

# Pupil premium strategy statement 2019/2020

## School overview

Metric	Data
School name	Ewanrigg Junior School
Pupils in school	148
Proportion of disadvantaged pupils	84 (57%)
Pupil premium allocation this academic year	£108,500
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	January 2021
Statement authorised by	Yvonne Craig
Pupil premium lead	Amanda McAllister
Governor lead	David Porthouse

## Disadvantaged pupil overall progress scores for 18-19 academic year

Measure	Score
Reading	-1.12
Writing	+ 0.24
Maths	-2.02

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	55.6%
Achieving high standard at KS2	5.6%
Measure	Activity
Priority 1	To further develop the understanding of the importance of reading.
Priority 2	To deliver higher quality teaching of reasoning across the curriculum.
Barriers to learning these priorities address	Poor parental engagement – lowest readers are unable to read independently. Lack of exposure to books and high quality texts outside of school. Staff lack confidence in the teaching of reasoning

	especially to the lowest ability children. BIG MATHS tends to focus on raw number skills

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	PP children to achieve within 10% of the national attainment result in reading by the end of KS2	JULY 2020
Progress in Writing	PP children to achieve within 10% of the national attainment result in writing by the end of KS2	JULY 2020
Progress in Mathematics	PP children to achieve within 10% of the national attainment result in maths by the end of KS2	JULY 2020
Phonics	PP children to achieve within 10% of the national attainment result in GPS by the end of KS2	JULY 2020
Other	See an overall increase in attendance for PP pupils by 4% to bring in line with the national average of 96% (FFT)	JULY 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Increase parental engagement with reading at home – expectation of 4 times per week. Reward system of raffle tickets in place- books as prizes. Children who are not getting support at home to have in school support timetabled. Continue to increase range of high quality texts available in school - Review book selection. Money spent on iPad and technology to allow children access to online libraries. Continue to use implement successful strategies (Accelerated Reader, IDL etc) Increase reading for pleasure. Target low readers - 1:1 and group interventions for lowest readers (Reading Intervention, Toe by Toe etc) Increase reading to and with children. Continue to update technology within school (Ipads and apps)

Priority 2	Whole school focus on Reasoning within Maths. Implement White Rose Maths to ensure full curriculum coverage. Daily reasoning sessions. Continue to develop mathematical vocabulary. Whole staff training – White Rose Maths. Continue interventions to help with basic skills and transfer these into simple reasoning problems. KS1 training as well as KS2 for those who teach lower ability. Resources audit and order what is needed. Further training of high quality questioning, White Rose Maths training – planning and delivering, Increase resources. Continue to update technology within school (iPad, apps)
Barriers to learning these priorities address	Lack of parental engagement. Gaps in children’s mathematical knowledge. Lack of understanding of vocabulary. Children struggle to transfer skills taught to different situations. Lack of access to books at home
Projected spending	£47,575

### Wider strategies for current academic year

Measure	Activity
Priority 1 To continue to promote mental health and well-being.	Mental Health and Well Being interventions – Lego Therapy, Happy to Be Me etc. Allow children time out and off load time. Celebration assemblies. Increase staff training – PDA, Suicide, Self-Harm, Female Autism. Continue to use tracking system (CPOMS, Boxhall Profiles) Continue to build links and access services within the community – Young Carers, NSPCC, Barnardos/Family Action.
Priority 2 Increase parental engagement	Target parents for Family Learning Courses, Class Assemblies, Increase communication through Facebook Page, Celebration Texts, Keeping parents up to date with how children are doing/ if not completing homework etc via Teachers 2 Parents, Offer alternative parental meetings or telephone consultations for those who do not attend. Build strong links with the community. Continue to employ Senior Learning Mentor
Barriers to learning these priorities address	Lack of resilience in children, Families not engaging with services such as Barnardos etc, Services withdrawing quickly due to children not ‘engaging’ – not allowing time to build relationships with the young people or families. Long waiting list for CAHMS and other services in the area.
Projected spending	£61,524

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Availability of dates for training and release of staff. Finding appropriate CPD, visits to other schools.	CPD to be incorporated into staff meetings. HLTAs to cover teachers
Targeted support	Allow time for all subject leads to monitor and evaluate teaching and learning (including SENDCO)	Head Teacher and HLTAs to provide cover
Wider strategies	Continuing difficulty to engage some parents	More 'fun' and celebration events to entice parents into school.

## Review: last year's aims and outcomes (2018-2019)

Aim	Outcome
Increase attainment of PP children in Maths	PP have lower attainment than previous years in maths. Analysis of data shows reasoning is a problem area for all children not just those in receipt of PP
Increase attainment of PP children in Reading	PP premium children still continue to have lower attainment than non PP nationally but as a school there was an 0.38 increase in scores from the 17-18 academic year
Increase attendance of PP children	Good overall attendance for PP children. Problem with unauthorised absences in Year 3 girls (26 absences) and Year 5 boys (28 absences) 2018-2019 cohort