



Pupil premium strategy Ewanrigg Junior School

Summary information of pupil premium (PP)

Name of school:	Ewanrigg Junior School		
Academic year:	2016-2017	Number of pupils eligible for PP:	87
Total number of pupils:	163	Date of most recent PP review:	Ofsted 15.3.2015 March 2016
Total PP budget for year:	£110,773	Date of next PP strategy review:	March 2017

Year 6 2015-2016 Cohort	Progress from KS2 Entry (SIMS)		
	Pupils eligible for PP (Our School)	Pupils not eligible for PP (Our School)	All Pupils (National average)
% achieving in reading, writing and maths	80%	96%	53%
% making expected or above progress in reading	80%	96%	66%
% making expected or above progress in writing	100%	100%	74%
%making expected or above progress in maths	100%	100%	70%
Reading progress score	+7.47	+3.28	Not available
Writing progress score	+12.74	+8.7	Not available

Maths Progress score	+4.97	+2.93	Not available
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Year 6 2015-2016 Cohort	Current attainment			
	Pupils eligible for PP (Our School)	Pupils not eligible for PP (Our School)	Pupils eligible for PP (National Average)	Pupils not eligible for PP (National average)
% achieving in reading, writing and maths	29%	48%	39%	60%
% attainment in reading	29%	56%	53%	71%
% attainment in writing	79%	89%	64%	79%
% attainment in maths	71%	70%	57%	75%
Reading progress score	-5.4	-4	-0.7	0.3
Writing progress score	1.2	1	-0.3	0.1
Maths Progress score	-0.2	-0.1	-0.50	0.2

Mission statement

Ewanrigg Junior School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Barriers to future attainment for pupils eligible for PP

In-school barriers:- Issues to be addressed within school	
A.	Motivation, stamina, confidence and aspiration.
B.	Language, speaking, listening and vocabulary skills.
C.	Lack of experiences and opportunities.
External barriers: Issues which allow require action outside of school	
D.	Poor attendance.
E.	Parental engagement.
F.	Hunger, poor nutrition, health, well-being and safety.

Aims and outcomes

Desired outcome:		Success criteria:
A.	Increase attainment of PP children in reading (AR)	PP children to achieve within 10% of the national attainment result in reading. (AR)
B.	Increase attainment of PP children in EGPS (AR)	PP children to achieve within 10% of the national attainment result in EGPS. (AR)
C.	Increase attendance of Pupil Premium Children (AR)	The attendance of PP premium children to be in line with national attendance figures of 96%. To reduce persistent absenteeism of PP children by 50%. (3.5%- FFT)
How improvement will be measured:		
A.	PP children to achieve within 10% of the national attainment result in reading by the end of KS2	

B.	PP children to achieve within 10% of the national attainment result in EGPS by the end of KS2
C.	See an overall increase in attendance for PP pupils by 4% to bring in line with the national average of 96% (FFT)

Planned expenditure

Quality of teaching for all						
Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
Staff are well trained in the teaching of reading ensuring that the teaching of reading is at least 'Good'	<ul style="list-style-type: none"> Increase the reading frequency. Alyson Ingall to carry out school effectiveness visit. Sue Cove to provide staff training on inference and carry out a reading audit. Senior teachers to provide in house training. Implement guided reading sessions throughout school 	<p>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.'</p> <p><i>Sutton Trust 2011</i></p>	<ul style="list-style-type: none"> Learning walks Observations Work scrutinies Mentoring of less experienced staff Sue Cove monitoring visits:- 29.11.2016, 1.3.2017 Alyson Ingall school effectiveness visit:- 2.11.2016,13-14.3.2017 Pupil conversations to discover reading habits. 	Allison Lancaster	£5,000 Monitoring visits £1,000 Book Gifting	March 2017
Targeted support						
Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
Gaps in child's learning are quickly identified and interventions are put in	<ul style="list-style-type: none"> TA's timetabled to support children with pre-learning and small group interventions to enable them to keep 	<p>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than</p>	<ul style="list-style-type: none"> Pupil data Observations of children Discussions with children Feedback from staff/parents Children are reaching age 	SLT	£6,000 extra tuition. Salaries plus resources	Feb 2017

place	<p>up with their learning :- Reading intervention, Gaps in maths, SRSP, Toe by Toe, Maths Recovery,</p> <ul style="list-style-type: none"> Teachers to lead after school extra tuition groups with targeted children:- Reading, Spelling and Maths 	<p>those who did not receive tuition.' <i>Evaluation of the Making Good Progress Pilot</i> (2010)</p>	related expectation		£23,800 Intervention groups. Salaries plus resources	
Children's emotional needs are well met enabling them to reach their learning potential.	<ul style="list-style-type: none"> Strategies at child level to identify barriers to learning and find ways to overcome them. Well-being interventions to include: Nurture group, Anger management, Lego therapy, Learning to get along, Hands and Feet, Learning behaviours, Home to school 	<p>'Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self- confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress' <i>Education Endowment Foundation (Teaching and Learning Toolkit)</i></p>	<ul style="list-style-type: none"> Feedback from staff, parents and pupils Attendance Impact on learning 	SLT	£23,800 Intervention groups. Salaries plus resources	Termly- Alters depending on the needs of the child.
<ul style="list-style-type: none"> Other approaches 						
Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date

<p>Parents become more engaged in their child's learning and interactions between parent and child increases.</p>	<ul style="list-style-type: none"> Family learning courses made available to all:- English, Maths, Art & Crafts, Outdoor Adventure, Family Resilience, Paediatric First Aid. Texts home to parents Celebration assemblies (Prize giving, Accelerated reader certificates) Community events (Christmas light switch on, Easter fayre, Ewanrigg's Got Talent, Summer performances, Old Folks Tea, Year 1&2 transfer events) 	<p>Sutton - Parental involvement, +3 months, moderate impact for moderate costs.</p> <p>'Training parents to teach specific reading skills to their children - a particularly effective approach that can be more than twice as effective as encouraging parents to listen to their children read.'<i>(Institute of Education - Review of Best Practice in Parental Engagement: Practitioners Summary, 2011)</i></p>	<ul style="list-style-type: none"> Feedback from staff, parents and pupils Attendance Impact on learning 	<p>SLT</p>	<p>£1,000 contribution for family learning</p> <p>£1,000 text to parents subscription</p> <p>£600 prize giving</p> <p>£2,000 Community events</p> <p>£1,000 photocopying for certificates</p>	<p>April 2017</p>
<p>All children have attendance above 96%</p>	<ul style="list-style-type: none"> Tightening of attendance policy, procedures and monitoring to identify issues and find ways to resolve them. Review policy document and ensure all staff are aware of the procedures. 	<p>Children are more likely to make progress if they are in school regularly and are ready to learn</p>	<ul style="list-style-type: none"> Attendance data Attendance panels for those pupils who fall below the expected attendance levels. Half-termly communication with parents regarding attendance. Attendance is a focus during progress meetings 	<p>Learning Mentor - Kay Dawson</p>	<p>£31,088.04 Salary plus on costs</p>	<p>April '17</p>

Increase children's motivation and aspiration through widening experience and opportunities	<ul style="list-style-type: none"> Carefully considered system of rewards and certificates awarded on a daily/weekly basis. Incentive based trips (Gold Card) Transport costs heavily subsidised to increase pupil participation Stickers and stamps for motivation Music tuition Transition Summer School 	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.	<ul style="list-style-type: none"> Pupil conversations Learning walks Higher proportion of children attending gold card trips Parental feedback Monitor number of children attending trips 	<p>£5,000-Transport subsidies</p> <p>£ 2,100 Gold Card Trips</p> <p>£2,000 stickers and stamps</p> <p>£3,000 Music Tuition</p> <p>£2,500 Summer School</p>	April 2017
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TOTAL COST: £110,888

Review of expenditure (£110,402)				
2015-2016				
Quality of teaching for all				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
Improvements in teaching for all children	School effectiveness visit from Alyson Ingall, Math recovery training, Staff training, Staff workshops, Resources	HIGH: Most children adapted well to new curriculum SC: Met but ongoing due to demands of new curriculum	Money spent on staff professional development is beneficial to the children's progress	£9,300
Targeted support				
Employment of Learning Mentor	Monitor and improve attendance. Support families. Attending social service meetings.	HIGH: Minimal referrals to local authority education officer and local authority missing in education	Employment of a learning mentor is a necessary part at EJS	£31,088.04

	Bereavement support. Family support groups and child based interventions. Nurture group	officer. Improved attendance of grieving child SC: Met and ongoing		
Gaps in child's learning are quickly identified and interventions are put in place	Wave 2 and Wave 3 interventions Extra tuition	HIGH: Children more confident and more prepared to access national assessment papers. SC: Met- In line with national average for maths, writing and EGPS.	Interventions to begin earlier	£29,800
Social, emotional, health and well-being interventions	Anger management, Risk and Safety, Kidsafe, Learning to get along, Hands and Feet, Home to School	HIGH: Children ready to learn and available to access the curriculum. SC: Met	These groups are necessary to improve learning behaviours and ensure children are able to access the curriculum. A member of staff (RH&YB) to be available to deal with immediate incidents.	£23,800
Family Learning	Family learning courses made available: Water confidence, Early swimming, English, Art & Craft, Maths, Family resilience	HIGH: 30 different families involved throughout the courses available. SC: Met	Engaging and motivating parents in order to be equipped with skills to help their child.	£1,000
Other approaches				
Increase participation in physical activity through school	Provide every child with a free PE kit	HIGH: Increased participation and moral of all children. SC: Met	STILL have spares in each classroom as kits still were not brought into school	£1,600
Increase children's motivation and aspiration through widening experience and opportunities	Gold card trips, Reward for motivation	HIGH: Improved learning behaviours. Improved motivation SC: Met but continued as very successful.	Staff still need to raise the priority of well-done stamps emphasising the need for children to collect them.	£12,000
Support Y2-Y3 and Y6-Y7 transition	Familiarisation visits	HIGH: Transition from Y6-7 continues to run smoothly. Some Y2 -Y3 can	Summer school to support transition from Y2-Y3 targeting our most	£2,000

		struggle to acclimatise to junior school setting. SC: Met	vulnerable children.	
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TOTAL COST:£110,588