



Pupil premium strategy Ewanrigg Junior School

Summary information of pupil premium (PP)

Name of school:	Ewanrigg Junior School		
Academic year:	2018-19	Number of pupils eligible for PP:	83
Total number of pupils:	152	Date of most recent PP review:	Ofsted 15.3.2015 JANUARY 2019
Total PP budget for year:	£109,820	Date of next PP strategy review:	JANUARY 2020

Year 6 2017-2018 Cohort	Progress from KS2 Entry (SIMS)	
	Pupils eligible for PP (Our School)	Pupils not eligible for PP (Our School)
% achieving in reading, writing and maths	92%	84%
% making expected or above progress in reading	96%	95%
% making expected or above progress in writing	100%	100%
%making expected or above progress in maths	96%	89%
Reading progress score	+3.7	+2.69
Writing progress score	+4.98	+3.37
Maths Progress score	+3.73	+2.28

Year 6 2017-2018 Cohort	Current attainment (Arbor Report)			
	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	45.8%	84.2%	52%	71.6%
% attainment in reading	66.7%	89.5%	65.3%	81%
% attainment in writing	70.8%	100%	68.5%	83.9%
% attainment in maths	62.5%	89.5%	65.1%	81.7%
% attainment in EGPS	70.8%	89.5%	68.4%	83.5%
Reading progress score	-1.5	-0.15	-0.5	0.38
Writing progress score	-1.1	1.43	0.31	0.31
Maths Progress score	-0.56	-0.8	-0.44	0.46

Year 6 2017-2018 Cohort	Average Scaled Score (Arbor Report)			
	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)
Reading AS score	101	107.2	102.8	106.3
Maths AS score	101.2	105.6	102.1	105.7
EGPVS AS score	103.1	107.9	104	107

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. 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.	Persistent 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 maths (AR)	PP children to achieve within 10% of the national attainment result in maths. (AR)
B.	Increase attainment of PP children in reading (AR)	PP children to achieve within 10% of the national attainment result in reading. (AR)
C.	Increase attendance of Pupil Premium Children (FFT)	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%. (4 - FFT)
How improvement will be measured:		
A.	PP children to achieve within 10% of the national attainment result in maths by the end of KS2	
B.	PP children to achieve within 10% of the national attainment result in reading 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 use of technology to enhance learning	<ul style="list-style-type: none"> Increase opportunities for using technology to support and enhance learning across the curriculum. Alyson Ingalls to carry out school effectiveness visit. Sue Cove to carry out a literacy audit. Senior teachers to provide in house training. 	<p><i>"The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning."</i></p> <p><i>Sutton Trust 2014</i></p>	<ul style="list-style-type: none"> Learning walks Observations Work scrutinies to include looking at use of technology Mentoring of less experienced staff Sue Cove visits Alyson Ingall school effectiveness visit:- 3.12.19, 11.6.19 Pupil conversations to discover impact on learning 	SLT	£2,500 AI Monitoring visits £600 Sue Cove £1,000 Book Gifting £875 ICT with Mr P training £3250 iPads	Sept 2019
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 place	<ul style="list-style-type: none"> Increase use of technology to support learning. TA's timetabled to support children with pre-learning and small group interventions to enable them to keep up with their learning TA's withdraw groups or support in class to keep class sizes low. Purchase IDL numeracy programme to help lower 	<p>"successful schools focus on providing targeted support for under-performing pupils during curriculum time. They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs"</p>	<ul style="list-style-type: none"> Pupil data Observations of children Discussions with children Feedback from staff/parents Children are making good or better personal progressions High expectations of children to reach, or be as close to, age related expectation as possible. 	SLT	£160 Speech Therapy tuition Apps and IDL £1,000 Intervention groups. £37,740 Salaries plus resources	Sept 2019

	<p>ability children</p> <ul style="list-style-type: none"> • Use of computers to reduce literacy demands in other subjects 	<p><i>Supporting the Needs of Disadvantaged Pupils 2015</i></p> <p>Interventions had a positive impact on children's progress 17-18. However interventions to be carried out during school time where possible to ensure most vulnerable children targeted.</p>	<ul style="list-style-type: none"> • Book scrutinies, learning walk and effectiveness visits show personalized learning. 			
<p>Children's social, emotional and mental health needs are well met enabling them to reach their learning potential.</p>	<ul style="list-style-type: none"> • Youth Mental Health First Aid Training for all staff • Learning Mentor • Strategies at child level to identify barriers to learning and find ways to overcome them. • Well-being interventions in place and flexible to meet the needs of all children when needed • TA available daily for off load time • Children's mental health and well-being are prioritized • 1:1 confidential offload time with trusted adults • Mindfulness intervention group 	<p>Well-being interventions continued to have a positive impact on children's progress 17-18</p> <p>"More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families"</p> <p><i>Supporting the Needs of Disadvantaged Pupils 2015</i></p>	<ul style="list-style-type: none"> • Feedback from staff, parents and pupils • Attendance • Impact on learning • School ethos • Discussion with children • Reduction in behavior incidents 	SLT	<p>£20,604 Intervention groups. Salaries plus resources</p> <p>Mindfulness £1,520</p> <p>Confidential 1:1 Offload time £4,000</p> <p>£6,900-2/10 KD salary</p>	<p>Termly- Alters depending on the needs of the child.</p>

• 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
Parents become more engaged in their child's learning and interactions between parent and child increases.	<ul style="list-style-type: none"> Focus on encouraging parents to listen to children read at home. Change in pupil progress meetings to continue due to success Class assemblies Parents invited to Year 1 visit day. 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) 	<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 Strong PTA Promote parent governors 	SLT	<p>£1,000 contribution for family learning</p> <p>£1,258 text to parents subscription</p> <p>£1,200 prize giving</p> <p>£1,500 photocopy certificates</p>	Sept 2019
All children have attendance above 96% and reduce persistent lateness	<ul style="list-style-type: none"> Learning mentor job role change - morning attendance officer. Monitor absence and persistent lateness and contact parents. Termly attendance review meetings with attendance governor (JB) Termly meetings with 	<p>"More successful schools set up rapid response systems to address poor attendance"</p> <p><i>Supporting the Needs of Disadvantaged Pupils 2015</i></p> <p>Persistent lateness a barrier to learning for some children</p> <p>Children are more likely to make progress if they are in school</p>	<ul style="list-style-type: none"> Act upon feedback from local education inclusion officer Attendance data Feedback from attendance governor Attendance panels for those pupils who fall below the expected attendance levels. 	KD	<p>£27,600 8/10 of KD salary</p> <p>£1,000 Hills Book Store Attendance Reward</p> <p>£250 photocopy</p>	Half termly

	<p>local education inclusion officer</p> <ul style="list-style-type: none"> • Half termly, termly and yearly celebrations for highest attending children and class • 100 Club - Celebrating any child having 100% attendance that term • Tightening of attendance policy, procedures and monitoring to identify issues and find ways to resolve them. • Annual review of policies 	regularly and are ready to learn	<ul style="list-style-type: none"> • Half-termly communication with parents regarding attendance. • Attendance is a focus during progress meetings 		cost for certificates	
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. • Millionaires parties (Class reward for reading 1 million words) • Weekly reading raffle • Entering competitions (Rock Challenge) • Transport costs heavily subsidised to increase pupil participation • Music tuition • Transition Summer School • Visits from inspirational people - athletes, musicians etc • Visits/visitors to 	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 • Pupil and parent survey • Higher proportion of children attending gold card trips • Higher proportion of children attending educational visits • Monitor number of children attending trips 	SLT	<p>£5,000- Transport subsidies</p> <p>Rock Challenge</p> <p>£2,000 Achievement Rewards</p> <p>£5,000 Music Tuition</p> <p>£2,500 Summer School</p> <p>£1,200 -</p>	Sept 2019

	<p>explore other cultures- Sikhism day</p> <ul style="list-style-type: none"> University and career visits 				<p>Millionaires party resources</p> <p>£600- Raffle rewards</p>	
Strengthening links within the community	<ul style="list-style-type: none"> Increase children's aspirations for the area Mini Police Mini Police assemblies for other schools (Internet Safety, County Lines, Halloween Safety) Community events (Christmas light switch on, Easter fayre, Ewanrigg's Got Talent, Summer performances, Community Tea, Year 1&2 transfer events) Litter picks Create links with local sporting groups to encourage children to attend after school (rugby and boxing) Launch of recycling program 		<ul style="list-style-type: none"> Increased parent participation in events Strong relationship with PCSO Pupil conversations Reduction in pupils involved in outside incidents Strong links with community center and ELT Member of staff on ELT committee 	SLT NH	£2,000 Community events	

TOTAL COST: £132,257

Review of expenditure (£) Budget £114,202.50				
2017-2018				
Quality of teaching for all				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
Staff are well trained in the teaching of writing ensuring that the teaching of writing is at least 'Good'	Increased opportunities for writing. External audits and advice from Allyson Ingalls and Sue Cove Senior teachers provide in house training and support. Reviewed writing opportunities and provided opportunities to interest all children.	HIGH: More opportunities for writing planned into the curriculum. Curriculum review to ensure we are covering a range of genres. SC: Met and ongoing	Need to ensure children have the opportunity to write at length.	£6,000
Targeted support				
Learning Mentor	Monitor and improve attendance. Support families. Attending social service meetings. Bereavement support. Family support groups and child based interventions. Nurture group	HIGH: Relieves pressure and workload from staff, interventions successful, positive feedback from parents, attendance rising steadily. SC: Met and ongoing	Employment of a learning mentor is necessary at EJS in order to meet the needs of the children and parents. A learning mentor frees staff time enabling them to concentrate on the education and well-being of the children.	£10,516 1/3 Salary
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- Continue to try to narrow gap in attainment between our PP and national non PP. Ongoing due to changes in cohorts	Interventions to begin earlier All Y6 children to be offered intervention at some point prior to SATS. Interventions to happen in school time - children often fatigued after school.	£37,000 Intervention Groups £6000 Extra Tuition
Children's social, emotional and mental health needs	Nurture Group, Learning Mentor Employed,	HIGH: Children ready to learn and available to	These groups are necessary to improve learning	£20,200 Intervention groups. Salaries plus

are well met enabling them to reach their learning potential.	Strategies at child level to identify barriers to learning and find ways to overcome them. Well-being interventions in place and flexible to meet the needs of all children when needed TA available daily for off load time Children's mental health and well-being are prioritized	access the curriculum. SC: Met Ongoing due to changes in cohorts	behaviours and ensure children are able to access the curriculum. A member of staff (YB) to be available to deal with immediate incidents.	resources £6310- 2/10 KD salary
All children have attendance above 96%	Monitor and improve attendance and persistent absence in order to improve children's learning.	HIGH: 96% attendance figure met. Persistent absences below national average SC: Met and ongoing	Daily monitoring of lateness has made improvement. Children not missing as much early learning time (especially spelling)	£20,726 2/3 learning mentor salary
Other approaches				
Parents become more engaged in their child's learning and interactions between parent and child increases.	Family learning courses made available: Water confidence, English, Art & Craft, Maths, Family resilience, First Aid	HIGH: 40 families involved throughout the courses available. SC: Met and ongoing due to success	Many parents join several courses. Increased attendance at parents meetings. Engaging and motivating. Parents equipped with skills to help their child.	£5,600
Increase children's motivation and aspiration through widening experience and opportunities	Gold card trips, Reward for motivation, Subsidise school trips and learning experiences to ensure all children are able to attend	HIGH: High involvement of children in trips and visits. Improved motivation. Improved involvement. Broadening of experiences. SC: Met but continued as very successful.	Target Transport cost subsidised for all children in order to increase participation for all-increase in children attending educational visits.	£14,600

TOTAL COST:£126,952