

Pupil premium strategy statement – Ewanrigg Junior School

This document reflects year 3 of a three-year strategy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	88/138 64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years - 2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Shelley McGlasson Headteacher
Pupil premium lead	Shelley McGlasson Headteacher
Governor / Trustee lead	Yvonne Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112, 480

Part A: Pupil premium strategy plan

Statement of intent

At Ewanrigg Junior School, it is imperative that we recognise the varied barriers faced by our disadvantaged pupils. It is crucial to implement effective strategies that align with our vision of "Be all you can be." Our aim is to foster resilience, curiosity, kindness, a sense of belonging and build strong relationships whilst keeping high-quality teaching at the heart of our approach.

Relationships are key at Ewanrigg, building trust and respect is crucial for our children to thrive at school. It is the tiny interactions that occur every second of every day, within the classroom and around the school, where the opportunities can be taken or lost.

Our aim is to provide effective emotional, mental health and pastoral support for our children either individually or through high quality interventions. This can help address the emotional barriers to learning. Also, to work closely with local organisations to provide resources and support for families facing poverty, such as food banks. This can help alleviate some of the external pressures that affect pupils' learning. We plan to offer a range of extracurricular activities that promote social skills, teamwork, and belonging, helping to build relationships and a sense of community among pupils (EEF, 2021)

Ensuring high quality teaching is a key part of our strategy with reading as the main priority. Reading interventions for all pupils, such as phonics, fluency and comprehension groups to ensure rapid progress. Establish peer mentoring, where older pupils support younger ones in reading and language activities. This not only helps the mentees but also reinforces the mentors' learning. We will fill the gap for the children to Implement a language-rich environment: Encourage the use of diverse vocabulary during classroom discussions and activities to enhance language skills.

Adaptive teaching - tailor teaching methods to meet the varying needs of our pupils, particularly those with language barriers. Provide high quality training on effective teaching strategies that promote engagement and understanding, particularly for pupils with SEN and those from disadvantaged backgrounds.

By implementing these targeted strategies, Ewanrigg Junior School can effectively address the barriers faced by disadvantaged pupils, close the gap and prepare all children for their next step in education. Our commitment to fostering resilience, kindness, and a love for learning will empower all pupils to reach their full potential, ensuring that they truly "Be all you can be." Together, we can create an inclusive and supportive environment that nurtures every pupil's growth and development.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Due to COVID lockdowns we have observed that the gap between chronological age- and age-related expectations has widened, especially technical vocabulary in maths, grammar and reading.
2	Assessments, observations, and discussions with pupils suggest that disadvantaged children generally have greater difficulties with phonics than their peers.
3	External assessments, observations and discussions indicate that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been significantly impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Our assessments, observations and discussions with pupils and families have shown severe social and emotional issues for many pupils, especially post pandemic. Children have also missed our many enriching activities and real-life experiences such as visits, and the arts. Our children have particularly suffered from inadequate sport and physical exercise and nutritional food leaving some with far less healthy lifestyles since the lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data shows that it is lower for pupils from disadvantaged backgrounds than non-disadvantaged backgrounds. This is adding further challenge in relation to pupils academic and personal development.

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 vocabulary among disadvantaged pupils.	Children will be using a wide range of vocabulary in their lessons. Children will be confident speakers.
Improved reading attainment among disadvantaged pupils. Progress will be expected or better for our disadvantaged children in reading.	Summative and formative data will show the gap is closing between disadvantaged and non-disadvantaged children in reading. All children will be

	secondary ready in maths so they can access the curriculum unless they have profound learning difficulties.
Improved maths attainment for disadvantaged pupils. Progress will be expected or better for our disadvantaged children in maths.	Summative and formative data will show the gap is closing between disadvantaged and non-disadvantaged children in maths. All children will be secondary ready in maths so they can access the curriculum unless they have profound learning difficulties.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • increased staff development in relation to social and mental health needs and associated intervention training • increased physical activity and understanding of the importance of having a healthy lifestyle
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Our overall attendance to be inline or higher than national. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £30, 851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1, 2, 3, 4

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>IDL English and Maths, GLK screener, TESTBASE, TT ROCKSTARS, BIG MATHS, LITTLE WONDLE</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Explore and implement NCETM resources</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Develop programmes that provide emotional and mental health support for pupils, such as ELSA and Emotional Lego.</p> <p>Collaborate with local organisations to provide resources and support for families facing poverty, such as food banks or financial literacy workshops. This can help alleviate some of the external pressures that affect pupils' learning.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4 and 5
<p>Self-regulations and metacognition.</p> <p>Higher quality staff training.</p> <p>Deputy to lead this implementation process throughout all subjects.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months.</p>	
<p>FREE Before school club and After school clubs – food, milk and bagels (funding from elsewhere for food).</p>	<p>The average impact of approaches involving extending school time is about an additional 3 months. Progress over a year.</p>	

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

Budgeted cost: 34, 909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage the use of diverse vocabulary in classroom discussions and activities to enhance language skills. This can include word walls, vocabulary games, and storytelling sessions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Research shows that a language-rich environment significantly boosts language acquisition (Education Endowment Foundation, EEF).	4, 5
Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support. Collaboration with our local English hub. Also liaise with the Local Authority consultant Rachel Laverack.	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	2

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

Budgeted cost: £56, 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Lead studying NPQ BL and then whole staff training on how to promote self-regulation and relationships management, with the aim of further improving emotional	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

<p>stability and self-regulation across school.</p> <p>Emotional/well-being and behavioural interventions to run. To allow our children to be 'ready to learn'.</p> <p>Draw and talk, talk time, off load, Links to family action – decider skills, Lego therapy, ELSA, Kid safe, NADT – alternative provision, CPOMS to be used to ensure we identify the correct children creating reports.</p>	<p>A high proportion of our children are not ready to learn. MASLOWS theory.</p>	
<p>Staff to work closely and to build up relationships with our parents.</p>	<p>The average impact of the parental engagement approaches is about an additional 4 months' progress over the course of a year.</p>	
<p>Attendance Lead - Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing a pastoral lead attendance/support officers to improve attendance.</p> <p>Regular meetings between the headteacher and the attendance officer.</p> <p>Attendance Hub – enquire and ask advice about applying to be an attendance hub school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>He average impact of the parental engagement approaches is about an additional 4 months' progress over the course of a year.</p>	<p>5, 6</p>
<p>Contingency fund for other issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, up to and including extra support staff to ensure interventions still occur during staff absences.</p>	<p>All</p>

Total budgeted cost: £ 112, 480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments 2023 - 2024 demonstrate that in certain subjects our disadvantaged pupils performed higher than non-disadvantaged. This is year group dependant:

Year 3

- In reading disadvantaged pupils performed 6% higher than non-disadvantaged pupils.
- In maths disadvantaged pupils performed 34% higher than non-disadvantaged pupils.
- In SPAG disadvantaged pupils performed 2% higher than non-disadvantaged pupils.
- In Writing disadvantaged pupils performed 6% higher than non-disadvantaged pupils.

Year 4

- In reading disadvantaged pupils performed 26% higher than non-disadvantaged pupils.
- In maths disadvantaged pupils performed 10% higher than non-disadvantaged pupils.
- In SPAG disadvantaged pupils performed 32% higher than non-disadvantaged pupils.
- In Writing disadvantaged pupils performed 27% higher than non-disadvantaged pupils.
- The highest MTC results we have ever achieved – our disadvantaged children scored an average 1.6 more than our non-disadvantaged children.

However,

Year 5

- In reading our disadvantaged pupils were lower in areas of the curriculum.

The above results demonstrate how the pupil premium strategy has impacted our disadvantaged children.

Overall attendance in 2023/24 was 1% lower than National Average.

- Our disadvantaged pupil's attendance was 0.9% higher than national.
- Our non-disadvantaged pupil's attendance 0.6% higher than our disadvantaged.

Our assessments and observations indicated that pupil emotional stability, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils who did not engage well with home learning or the National Tutoring Programme. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IDL – English and maths	IDL
Cpoms	Raptor Technologies
Dyslexia screener	IDL
TTRockstar	Maths Circle
Big Maths	Andrell Education

funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We deployed part of the Mental Health Lead hours to provide support for emotional wellbeing and academic achievement of service children.</p> <p>Extra tuition has been provided.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.