



## Pupil premium strategy Ewanrigg Junior School

### Summary information of pupil premium (PP)

|                                  |                        |  |                                   |
|----------------------------------|------------------------|--|-----------------------------------|
| <b>Name of school:</b>           | Ewanrigg Junior School |  |                                   |
| <b>Academic year:</b>            | 2017-18                | <b>Number of pupils eligible for PP:</b> | 80                                |
| <b>Total number of pupils:</b>   | 161                    | <b>Date of most recent PP review:</b>    | Ofsted 15.3.2015<br>NOVEMBER 2017 |
| <b>Total PP budget for year:</b> | £113,460               | <b>Date of next PP strategy review:</b>  | NOVEMBER 2018                     |

| <b>Year 6 2016-2017 Cohort</b>                        | <b>Progress from KS2 Entry (SIMS)</b>      |  |   |
|---|--|--|---|
|   | <b>Pupils eligible for PP (Our School)</b> | <b>Pupils not eligible for PP (Our School)</b> | <b>All pupils reaching expected standard (National average)</b> |
| <b>% achieving in reading, writing and maths</b>      | 96%  | 100%   | 61%   |
| <b>% making expected or above progress in reading</b> | 96%  | 100%   | 71%   |
| <b>% making expected or above progress in writing</b> | 100%                                       | 100%   | 76%   |
| <b>%making expected or above progress in maths</b>    | 100%                                       | 100%   | 75%   |

|                        |       |       |     |
|------------------------|-------|-------|-----|
| Reading progress score | +9.31 | +9.80 | N/A |
| Writing progress score | +8.01 | +7.69 | N/A |
| Maths Progress score   | +8.71 | +9.16 | N/A |

| Year 6 2016-2017 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 | 69.2%                               | 88.2%                                   | 47.5%                                     | 67.3%   |
| % attainment in reading                   | 92.3%                               | 94.1%                                   | 59.8%                                     | 76.7%   |
| % attainment in writing                   | 80.8%                               | 94.1%                                   | 66%                                       | 81%   |
| % attainment in maths                     | 88.5%                               | 94.1%                                   | 63.3%                                     | 80.1%   |
| % attainment in EGPS                      | 80.8%                               | 94.1%                                   | 66.5%                                     | 81.7%   |
| Reading progress score                    | 1.8                                 | 1.1                                     | -0.3                                      | 0.3   |
| Writing progress score                    | 0.4                                 | -0.5                                    | -0.8                                      | 0.2   |
| Maths Progress score                      | 1.2                                 | 1.5                                     | 0.6                                       | 0.3   |

| Year 6 2016-2017 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        | 105.4                               | 107.5                                   | 101.4                                     | 105.3   |
| Maths AS score          | 104.9                               | 107.5                                   | 101.7                                     | 105.3   |
| EGPVS AS score          | 104.8                               | 106.6                                   | 103.7                                     | 107.0   |

### 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.   | Poor attendance.                                     |
| E.   | Parental engagement.                                 |

|           |  |
|-----------|--|
| <b>F.</b> | Hunger, poor nutrition, health, well-being and safety. |
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**Aims and outcomes**

| <b>Desired outcome:</b>                  |   | <b>Success criteria:</b>   |
|--|---|--|
| <b>A.</b>                                | Increase attainment of PP children in writing (AR)  | PP children to continue to achieve within 10% of the national attainment result in writing. (AR)   |
| <b>B.</b>                                | Increase attainment of PP children in EGPS (AR)   | PP children to continue to achieve within 10% of the national attainment result in EGPS. (AR)  |
| <b>C.</b>                                | Increase attendance of Pupil Premium Children (AR)  | The attendance of PP premium children to be in line with national attendance figures of 96%.<br>To reduce persistent absenteeism of PP children by 50%.<br>(3.5%- FFT) |
| <b>How improvement will be measured:</b> |   |  |
| <b>A.</b>                                | PP children to achieve within 10% of the national attainment result in reading by the end of KS2                  |  |
| <b>B.</b>                                | PP children to achieve within 10% of the national attainment result in EGPS by the end of KS2                     |  |
| <b>C.</b>                                | 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 writing ensuring that the teaching of reading is at least 'Good' | <ul style="list-style-type: none"> <li>Increase opportunities for writing.</li> <li>Alyson Ingall to carry out school effectiveness visit.</li> <li>Sue Cove to provide staff training on writing and carry out a writing audit.</li> <li>Senior teachers to provide in house training.</li> <li>Provide a wide range of writing opportunities to interest all children.</li> </ul> | <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>Sutton Trust 2014</p>  | <ul style="list-style-type: none"> <li>Learning walks</li> <li>Observations</li> <li>Work scrutinies</li> <li>Mentoring of less experienced staff</li> <li>Sue Cove monitoring visits:- 21.03.18</li> <li>Alyson Ingall school effectiveness visit:- 3.10.18, 20.03.18</li> <li>Pupil conversations to discover writing preferences.</li> </ul> | Allison Lancaster | <p>£5,000 Monitoring visits</p> <p>£1,000 Book Gifting</p>  | April 2018  |
| 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"> <li>TA's timetabled to support children with pre-learning and small group interventions to enable them to keep up with their learning (see interventions to accelerate learning)</li> <li>TA's withdraw groups or support in class to</li> </ul>   | <p>Extra tuition and interventions had a positive impact on children's progress 16-17</p> <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 those who</p> | <ul style="list-style-type: none"> <li>Pupil data</li> <li>Observations of children</li> <li>Discussions with children</li> <li>Feedback from staff/parents</li> <li>Children are making good or better personal progressions</li> <li>High expectations of children to reach, or be as close to, age related</li> </ul>                        | SLT               | <p>£6,000 extra tuition. Salaries plus resources</p> <p>£ 37,000 Intervention groups. Salaries plus resources</p> | April 2018  |

|   |   |   |   |                          |  |  |
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|   | <p>Keep class sizes low.</p> <ul style="list-style-type: none"> <li>Teachers and HLTA to lead after school extra tuition groups with targeted children:- Reading, Spelling and Maths</li> </ul>   | <p>did not receive tuition.'</p> <p><i>Evaluation of the Making Good Progress Pilot (2010)</i></p>  | <p>expectation as possible.</p>   |                          |  |  |
| <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"> <li>Nurture Group</li> <li>Learning Mentor</li> <li>Strategies at child level to identify barriers to learning and find ways to overcome them.</li> <li>Well-being interventions in place and flexible to meet the needs of all children when needed</li> <li>TA available daily for off load time</li> <li>Children's mental health and well-being are prioritized</li> </ul> | <p>Well-being interventions had a positive impact on children's progress 16-17</p> <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'</p> <p><i>Education Endowment Foundation (Teaching and Learning Toolkit)</i></p> | <ul style="list-style-type: none"> <li>Feedback from staff, parents and pupils</li> <li>Attendance</li> <li>Impact on learning</li> </ul> | <p>SLT</p>               | <p>£20,200 Intervention groups. Salaries plus resources</p> <p>£6310- 2/10 KD salary</p> | <p>Termly- Alters depending on the needs of the child.</p> |
| <p>• Other approaches</p>   |   |   |   |                          |  |  |
| <p><b>Desired outcome</b></p>   | <ul style="list-style-type: none"> <li><b>Action/approach</b></li> </ul>  | <p><b>What is the evidence and rationale for this choice?</b></p>   | <p><b>How will you ensure it is implemented well?</b></p>   | <p><b>Staff lead</b></p> | <p><b>Budget</b></p>   | <p><b>Review date</b></p>                                  |

|   |  |  |   |            |   |                   |
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| <p>Parents become more engaged in their child's learning and interactions between parent and child increases.</p> | <ul style="list-style-type: none"> <li>• Focus on encouraging parents to listen to children read at home.</li> <li>• Change in pupil progress meetings- parents given the opportunity to meet with child's subject teachers as well as register teacher.</li> <li>• Parents invited to Year 1 visit day.</li> <li>• Family learning courses made available to all:- English, Maths, Art &amp; Crafts, Outdoor Adventure, Family Resilience, Paediatric First Aid.</li> <li>• Texts home to parents</li> <li>• Celebration assemblies (Prize giving, Accelerated reader certificates)</li> <li>• Community events (Christmas light switch on, Easter fayre, Ewanrigg's Got Talent, Summer performances, Community Tea, Year 1&amp;2 transfer events)</li> </ul> | <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"> <li>• Feedback from staff, parents and pupils</li> <li>• Attendance</li> <li>• Impact on learning</li> </ul> | <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> |
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| <p>All children have attendance above 96% and reduce persistent lateness</p> | <ul style="list-style-type: none"> <li>• Learning mentor job role change - morning attendance officer. Monitor absence and persistent lateness and contact parents.</li> <li>• Termly attendance review meetings with attendance governor (JB)</li> <li>• Termly meetings with local education inclusion officer</li> <li>• Half termly, termly and yearly celebrations for highest attending children and class</li> <li>• 100 Club - Celebrating any child having 100% attendance that term</li> <li>• Tightening of attendance policy, procedures and monitoring to identify issues and find ways to resolve them.</li> <li>• Annual review of policies</li> </ul> | <p>Persistent lateness a barrier to learning for some children</p> <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"> <li>• Act upon feedback from local education inclusion officer</li> <li>• Attendance data</li> <li>• Feedback from attendance governor</li> <li>• Attendance panels for those pupils who fall below the expected attendance levels.</li> <li>• Half-termly communication with parents regarding attendance.</li> <li>• Attendance is a focus during progress meetings</li> </ul> | <p>Kay Dawson</p> | <p>£25,240<br/>8/10 of KD salary</p> <p>£1,000 book token attendance rewards</p> <p>£250 photocopying cost for certificates</p> | <p>Termly</p> |
|--|---|--|---|-------------------|---|---------------|



|  |  |  |   |  |   |                   |
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| <p>Increase children's motivation and aspiration through widening experience and opportunities</p> | <ul style="list-style-type: none"> <li>• Carefully considered system of rewards and certificates awarded on a daily/weekly basis.</li> <li>• Millionaires parties (Class reward for reading 1 million words)</li> <li>• Weekly reading raffle</li> <li>• Incentive based trips (Gold Card)</li> <li>• Transport costs heavily subsidised to increase pupil participation</li> <li>• Stickers and stamps for motivation</li> <li>• Music tuition</li> <li>• Transition Summer School</li> </ul> | <p>National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.</p> | <ul style="list-style-type: none"> <li>• Pupil conversations</li> <li>• Pupil and parent survey</li> <li>• Higher proportion of children attending gold card trips</li> <li>• Higher proportion of children attending educational visits</li> <li>• Monitor number of children attending trips</li> </ul> |  | <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> <p>£360- Millionaires party resources</p> <p>£228- Raffle rewards</p> | <p>April 2018</p> |
|--|--|--|---|--|---|-------------------|

**TOTAL COST: £122,788**

| Review of expenditure (£)  |   |   |   |                               |
|--|---|---|---|-------------------------------|
| 2016-2017  |   |   |   |                               |
| Quality of teaching for all  |   |   |   |                               |
| Desired Outcome  | Chosen action/approach  | Estimated Impact  | Lessons learned   | Cost                          |
| Staff are well trained in the teaching of reading ensuring that the teaching of reading is at least 'Good' | Timetable alterations resulted in increased reading frequency.<br>Alyson Ingall school effectiveness visit - feedback taken on board and alterations made.<br>Sue Cove staff training on inference complete.<br>Reading audit complete and a wider range of texts ordered.<br>In house support and training provided by Senior Learning team.<br>4 x weekly guided reading sessions implemented throughout school | HIGH: Increased staff confidence in the delivery of reading sessions.<br>Children benefiting from specific reading sessions<br>SC: Met but ongoing due to demands of new curriculum | External visiting highlights gaps in learning/curriculum. Ensure any future training also involves strategies to support our SEN children.<br>Money spent on staff professional development is beneficial to the children's progress. | £6000                         |
| Targeted support   |   |   |   |                               |
| Learning Mentor  | Monitor and improve attendance. Support families. Attending social service meetings.<br>Bereavement support.<br>Family support groups and child based interventions.<br>Nurture group   | HIGH: Relieves pressure and workload from staff, interventions successful, positive feedback from parents, attendance rising steadily.<br>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<br>Extra tuition  | HIGH: Children more confident and more prepared to access national assessment papers.<br>SC: Met- 16-17 cohort PP   | Interventions to begin earlier<br>All Y6 children to be offered intervention at some point prior to SATS  | £36,081<br>£6000 ExtraTuition |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   | children above or within 2% of national Non PP for attainment<br>Ongoing due to changes in cohorts  |  |   |
| Children's emotional needs are well met enabling them to reach their learning potential.                   | 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.<br>SC: Met<br>Ongoing due to changes in cohorts   | These groups are necessary to improve learning behaviours and ensure children are able to access the curriculum.<br>A member of staff (YB) to be available to deal with immediate incidents. | £17,788<br><br>£1,092 - Staff release time to deal with immediate incidents |
| 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: 30 different families involved throughout the courses available.<br>SC: Met and ongoing due to success  | Engaging and motivating parents in order to be equipped with skills to help their child.   | £5,600  |
| 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<br>SC: Met and ongoing  | Daily monitoring of lateness has made improvement.<br>Children not missing as much early learning time (especially spelling)   | £20,726 2/3 learning mentor salary  |
| <b>Other approaches</b>  |   |   |  |   |
| 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: Improved learning behaviours. Improved motivation. Improved involvement.<br>SC: Met but continued as very successful.   | Transport cost subsidised for all children in order to increase participation for all- increase in children attending educational visits.  | £14,600   |
| Support Y2-Y3 and Y6-Y7 transition   | Targeted Summer School Familiarisation visits   | HIGH: Transition from Y6-7 continues to run smoothly. Some Y2 -Y3 can struggle to acclimatise to junior school setting and struggle with independence<br>SC: Met but ongoing due to | Summer school to support transition from Y2-Y3 targeting our most vulnerable children.<br>Learning Mentor available to help with extra transition days between                               | £2,500  |

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|  |  | success. | Y6-7 or Y2-3.<br>Liaisons with local schools<br>and work with children in Y1<br>to familiarise children with<br>EJS staff and building<br>earlier. |  |
|--|--|----------|--|--|

**TOTAL COST: £120,903**