



# Eskdale Junior Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the year 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Eskdale Junior
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rob Scruton
Pupil premium lead	Rob Scruton
Governor lead	John Allum

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,215
Recovery premium funding allocation this academic year	£ 11,020
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 117,235</b>



# Part A: Pupil premium strategy plan

## Statement of intent

At Eskdale Junior, we strive at all times to ensure that our disadvantaged pupils have a school experience equal to their peers, rooted in a high expectation for all. Our core value *skills and knowledge for life* reflects the school’s commitment to providing a curriculum that sets a high aspiration, focuses on what pupils need in order to take advantage of opportunities, responsibilities and experiences of later life but also ensuring we provide a range of experiences that enrich and shape our children as educated citizens in modern Britain.

Our current pupil premium strategy works towards meeting this expectation by:

- Closely monitoring the progress of our disadvantaged pupils.
- Ensuring that the school adheres to a research-based approach to academic intervention and support.
- Prioritising reading through all aspects of the curriculum ensuring this remains a consistent focus.
- Ensuring that disadvantage is rarely a barrier to taking advantage of personal development provision that forms part of the children’s cultural capital opportunities.
- Being mindful of the impact that disadvantage can have on pupil well-being and addressing this through activity and opportunity that reflects the schools *take care* core value.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Despite the school’s Reading recovery programme in 2022/23 making a notable impact on our disadvantaged pupils (improvement to both end of key stage national attainment at ARE and GDS and progress outcomes), in-house data identifies a need for the following areas of Reading to remain a priority: <ul style="list-style-type: none"> <li>➤ Build up fluency and comprehension</li> <li>➤ Fill phonic gaps (typically with Y3 pupils)</li> </ul>
2	Maintain good attendance and punctuality for all eligible pupils.
3	Maintain and look to increase the number of pupils attending a range of additional (extra-curricular and pupil leadership) opportunities as part of the school’s personal development offer (cultural capital provision)



**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
<p>Maintain high levels of pupil attainment.</p> <p>Pupils develop a richer vocabulary.</p> <p>Pupils demonstrate their use of phonemic awareness and become more accurate when decoding, encoding and reading for meaning.</p> <p>Pupils further develop background knowledge, conceptual understanding and cultural capital demonstrated by knowing and remembering more and by pupils' enthusiasm and appreciation for language.</p> <p>Build fluency and comprehension to be able to articulate and explain</p>	<ul style="list-style-type: none"> <li>✓ Pupils continue to make notable gains-impacting on pupils reading age and improvements to fluency and comprehension</li> <li>✓ Increasingly inference from standardised tests-both end of key SATs (more pupils to ARE and beyond) and in-house performance data.</li> <li>✓ Pupils are increasingly able to recognise/use/apply/understand a broader range of vocabulary (tier 2/3 CUSP) in a range of curriculum subjects and genres.</li> <li>✓ Staff acquire and apply professional understanding and skill to develop pupil's reading, spelling and the use of rich vocabulary ('tier 2' and 'tier 3' vocabulary as identified by CUSP) -a meta-cognitive approach to the teaching of reading.</li> <li>✓ Staff are better equipped to deliver the teaching of spelling (and phonics) and reading by applying a great number of strategies through a small step teaching delivery and independent practice.</li> </ul>
<p>Maintain attendance where values consistently exceed national figures and are closer to the school's expectation for all pupils.</p> <p>Improved punctuality for identified disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>✓ Attendance for disadvantaged pupils remains above national values for all pupils.</li> <li>✓ Attendance is maintained at a level that rarely falls below 95%</li> <li>✓ Where pupil attendance falls below 95%, it is improving overtime.</li> <li>✓ Number of eligible pupils with poor punctuality remains low and is improving overtime.</li> </ul>
<p>Increased number of pupils attend a wider range of extra-curricular opportunities (impact on both physical and mental health)</p>	<ul style="list-style-type: none"> <li>✓ Uptake for extra-curricular clubs continues to increase.</li> <li>✓ Identified pupils take advantage of part-funded or fully funded places.</li> <li>✓ Additional opportunities are presented to disadvantaged pupils first-eg: Junior Joes/Maths Ambassadors to support personal development and equality of opportunity.</li> <li>✓ Qualitative data from teacher observations and pupil interviews demonstrates increase in participation.</li> </ul>



## Believe Strive Achieve

### 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

Budgeted cost: £ 14550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Implement the refreshed approach to the teaching of Reading</li> <li>• Utilize CUSP resources and approaches to reading across school</li> <li>• Utilize opportunity for lesson modelling for year groups/staff / some collaborative planning with year groups/team teaching.</li> <li>• Staff training delivered by English lead</li> <li>• Embed the school's phonics programme and monitor its impact.</li> <li>• Staff become increasingly conversant with how to use outcomes from Reading Solutions effectively to inform teaching and learning.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools#:~:text=in%20four%20schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools#:~:text=in%20four%20schools</a></p> <p><b>The Simple View formula presented by Gough and Tunmer</b></p> <p><a href="https://mycfl.org/the-simple-view-of-reading/">https://mycfl.org/the-simple-view-of-reading/</a></p> <p><b>The reading framework (Dfe-updated 22/9/23)</b></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><b>Anne Kispal</b> Senior Research Manager at National Foundation for Educational Research <i>Effective Teaching of Inference Skills</i></p> <p><b>Morag Stuart</b> UCL Institute of Education <i>Reading Development &amp; Teaching</i></p> <p><b>James Baumann</b> Excellence in Literacy Education Emeritus <i>Vocabulary to instruction</i> Impact report Hfl Reading Fluency Project EEF Improving Literacy in KS2 report</p>	1
<ul style="list-style-type: none"> <li>• Staff to use research (EEF, CUSP etc...) to inform meta-cognitive strategies that support the development of the school's pedagogy model.</li> <li>• Lead training to look in-depth at the school's small step teaching delivery model</li> <li>• Staff to experiment applying approaches across the curriculum</li> </ul>	<p>Cognitive Load Theory</p> <p><b>John Sweller's</b> research and practical recommendations for use in the classroom.</p> <p><b>Rosenshine's</b> Principles of Instruction</p> <p><b>Tom Sherrington</b></p> <p><b>Oliver Caviglioli</b></p> <p>Teaching Walkthrus</p>	2



**Targeted academic support**

Budgeted cost: £ 87553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Collect performance data from Reading assessment to provide a basis for intervention.</li> <li>• Explore with the staff the range of different interventions that could be applied to deliver intervention.</li> <li>• Staff (both teacher and TA) to deliver Reading 'Book Talk' sessions.</li> <li>• Pupils targeted for phonics (typically in Y3 but across school where required)</li> <li>• Maintain phonic teaching so pupils reach fluency and automaticity in Reading.</li> <li>• Ensure all pupils are accessing Reading Solutions (Reading Plus) with frequency as determined by the school's English lead.</li> </ul>	<p>The EEF Guide to the Pupil Premium</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1</p>

**Wider strategies**

Budgeted cost: £ 15200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Promote a culture of good attendance-assembly, communication with parents, including when the school is experiencing success in meeting expectation</li> <li>• Set out clear expectations for attendance and punctuality.</li> <li>• Work alongside parents/carers in</li> </ul>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://committees.parliament.uk/event/18753/formal-meeting-oral-evidence-session/">https://committees.parliament.uk/event/18753/formal-meeting-oral-evidence-session/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools#:~:text=in%20four%20schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools#:~:text=in%20four%20schools</a></p>	<p>2</p>



<p>maintaining positive relationships when improving attendance.</p> <ul style="list-style-type: none"> <li>• Maintain effective daily routines for following up attendance issues</li> <li>• Review absence data for disadvantaged pupils regularly-create a database of pupils where attendance of punctuality is a challenge.</li> <li>• Use data to create intervention strategies for families.</li> <li>• Liaise with enforcement where required.</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure eligible pupils are represented in pupil leadership opportunities: Junior Joes/School Council etc...</li> <li>• Explore range of sport and non-sport opportunities to offer pupils. Ensure these reflect the schools <i>take care</i> value through 'healthy bodies' and 'healthy minds'.</li> <li>• Offer fully funded or part funded places for disadvantaged pupils at extra-curricular opportunities where cost may be a barrier to participation.</li> </ul>	<p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	<p>3</p>

**Total budgeted cost:** £ 117303



# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2022/23 the focus of our pupil premium/recovery premium activity was Reading and Maths. Below are the outcomes for our pupil premium children.

### Targeted academic support

End of key stage two test data:

	% Pupil premium at ARE+	% Pupil premium progress
Reading	68% (+13% 21/22 values)	0.5 (+1.9 21/22 values)
Maths	74% (+9% 21/22 values)	2.2 (+1.2 21/22 values)

### Teaching

Class visits and pupil work analysis indicate that the further application of the school’s pedagogy (especially those assessment elements that relate to identifying gaps in pupil’s knowledge) was effective in improving pupil progress. Increased opportunity for Reading (including the use of Reading Solutions/Plus) and therefore exposure to a greater breadth of vocabulary linked to knowledge has impacted on pupil’s capacity to make links in their knowledge and understanding. Pupil interviews indicated that pupils were increasingly remembering more of content taught.

### Wider strategies

2022/23 saw an increase in eligible pupils attending the range of extra-curricular opportunities offered at the school. This still remained a challenge where there was a cost implication for a club. Part-funded places had an impact on this with more pupils inclined to participate. There was an increase in take-up for pupil-led opportunities such as Maths Ambassadors or Junior Joes. More work needs to be done to sustain this level of engagement for pupils.



### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchased instructor led-Commando Joe programme. <a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a>
What was the impact of that spending on service pupil premium eligible pupils?	Pupils are able to regulate, manage, take ownership and have a deepening understanding of emotions Sustained academic performance Increased resilience Increased confidence Increased confidence in approaching future fears and apprehension Becoming increasingly responsible as a 'take care' pupil Increased empathy with other pupils Improved confidence to lead in pupil roles such as Junior Joes'