

Pupil premium strategy statement

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	Framwellgate School Durham
Number of pupils in school	1248
Proportion (%) of pupil premium eligible pupils	324 (26%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed (yearly interim reviews)	Sept 2027
Statement authorised by	Michael Wright
Pupil premium lead	Louise Lutynski
Governor / Trustee lead	Tracy Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,800
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	£312,500

Part A: Pupil premium strategy plan

Statement of intent

The ethos of Framwellgate School Durham is to give the most to those who need the most.

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. We strive to do this by being inclusive and holistic in ensuring that our PP students have the same opportunities and learning experiences as 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	Attainment - consistent quality first teaching to promote progress and attainment of PP students. Lower levels of weaker readers within the PP group
2	Attendance - Lower levels of attendance from within PP student group
3	Mental health - Lower levels of social, emotional and mental health within the PP student group, impacting on the behaviour and engagement of some disadvantaged students
4	Financial – many disadvantaged students have a lack of access to basic provisions including technology, books, revisions materials, uniform etc
5	Cultural capital - Lower levels of confidence, motivation and aspiration 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 C1	PP students achieve national average for attainment. PP v non-PP progress 8 gap to reduce PP student performance to improve across all subjects

<p>Improved % Grade 5+ in English and Maths/ reduce non-PP and PP gap</p> <p>C1</p>	<p>PP students achieve average % grade 5+ in English and Maths, in line with schools nationally</p>
<p>Improved attendance/ reduce non-PP and PP gap. Reduce the number of PP students recorded as 'persistent absence' to below national levels</p> <p>C2</p>	<p>A reduced gap in PP v non-PP attendance. Reduction in number of PP persistent absentees</p>
<p>Improved mental health and confidence of PP students</p> <p>C3</p>	<p>Lower levels of social, emotional and mental health within the PP student group, impacting on the behaviour and engagement of some PP students. Attendance at meetings with wellbeing worker</p>
<p>Inclusive approach to ensure that PP students have the same experience as their peers by providing breakfasts, technology, study materials, uniforms etc</p> <p>C4</p>	<p>PP students given access to resources they require to make progress in line with non-PP peers across all subjects</p>
<p>Inclusive approach to cultural capital opportunities and extracurricular activities</p> <p>C5</p>	<p>Departments to look at how to provide inclusive opportunities and trips/visits etc. Appraisal targets linked to this i.e. D of E and Robotics club recruitment for example</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: 160,000

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>Sutton Trust <i>“Without doubt, teaching is the most important factor in improving the outcomes of all pupils, and especially the poorest”.</i></p>	<p>1</p>
<p>Continually develop high-quality teaching and assessment through the schools CPD – focus on giving the most to those who need the most through quality first teaching for all. ‘Spotlight on disadvantage’ Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>EEF menu of approaches guide – <i>“supporting continuous and sustained professional development is crucial to developing teacher practice. The development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches”</i></p>	<p>1</p>
<p>Ensure a balanced curriculum that responds to the needs of and is appropriate for all students, including those who are disadvantaged Departmental reviews</p>	<p>Dan Nicholls – Closing the disadvantaged Gap <i>“As educators what we choose to include and how we sequence and curate the curriculum confers or denies power for our disadvantaged learners”</i></p>	<p>1</p>
<p>To provide technology and other resources to support high quality learning</p>	<p>EEF guide to Pupil Premium – <i>“to improve learning, schools should consider the specific barriers</i></p>	<p>1, 4</p>

	technology is addressing, particularly for disadvantaged students”	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 61,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RAS for all PP Yr 11 students	<p>EEF guide to Pupil Premium – key principle 4 –</p> <p><i>“The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating long list of strategies that become hard to manage”</i></p>	1
<p>1:1 literacy (reading and spelling) support e.g. inference providing effective curriculum intervention</p> <p>Screening and implementation</p> <p>Reading lessons</p> <p>Reading mentors</p>	<p>Education Endowment Foundations</p> <p><i>“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”.</i></p> <p><i>“Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text”.</i></p>	1

	<p>EEF Improving literacy in Secondary Schools</p> <p><i>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.”</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance family liaison manager/pastoral managers</p> <p>Improving confidence and motivation, building aspirations</p>	<p>DFE Report – Supporting the attainment of disadvantaged pupils; articulating success and good practice.</p> <p><i>“the importance of robust attendance data tracking and monitoring systems in schools to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be out in place”</i></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>1, 2</p> <p>5</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	
Continued support of vulnerable students via Pastoral managers, Mental health/SEMH lead.	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/	3
Cultural capital - Ensuring inclusivity - breakfast club, subsidies for enrichment activities, trips and visits, enrichment week and uniform. Appraisal targets	<i>“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”</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	4, 5

Total budgeted cost: 312,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Headline Figures

Full Cohort

	2021	2022	2023
A8	57.55	48.57	47.82
P8	0.5	-0.36	-0.03
5+ En & Ma	62.10%	44.90%	41.70%
Ebacc Entry	12.90%	33.70%	62.80%
Ebacc APS	4.76	4.27	4.18

Disadvantaged Students

	2021	2022	2023
A8	49.5	37.98	37.21
P8	-0.16	-0.74	-0.73
5+ En & Ma	47.30%	23.90%	23.40%
Ebacc Entry	7.30%	15.20%	43.80%
Ebacc APS	4.03	3.2	3.09

Headline Figures	Published Outcomes	January Predictions	March Predictions	2024 Actual
	2023	2024	2024	2024
Attainment 8	47.82	45.73	45.71	47.99
Progress 8	-0.03	-0.33	-0.33	-0.02
Grade 5+ English & Maths	41.7	40.5	39.3	47.9
Entering EBacc	62%	71%	70%	69%
EBacc Average Point Score	4.18	4.04	4.14	4.34

Disadvantaged Pupils

	Published Outcomes	January Predictions	March Predictions	2024 Actual
	2023	2024	2024	2024
Attainment 8	37.21	37.21	32.26	34.13
Progress 8	-0.73	-0.73	-0.99	-0.71
Grade 5+ English & Maths	23.4%	22.6%	22.6%	24.6%
Entering EBacc	43.8%	31%	49%	44.3%
EBacc Average Point Score	3.03	2.85	2.86	3.02

Intended outcome	Success criteria	Achieved
Improved Attainment 8 outcomes/ reduce non PP and PP gap	PP students achieve national average for attainment	No
Improved Progress 8 outcomes/ reduce non PP and PP gap	Zero for PP students	Not achieved, 2024 data shows improvement
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	Gap has closed – going in right direction but not significantly yet
Improved attendance/ reduce non PP and PP gap. Reduce the number of PP students recorded as 'persistent absence' to below national levels	Improve to national average for all PP students	Case studies demonstrate positive impact of attendance liaison officer
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	Yes – 44.3%

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	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?	<p>Small number of service children</p> <p>Majority needed no intervention</p> <p>1-1 mentors and academic support if required</p> <p>Counselling services - school mental health worker</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>It allowed students access a mental health service and helped to improve their mental health and anxiety surrounding certain issues</p>