

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Ewanrigg Junior School
Pupils in school	135
Proportion of disadvantaged pupils	76 – 56%
Pupil premium allocation this academic year	£109,565
Academic year or years covered by statement	2020-2021
Publish date	February 2021
Review date	February 2022
Statement authorised by	Yvonne Craig
Pupil premium lead	Amanda McAllister
Governor lead	Karen Mumberson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.0
Writing	1.1
Maths	0.5

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	74%
Achieving high standard at KS2	11%
Measure	Activity
Priority 1	To develop a wide range of teaching strategies/interventions to ensure lockdown learning gaps are closed and there is retention.
Priority 2	To improve digital learning throughout the school. Ensuring all children have access to a device in and outside of school.
Barriers to learning these priorities address	Lack of parental support. Gaps in knowledge. Low engagement in home learning from some families. Retention of learning – low working memory etc.
Projected spending	£44,290

## 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	SEPTEMBER 21
Progress in Writing	PP children to achieve within 10% of the national attainment result in writing by the end of KS2	SEPTEMBER 21
Progress in Mathematics	PP children to achieve within 10% of the national attainment result in Maths by the end of KS2	SEPTEMBER 21
Phonics	PP children to achieve within 10% of the national attainment result in GPS by the end of KS2.	SEPTEMBER 21
Other	Ensure attendance of Disadvantaged pupils is in line with LA average	SEPTEMBER 21

**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	<p>Whole school focus on Maths and post Covid Maths recover. Implement and embed White Rose Maths, IDL and BIG MATHS. Big focus on problem solving, scaffolding, questioning and embedding mastery. Will involve training and resource costs.</p> <p>Ensure effective use of Accelerated Reader, IDL, Reading eggs/Reading Eggspress. Increase reading for pleasure. Look at book stock and increase high interest but low reading age stock (Barrington Stoke).</p> <p>Small group tuition – Memory Club, Spelling, Maths Intervention, Reading Intervention</p>
Priority 2	<p>ICT audit of current stock. Recycle old stock and put towards purchasing new Ipads. Upgrade Wifi.</p> <p>Purchasing of apps that can be accessed at home as well as in school that support academic learning and differing learning styles – TT Rockstars, Reading Eggs, Wordshark, IDL, Classroom Secrets Kids.</p> <p>Audit of internet and device access of children at home – loan of devices for children who do not have</p>

	access to a device and dongles for those who do not have internet access. Implement whole school use of SeeSaw.
Barriers to learning these priorities address	Lack of parental support. Low starting points of reading, especially in Year 3 – Lost learning during Year 2.
Projected spending	£44,290

### Wider strategies for current academic year

Measure	Activity
Priority 1	To address mental health and wellbeing of disadvantaged children following Covid Lockdown. Behaviour Interventions, Grief Interventions, Volcano in My Tummy etc. Employment of learning mentor. Keep in regular contact with parents and children – Teachers2Parents, Facebook, Weekly Check In's. Ensure attendance does not become an issue and monitor persistent absences. Monitor any Social and Emotional School Based Avoidance. CPOMS to report any incidents.
Priority 2	Implement a Before School Club that is available to all children free of charge. Source charity funding to pay for some of costs – Employment of school staff to run BSC – familiar faces for children and parents.
Barriers to learning these priorities address	Lack of parental support. Lack of services available for more serious SEMH cases. COVID and social distancing may limit Before Club numbers. Families not engaging with services e.g. CAMHS, Family Action
Projected spending	£65,275

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring there is a whole school implementation of new strategies, Ensuring staff feel supported and confident in teaching WRM and BIG MATHS. Availability of CPD course. Training of staff and pupils with new resources.	Well planned INSET days. Monitoring and evaluation from SLT. Observations of other teachers in school.
Targeted support	Ensure that ICT lead has enough time to support staff with changes. Ensure ICT lead	ICT lead to be given ½ day each week to review curriculum/audit

	has enough time for a successful initial set up. In house training from ICT lead.	stock/deal with any ICT problems. Ensure staff are all confident with new technology. Staff to attend Seesaw and Apple training
Wider strategies	Supporting and engaging our most vulnerable families and children	Work closely with attendance officer. Ensure Learning mentor has enough time to fulfil role. Ensure staff are confident using CPOMS to record any concerns.

### Review: last year's aims and outcomes

Aim	Outcome
To further develop the understanding of the importance of reading.	Still problems with parental engagement and supporting children at home. Dip in reading performance due to lockdowns – lack of access to texts. School provided books to those who needed. School increased access to online library – EPIC, IDL, Reading Eggs etc.
To deliver higher quality teaching of reasoning across the curriculum.	School beginning to implement White Rose Maths but still needs imbedded. Used during lockdown to support online learning. Some KS1 training done but not a lot available due to COVID restrictions. Whole staff taken part in WRM training but need more time to implement. Resources audited.
To continue to promote mental health and well-being.	Mental Health and Well Being Interventions – implemented and working well (Lego Therapy, Happy to Be Me) Increase in the need of offload time after lockdowns. Some training been accessed via zoom and teams. Increased use of CPOMS to track. Family Action have taken over from Barnardo's and we are building good links with them. They are offering interventions and working with children and groups. This is a continuing target.
Increase parental engagement	Increased parental and family engagement during lockdowns. Due to COVID restrictions many parental activities cancelled – no family learning course, no class assemblies etc. Using Facebook as a means of celebration and Teachers2Parents to keep parents

	informed is working well. Virtual parents evenings worked well. This target will be carried on this year and planned activities will take place as soon as possible.
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Although we continue to see an upward 3 year trend in result and our Pupil Premium children are doing well compared to National there is still a gap in attainment and progress between Ewanrigg Junior School Pupil Premium and Non Pupil Premium children that we continue to work hard to address.