



Ewanrigg Junior School Pupil Premium Procedure

Rationale

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. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

The Pupil Premium is a government initiative introduced in 2011 that targets additional funding at pupils from deprived backgrounds. The Government believes that the Pupil premium, which is additional to mainstream funding, is the best way to address the current underlying inequalities between children eligible for Free school meal (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The money is provided to ensure that schools are able to support these pupils to achieve their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years (Ever 6). An amount of money is also allocated to children who are looked after (LAC) and children whose parent/s are service children. The government does not dictate how this money should be spent but we are expected to employ strategies that we are confident will 'narrow the gap' in attainment between those pupils which are considered to be deprived and those who are not. We are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils.

Key Principles

EJS welcomes and shares the government's aim of tackling all forms of disadvantage and we work tirelessly to ensure inclusion and equal access for all learners. By following these key principles we believe that we can maximise the impact of our Pupil Premium spending

High expectations

At EJS we provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Narrowing gaps in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils at risk, pupils in need and the barriers to their learning.

Inclusive Provision

At Ewanrigg Junior School we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged and at risk of underachievement. Likewise, not all pupils who are socially disadvantaged are registered or qualify for free school meals and do not receive this additional funding. We will ensure that our provision meets the needs of all of our pupils and will allocate Pupil Premium funding in order to benefit any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being. We will also use Pupil Premium funding to target more able pupils who are in receipt of FSM to ensure that they exceed age related expectations.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils across the school receive at least good teaching with increasing percentages of outstanding teaching achieved each year. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Increasing Learning Time

We will maximise the time that the children have to narrow the gap by working to improve attendance and punctuality. We also aim to provide any needed intervention as early as possible and to make good use of homework, after school clubs and extra tuition.

Strategies

Identifying Need

All pupils who are in receipt of Pupil Premium or are considered to be socially disadvantaged will be identified in preparation for the beginning of an academic year. Underachievement is targeted at all levels, not just the lower attaining pupils. Pupils will also be consulted and asked how they feel

they are progressing and if there are any areas that they feel need additional support. Pupils' individual needs are considered carefully to ensure that they receive support that is suited to them. Due to this funding being limited, not all pupils who are receiving this funding will be receiving additional provision at one time.

Barriers to Learning

When making decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Typical barriers experienced by our pupils may include:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- RAISE online is analysed each Autumn in order to evaluate the performance of FSM pupils. Comparisons are made with non FSM pupils within the school as well as FSM and non FSM pupils nationally. This data is used to set challenging targets for improvement where necessary. These targets are set high, in line with non-FSM pupils rather than other FSM nationally, to ensure that the highest possible standards of attainment are reached.
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked termly.
- All pupils are set ambitious targets in reading, writing and mathematics and these are reviewed at the end of each term in light of the results of teacher assessment. Targets can be increased to provide more challenge but are never lowered - however they can be adapted in order to become achievable.
- Data and teacher assessment is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Our provision includes:

- Deployment of a Senior Learning Mentor
- Extra support staff to ensure Wave 1 in class support - target groups for Phonics, maths and English
- Wave 2 small group interventions - Toe by Toe Spelling, Springboard Maths, Memory Group, Anger Management, Learning to Get Along, Kidsafe, Learning Behaviours, Bereavement Support Group, Family Water Confidence Classes, Lego Therapy, Mindfulness and Relaxation
- Wave 3 individual interventions - Reading Intervention, Structured Reading and Spelling, Maths Recovery
- 1:1 tuition for all Y6 children to fill knowledge gaps to prepare for SATs
- Attendance monitoring and support
- Curriculum enrichment subsidies for visits and visitors
- Music tuition - woodwind, guitar and violin
- 1:1 emotional support sessions

The impact of these sessions is monitored during regular Barriers to Learning meetings. Interventions are adjusted in accordance with individual circumstances. The impact is reported annually to governors and through the school Pupil Premium Strategy.

Engaging With Parents

We believe that parents have the potential to impact significantly upon their child's academic attainment in school and we strive to support them in any way that we can. This support may be to develop their own skills in the form of training or support to assist in their child's learning through family learning. We also work closely with parents to address attendance and punctuality concerns and provide support in times of stress and crisis. We do not provide individual accounts of how this funding is spent for every individual pupil but parents will be aware of the additional provision that their child is receiving. They will have an opportunity to discuss this at their child's termly Pupil Progress Meeting.

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium Policy
- Our Pupil Premium Strategy

An annual report will be presented to the *Governing* body on how effective provision has been in achieving its objectives.

Monitoring and Evaluation

All members of staff have responsibilities in relation to Pupil Premium and will oversee the progress of pupils. Concerns regarding progress will be referred to Mrs Amanda McAllister (Pupil Premium lead) or Miss Yvonne Craig (Head teacher) who will explore these further with class teachers and will review existing provision where necessary. The Curriculum and Progress committee of the *Governing* Body will monitor the progress of Pupil Premium pupils, with David Porthouse carrying governor head role for Pupil Premium.