



# Pupil Premium Strategy

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                                                                                                                                                       | 134                              |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 87/134 65%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 3 years - 2022/2023 to 2024/2025 |
| Date this statement was published                                                                                                                                                | December 2025                    |
| Date on which it will be reviewed                                                                                                                                                | November 2026                    |
| Statement authorised by                                                                                                                                                          | Shelley McGlasson<br>Headteacher |
| Pupil premium lead                                                                                                                                                               | Shelley McGlasson<br>Headteacher |
| Governor / Trustee lead                                                                                                                                                          | Yvonne Frost                     |

## Funding overview

| Detail                                                                                                                                                                | Amount           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Pupil premium funding allocation this academic year                                                                                                                   | £122, 715        |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i> |                  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                       | £0               |
| <b>Total budget for this academic year</b>                                                                                                                            | <b>£122, 715</b> |

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| <p><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></p> |  |
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## 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 the family hub and 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                | Oral language and vocabulary gaps: many disadvantaged pupils enter/attend with under-developed oral language and vocabulary which constrains reading comprehension and writing.                                                                                             |
| 2                | Weak phonics/decoding skills: many pupils have greater phonics difficulties than peers; this is limiting writing accuracy, spelling and access to the wider curriculum.                                                                                                     |
| 3                | Low maths attainment for disadvantaged pupils: current attainment and published outcomes show maths is significantly below non disadvantaged peers                                                                                                                          |
| 4                | Social, emotional and mental health (SEMH) issues and missed enrichment experiences: bereavement, trauma, poverty and pandemic effects leading to resilience and wellbeing needs that hinder learning. Ewanrigg is more deprived than 98% of all neighbourhoods nationally. |
| 5                | Lower attendance and higher persistent absence among disadvantaged pupils: attendance patterns show disadvantaged pupils attend less and are more likely to be persistently absent.                                                                                         |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1. Improve oral language and vocabulary among disadvantaged pupils so they can access curriculum learning and improve reading comprehension and writing. | <ul style="list-style-type: none"> <li>- By end of academic year, targeted pupils show measurable improvement in oral language assessments or structured vocabulary checks (e.g., +6 months progress equivalent where EEF guidance indicates typical impact).</li> <li>- Teacher progress checks show pupils using targeted vocabulary in lessons and writing tasks; reading comprehension outcomes for disadvantaged pupils improve year on year.</li> </ul> |
| 2. Secure systematic phonics and decoding skills for pupils who need them so they can read and spell more accurately, improving writing outcomes.        | <ul style="list-style-type: none"> <li>- Phonics screen and internal decoding checks show rapid catch-up for targeted pupils (termly assessment shows accelerated progress).</li> <li>- Writing SATS measure for disadvantaged pupils rises towards parity with peers (target: improve writing % from 62% to <math>\geq 75\%</math> within two years).</li> </ul>                                                                                             |
| 3. Raise mathematics attainment for disadvantaged pupils so maths outcomes close the gap.                                                                | <ul style="list-style-type: none"> <li>- Disadvantaged pupils' progress through diagnostic maths checks and end of year assessments increase (termly targets set); SATS maths outcomes improve from 62% to <math>\geq 75\%</math> within two years.</li> <li>- Diagnostic tasks indicate improved fluency, conceptual understanding and problem solving.</li> </ul>                                                                                           |
| 4. Improve SEMH and resilience so pupils engage in learning and enrichment activities.                                                                   | <ul style="list-style-type: none"> <li>- Improved behaviour logs</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>- increased staff development in relation to social and mental health needs and associated intervention training</li> <li>- increased physical activity and understanding of the importance of having a healthy lifestyle</li> </ul>                           |
| 5. Increase attendance and reduce persistent absence among disadvantaged pupils.                                                                         | <ul style="list-style-type: none"> <li>- Overall attendance gap between disadvantaged and non-disadvantaged narrows by at least 50% year on year; persis-</li> </ul>                                                                                                                                                                                                                                                                                          |

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|  | <p>tent absence for disadvantaged pupils reduces by a measurable percentage (half/termly monitoring).</p> <p>- School records show improved punctuality and reduced unauthorised absence for targeted cohorts.</p> |
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## 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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Implement a sequenced, knowledge rich writing curriculum review and staff CPD programme led by the English subject leader and external literacy specialist; link writing tasks explicitly to vocabulary and knowledge progression. Coaching cycles and lesson modelling for writing across subjects to increase opportunities to write beyond English lessons.</p> <p>Strengthen formative and diagnostic assessment across the curriculum<br/>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 WANDLE</p> | <p>EEF guidance on effective curriculum implementation and the importance of subject sequencing plus EEF guidance on oral language and phonics to link vocabulary to writing. See: <a href="#">EEF: What does the evidence tell us about effective oral language practice?</a> and EEF guidance on curriculum and implementation principles referenced in the Maths and Phonics guidance.</p> <p>EEF findings: targeted deployment of TAs for structured interventions and the evidence that well-trained staff can deliver effective small-group teaching; EEF Phonics and Teaching &amp; Learning Toolkit guidance on TA deployment: <a href="#">EEF: Phonics</a></p> | 1, 2, 4                       |
| Whole school professional development focused on high-quality phonics (Little Wandle) implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EEF: Phonics approaches are highly effective when systematic and supported by staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                             |

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| <p>and consistent modelling of hand-writing/spelling strategies for vocabulary encoding (including training for TAs on delivering decodable reading practice and keep up sessions). Provide release time for subject leaders to implement and monitor.</p> <p>Strengthen formative and diagnostic assessment across the curriculum: half termly short tests, low stakes checks and exit tasks anchored to knowledge organisers; training for teachers to use assessment to identify gaps and plan next teaching.</p> <p>Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Collaboration with our local English hub. Also liaise with the Local Authority consultant Rachel Laverack.</p> | <p>training; small-group and TA-led catch-up can be effective: <a href="#">EEF: Phonics</a></p> <p>EEF findings: targeted deployment of TAs for structured interventions and the evidence that well trained staff can deliver effective small group teaching; EEF Phonics and Teaching &amp; Learning Toolkit guidance on TA deployment: <a href="#">EEF: Phonics</a></p> |         |
| <p>Subject specific CPD in mathematics: diagnostic assessment use, manipulatives and representations, fluency practice and problem-solving routines; introduce staff meeting time dedicated to maths, fluency routines and explicit modelling of problem-solving strategies across KS2.</p> <p>Work closely with the Craig Hodgson – Maths Hub.</p> <p>Access high quality training in maths.</p>                                                                                                                                                                                                                                                                                                                                                  | <p>EEF Guidance: Improving Mathematics in Key Stages 2 and 3 (recommendations on assessment to build on existing knowledge; manipulatives; problem-solving; structured interventions): <a href="#">EEF: Improving Mathematics in KS2 &amp; 3</a></p>                                                                                                                      | 3       |
| <p>Improve the quality of social and emotional (SEL) learning. 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 trauma, poverty and mental health concerns such as Family Action, food banks, Winston's Wish 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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>                                              | 4 and 5 |

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| - Strengthen recruitment/retention and quality of TA deployment: allocate experienced TAs for small-group phonics and maths keep-up; introduce coaching and mentoring for early career teachers (ECTs) and workload-sensitive planning support. | EEF findings: targeted deployment of TAs for structured interventions and the evidence that well-trained staff can deliver effective small-group teaching; EEF Phonics and Teaching & Learning Toolkit guidance on TA deployment: <a href="#">EEF: Phonics</a> | 2, 3 |
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## 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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Phonics catch-up groups and 1:1 tuition for children with decoding gaps (at least 5 sessions weekly, short intensive bursts), using a validated SSP or proven small-group phonics programme and regular assessment to move pupils off the register. | EEF: Phonics approaches (including targeted small group and 1:1) have strong evidence of impact (+5 months average; 1:1 often larger impacts) and the EEF independent evaluation of Read Write Inc. shows positive effects when implemented with fidelity ( <a href="#">EEF Phonics</a> ; <a href="#">EEF evaluation of Read Write Inc.</a> ). | 2                             |
| Small-group, structured maths interventions for identified pupils (number fluency, structured read-and-practice sessions, targeted bridging of gaps). Interventions linked closely to class teaching; regular cumulative review.                    | EEF Improving Mathematics recommends structured interventions that are explicit, systematic and linked to classroom teaching; structured small-group interventions early are effective ( <a href="#">EEF Improving Mathematics KS2 &amp; 3</a> ).                                                                                              | 3                             |
| Targeted one-to-one or small group tutoring (internal school tutoring and targeted external tutoring where needed) for disadvantaged pupils falling behind in English and maths.                                                                    | EEF teaching and learning toolkit: small group tuition and one-to-one tuition can have positive impact when targeted and closely matched to needs; tuition should be connected to classroom teaching and delivered by trained staff ( <a href="#">EEF Tuition evidence summary</a> ).                                                          | 2, 3, 6                       |

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| Structured SEND interventions and TA deployment plan: use EEF Making Best Use of Teaching Assistants guidance—TAs receive training to deliver structured interventions, are deployed for pre-teaching and targeted reinforcement and do not replace teacher instruction. | EEF guidance: Making Best Use of Teaching Assistants highlights effective deployment and training of TAs to support disadvantaged and SEND pupils; structured, evidence-based interventions show best impact when linked to teaching ( <a href="#">EEF Making Best Use of TAs</a> ). | 2    |
| Diagnostic assessment and targeted follow-up plans: use robust diagnostic tools in reading and maths to identify precise gaps; interventions targeted accordingly and reviewed termly.                                                                                   | EEF Improving Mathematics (Recommendation 1) and phonics guidance both emphasise using assessment to build on pupils' existing knowledge and target gaps. ( <a href="#">EEF Improving Mathematics</a> ; <a href="#">EEF Phonics</a> ).                                               | 2, 3 |

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

Budgeted cost: £66, 955

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
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| <p>Whole school Social and Emotional Learning (SEL) programme and targeted SEMH provision: implement EEF SEL guidance (SAFE principles: Sequenced, Active, Focused, Explicit), link SEL into daily routines, provide targeted small group SEMH interventions and counselling where needed. Train staff and embed SEL into school climate.</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> | EEF guidance 'Improving Social and Emotional Learning in Primary Schools' reports SEL can produce learning gains (~+4 months), reduce behaviour incidents and support disadvantaged pupils; meta-analyses show universal SEL and targeted work can improve wellbeing and behaviour when implemented with fidelity ( <a href="#">EEF Improving SEL in Primary Schools</a> ). | 4                             |
| Breakfast club and targeted meal provision for vulnerable pupils: universal breakfast club with targeted support for most in need                                                                                                                                                                                                                                                                                                                                                                                                                                           | EF Rapid Evidence Review and Magic Breakfast evaluation: breakfast provision can have small positive effects on attendance and evidence of                                                                                                                                                                                                                                  |                               |

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| <p>pupils to reduce lateness, improve concentration and attendance.</p> <p>Bagels and milk for all.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>impact on early years attainment; Magic Breakfast evaluation found positive effects on KS1 progress and non-significant positive effect on attendance in one English trial (<a href="#">EEF Attendance REA; Magic Breakfast evaluation</a>).</p>                                                                                             |     |
| <p>Attendance strategy: tailored parental engagement (personalised communications, attendance meetings, multi-agency support), attendance panels, use of EEF attendance reflection tool and targeted responsive approaches for persistent absentees.</p> <p>Attendance Lead - Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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>EEF Rapid Evidence Assessment on attendance: some promise for personalised parental communications and responsive, targeted approaches that address individual causes of low attendance; EEF guidance on taking a tailored approach to attendance (<a href="#">EEF Attendance REA &amp; resources</a>).</p>                                  | 5   |
| <p>Enrichment and catch-up trips/experiences: subsidise visits (Blackpool, Muncaster, museums) and school clubs (choir, sports, Warhammer, cheerleading, football, gardening) for disadvantaged pupils to rebuild cultural capital, support vocabulary and domain knowledge and increase engagement.</p>                                                                                                                                                                                                                                                                                                                                                            | <p>EEF and wider literature indicate enrichment and cultural experiences support background knowledge and engagement; SEL guidance and curriculum research emphasise the role of experiences in knowledge building and motivation (see EEF SEL and Early Literacy resources) (<a href="#">EEF SEL</a>; <a href="#">EEF Early Literacy</a>).</p> | All |
| <p>Targeted pastoral support and trauma informed approaches: nurture group, access to counsellor/mental health support pathways, bereavement support, staff training in trauma informed practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Evidence base for whole school and targeted mental health and SEL approaches: EEF SEL guidance and EIF reviews show targeted interventions and whole school approaches support wellbeing and readiness to learn (EEF SEL; EIF SEL evidence). (<a href="#">EEF</a></p>                                                                        | 4   |

|                                    |                                                                                                                                                                                                                                                                                                   |  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                    | <a href="#"><u>Improving SEL in Primary Schools</u></a> ).                                                                                                                                                                                                                                        |  |
| Contingency fund for other issues. | 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. |  |

**Total budgeted cost: £ 122, 715**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 3

- In September 42.1% of the disadvantaged pupils were on Little Wandle Rapid Catch up which was 7.9% higher than non-disadvantaged pupils on Rapid catch up. The disadvantaged Pupils progressed through the programme and moved onto the Fluency programme in June only 15% were still requiring Rapid Catch up
- In June 29% of the disadvantaged pupils had progressed to Fluency and Spelling 11.5% more than non-disadvantaged
- In reading disadvantaged pupils performed higher than non-disadvantaged by +13% more achieving the expected standard in reading comprehension and +1.6 SS
- In SPAG disadvantaged pupils performed 19% higher than non-disadvantaged pupils and +2.3 SS
- In Maths the disadvantaged average SS was -1 compared to all pupils
- In maths 12% more of disadvantaged students achieved the expected standard in Maths than estimated from their y3 entry baseline
- In writing disadvantaged pupils performed better with 2% more achieving the expected standard in writing than non-disadvantaged pupils

#### Year 4

- There were 36.6% of the disadvantaged pupils required the Little Wandle Rapid catch Up programme this reduced to 12% in June
- In Maths the average SS for disadvantaged pupils was +1 higher than all pupils
- In maths 15% more of disadvantaged students achieved the expected standard in Maths than estimated from their Y3 entry baseline
- In writing there were 15% more disadvantaged pupils working at the expected standard than non-disadvantaged and 100% made expected or better progress
- In SPAG 100% of the disadvantaged pupils made expected or better progress and achieved their end of year target

#### Year 5

- There were 10.8% more disadvantaged pupils who had completed the Little Wandle Fluency programme than no-disadvantaged in June
- In maths the average SS for disadvantaged pupils was -1 SS compared to all pupils
- In maths 7% more disadvantaged pupils achieved the expected standard in maths than no-disadvantaged
- In Writing the disadvantaged pupils were -0.8 SS less than non-disadvantaged pupils and 100% made expected or better progress
- In Reading, Writing and maths combined disadvantaged pupils performed equally with no differential

## 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   |
| Year 6 Maths tuition    | Action Tutoring     |

## funding

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

# Further information (optional)

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| <b>Additional activity</b> |
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