions, Tom Sherrington – middle leaders and whole staff, Phil Key – leadership development</p>	<p>Without doubt, teaching is the most important factor in improving the outcomes of all pupils, and especially the poorest. Teaching should rightly be central to the recovery plan.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/05/Fairness-First-Social-Mobility-Covid-Education-Recovery.pdf</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://impact.chartered.college/article/millard-importance-of-oracy-in-teaching-learning/ https://voice21.org/</p>	<p>1,3 and 4</p>

<p>Mentoring and coaching – new CPD instructional coaching feedback loops within departmental CPD sessions.</p> <p>Coaching of 12 newly qualified staff (within first 2 years of teaching)</p>		
<p>Technology and other resources focused on supporting high quality teaching and learning – ‘connecting classrooms’ IT package, revision resources provided for students to use independently</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1, 3 and 4</p>

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

Budgeted cost: 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 academic tutoring via School-led Tutoring programme, providing effective curriculum intervention</p>	<p>Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Selecting Interventions: Evidence Insights May 2021 https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</p> <p>EEF - One to one tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4 and 5</p>

	<p>EEF - Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>1:1 literacy (reading and spelling) support e.g. inference providing effective curriculum intervention</p>	<p>Although the rule “the smaller the better” there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>In The Matthew Effect, Rigney explains: “While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible. Pupils who begin with high verbal aptitudes find themselves in verbally enriched social environments and have a double advantage.”</p> <p>https://assets.markallengroup.com//article-images/219151/PullOut-Sept-PP-SecEd.pdf</p> <p>EEF Improving literacy in Secondary Schools July 2019</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	<p>3,4 and 5</p>
<p>Students to have a ‘key worker’ or mentor to provide small group and 1:1 mentoring. Teachers, Durham university mentors, 6th form students</p>	<p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://www.sec-ed.co.uk/best-practice/supporting-looked-after-children-to-aspire-to-university-higher-education-pupil-premium/</p> <p>EEF – Perry Beeches Coaching programme https://www.nfer.ac.uk/media/1700/eftr05.pdf shows that</p>	<p>5 and 6</p>

	individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance via family liaison manager/pastoral managers - new contact procedures with parents/carers, rewards for weekly full attendance.	<p>EEF - Parental engagement report https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Improving the attendance of pupils eligible for pupil premium funding. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/improving-attendance-pupils-eligible-pupil-premium-funding/</p>	6
Continued support of vulnerable students via Pastoral managers, Mental health/SEMH lead, breakfast club, subsidies for enrichment activities and uniform, Humanutopia	<p>Senior Mental Health Lead: How to have an impact https://www.headteacher-update.com/best-practice-article/senior-mental-health-lead-how-to-have-an-impact-wellbeing-designated-1/237979/</p> <p>Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	2, 3, 4 and 5
Identify the need and coordinate through AHT roles, data management and SISRA, GL	The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not	3 and 4

<p>assessments and baseline testing</p>	<p>only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p> <p>When schools effectively monitored and evaluated the impact of their Pupil Premium spending this made a considerable difference to the effectiveness of the actions they were taking.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
<p>Further improve our capacity to offer careers support and raise aspirations to go onto further study, apprenticeships and employment via AHT role, careers officer, Durham university mentoring and work experience placements</p>	<p>HE Progression Rate (Free School Meals gap)</p> <p>The gap in progression rates between FSM and non-FSM pupils has increased to 19.1 percentage points, up 0.3 percentage points since last year and the largest gap since 2005/06</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education/2019-20</p> <p>New report shows improving career guidance in schools and colleges leads to better student outcomes and attitudes, and raises aspirations by The Gatsby Charitable Foundation</p> <p>https://www.fenews.co.uk/press-releases/65377-new-report-shows-improving-career-guidance-in-schools-and-colleges-leads-to-better-student-outcomes-and-attitudes-and-raises-aspirations</p> <p>Supporting looked after children to aspire to university</p> <p>https://www.sec-ed.co.uk/best-practice/supporting-looked-after-children-to-aspire-to-university-higher-education-pupil-premium/</p>	<p>5</p>
<p>Supporting families – family/student study skills session pilot and progress meetings</p>	<p>EEF – Working with parents to support children’s learning April 2020</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>EEF – Parents and carers engaging in home learning: A checklist for schools: May 2020</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Parents_and_carers</p>	<p>5 and 6</p>

	<p>engaging in home learning - A checklist for schools.pdf</p> <p>Parental engagement case studies</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/improving-attendance-pupils-eligible-pupil-premium-funding/</p>	
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Total budgeted cost: 270,000

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 2021 to 2022 academic year.

Headline Figures (Cohort: 205)	2017	2018	2019	2022	2022 SISRA AVE	2022 (inc EE)
Ave Attainment 8	4.74	5.12	5.10	4.85	4.91	5.03
%9-4 English & Maths	66%	74%	76%	70%	70%	70%
%9-5 English & Maths	41%	57%	50%	43%	50%	43%
Progress 8	-0.36	-0.05	-0.13	-0.33	0.00	-0.15
Entering E-Bacc	34%	32%	22%	33%	37%	33%
PP Students (Cohort: 52)	2017	2018	2019	2022		2022 (inc EE)
Cohort				52		52
Ave Attainment 8	4.33	4.16	4.20	3.91		4.06
%9-4 English & Maths	71%	56%	58%	42%		42%
%9-5 English & Maths	29%	34%	31%	25%		25%
Progress 8	-0.55	-0.3	-0.55	-0.54		-0.39

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Resources such as laptops, printers, art equipment, revision books. Staff training and CPD on quality first teaching and narrowing the gap.

	Counselling services
What was the impact of that spending on service pupil premium eligible pupils?	<p>It allowed the students to access and engage with learning at home.</p> <p>It enabled staff to identify and understand the students' needs rapidly and more effectively, putting in-class/remote interventions in place if required</p> <p>It helped students to improve their mental health, allowing them to engage with remote learning and successfully transition back into school after long periods of covid related absence</p>