



Eversley Primary School - Pupil Premium Strategy Statement (2019-2020)

1. Summary Information					
School	Eversley Primary School				
Academic Year	2019-2020	Total PP budget	£98,580	Date of most recent PP Review	September 2019
Total Number of Pupils	630	Number of pupils eligible for PP	58	Date for next internal review of this strategy	September 2020

Eversley Vision: Enjoy, Persevere, Succeed

At Eversley Primary School we want all children to **enjoy** school and have a love of learning. We encourage them to **persevere**, to have self- belief and the determination to **succeed** in all they do in order to be the best that they can be.

We have high expectations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that our children are given every opportunity to realise their full potential and aspire to be the best that they can be.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) pupils and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals (FSM), is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they use the additional funding to support pupils from low income families. From September 2016, schools were required to publish a Pupil Premium Strategy. This ensures that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. Also included is how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At Eversley, we pride ourselves on utilising the Pupil Premium Grant to support our pupils with a specific focus on English, Maths, transition, curriculum enrichment and engagement, maximising the life opportunities for all pupils. Each child eligible for Pupil Premium has a personalised action plan. As a school, we monitor closely the attainment and progress of all groups of pupils during the usual cycle of data collection. The careful monitoring and tracking of both the individual and the cohort's attainment, is used to inform pupil progress and enable the early identification of need, support and appropriate intervention to ensure that all pupils make accelerated progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on eligible pupils' achievement.

2. Current attainment Disadvantage Pupils KS2 (2018-2019)

Subject	Cohort	School ARE%	National ARE%	School GD%	National GD%	School Average Score%	National Average Score%
Reading	13	62%	TBC	16%	TBC	TBC	TBC
Writing	13	62%	TBC	15%	TBC	TBC	TBC
Maths	13	69%	TBC	23%	TBC	TBC	TBC

Current attainment Disadvantage Pupils KS1 (2018-2019)

Subject	Cohort	School ARE%	National ARE%	School GD%	NationalGD%		
Reading	15	53%	TBC		TBC		
Writing	15	60%	TBC		TBC		
Maths	15	60%	TBC		TBC		

3. Barriers to future attainment (for pupils eligible for PP)

In-school & External barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Social, emotional and mental health difficulties which impacts on confidence, behaviour and self-esteem
B.	Less Pupil Premium pupils achieving expected standard in reading, writing and maths
C.	Attendance and punctuality of disadvantaged pupils
D.	Lackof parental support and engagement with not enough aspiration for their child's academic achievements
E.	Access to resources which will enrich their knowledge and understanding

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PP children demonstrate increased confidence/self-esteem in class	<ul style="list-style-type: none"> • Staff observations show PP children demonstrating increased confidence/self-esteem • Reduced number of behaviour referrals and exclusions • Mindfulness embedded across the school. The development of the nurture room and counselling services, provide pupils with the tools needed to be confident and succeed in all areas of the curriculum • Questionnaires reflect that 95%+ pupils feel happy and confident when in school
B.	Accelerate progress of all Pupil Premium pupils and diminish the difference between PP and non PP pupils. To focus on PP achieving the expected standard at the end of each year in reading, writing and maths	<ul style="list-style-type: none"> • PP pupils make above the expected 2points progress each term • By July 2020 the % of pupils reaching the expected standard increases (awaiting 2019 national standards) • At the end of KS1 the % of pupils reaching the expected standard increase to reach national expectation (awaiting 2019 national standards) • At the end of KS2 the % of pupils reaching the expected standard increase to reach national expectation (awaiting 2019 national standards)
C.	Increased attendance rates for pupils eligible for Pupil Premium to ensure they are in line with other pupils within the school and nationally.	<ul style="list-style-type: none"> • Overall PP attendance improves from 95.09% to 96%, which is in line with national. • Reduce the number of PP persistent absences from 9.72% to 6%
E.	Increase parental engagement through workshops and home learning developing wider range of life skills and vocabulary to articulate views.	<ul style="list-style-type: none"> • High attendance at parent workshops. Home learning projects designed to involve parents/carers in supporting their child's learning. Introduce Story Cafes for PP parent/carers where evaluations reflect

		<p>positive impact on outcomes</p> <ul style="list-style-type: none"> • Parent Liaison Teacher to increase more focus work and intervention with parents.
F	To have access to resources such as books, libraries and life experiences.	<ul style="list-style-type: none"> • Pupils to attend/visit places they wouldn't usually be exposed to. Enrichment club opportunities provided. Increased resources to be used at home. Evaluations of parent/carer questionnaires show that parents/carers welcome support with child's learning.

5. Planned Expenditure

Academic Year

2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. PP children demonstrate increased confidence/self-esteem in class	<p>Identify pupils with mental health and add them to a live file shared weekly with SMT</p> <p>Mindfulness embedded across the school</p> <p>Attachment Issues CPD for staff</p> <p>Nurture room development in the afternoons</p>	<p>School priority 1</p> <p><i>To put mental health at the heart of strategic school improvement to support pupils and staff in line with national priorities</i></p> <p>This programme has shown positive impact across the world and the NHS endorse Mindfulness. Professor Mark Williams (Director of Oxford Mindfulness Centre) has proven studies to show the impact this is having on pupils' mental health. Mindfulness is recommended by The National Institute for Health and Care Excellence (NICE) as a way to prevent depression.</p>	<p>HK and DT to further develop JAM & Mindfulness through CPD, Inset and PAWS Bacross the whole school training teachers</p> <p>HK and DT lead on Mindfulness training and teaching across the school</p> <p>Evaluations (July 2020) from both pupils and staff reflect on positive impact and improved attention during lessons.</p>	<p>DH Mental Health Lead</p> <p>Mindfulness & Mental Health working party (HK, DK, HM)</p> <p>PSHE leader - DT</p> <p>Deputy Headteacher – HK</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>

	<p>Counselling opportunities for identified pupils</p> <p>Learning Mentor to have directed time to work with individuals and also be available to all pupils at different times in the day</p> <p>Circle Time training by Jenny Mosley to be developed across KS1 and KS2</p>	<p>Attachment is the deep connection established between a child and their parent, including adults within school. If all adults have the right tools, it is possible to repair attachment challenges, bond with children, and shape the success of their future development</p>	<p>Inset Day training on Attachment from BSS SWERRL. Follow up training for all staff supporting on individual case studies and practical ideas how to build positive relationships.</p> <p>Classroom observations show stronger relationships between pupils and adults and increase progress and attainment</p> <p>Increased opportunities for PP to access the nurture curriculum in the afternoon through high quality intervention</p> <p>Early help support for PP pupils through effective Learning Mentor early intervention, reducing barriers, so pupils can learn. Increased attainment and progress and reduced number of behaviour incidents.</p>		
--	---	--	--	--	--

Targeted Support					
<p>B. Accelerate progress of all Pupil Premium pupils and diminish the difference between PP and non PP pupils. To focus on PP achieving the expected standard at the end of each year in reading, writing and maths</p>	<p>Introduce new English and maths interventions that are run by additional support staff, tracking ensuring the appropriate provision is in place.</p>	<p>School priority 4 <i>Increase attainment & progress for all pupils in reading, writing and maths at the end of EYFS, KS1 and KS2</i> School priority 5 To ensure outcomes for pupil premium are in line with other pupils, increasing the number achieving Greater Depth</p>	<p>Ensure through pupil progress meetings that outcomes for PP are in line with other pupils. All staff know who the PP are and next steps needed.</p>	<p>Maths subject leader-JR and FG English subject lead- MA and AS Phase leaders to monitor pupil progress meetings</p>	<p>January 2020 April 2020 July 2020</p>
<p>.</p>	<p>Termly pupil progress meetings and updated PP individual plans will inform how pupils are attaining/ progressing towards ARE and GD in reading, writing and maths</p> <p>Maths consultant to provide further CPD training and support to year groups analysing gaps in PP learning and provide Mastery Classes for</p>	<p>The end of EYFS, KS1 and KS2 data shows there is a difference in outcomes between PP and non- pupil premium:</p> <p>EYFS- Reading- 80% Writing- 80% Number-80% Shape, Space and Measure- 80%</p> <p>KS1- Reading- 85% Writing- 65% Maths- 80%</p> <p>KS2- Reading- 90% Writing- 80% Maths- 90%</p>	<p>CPD for teachers to support their identification of target pupils and how to monitor their progress.</p> <p>All groups are tracked termly and assessment information analysed from interventions. Targeted interventions show pupils making good progress.</p> <p>Monitoring of work by subject leaders and SLT identifying PP pupils and tracking progress through work highlights PP pupils making good or better progress</p>	<p>SG/HM / SEND team: interventions</p> <p>Subject Coordinators</p>	

	<p>identified pupils</p> <p>Engage pupils in a broader curriculum and experiences through high quality teaching and learning and events.</p>	<p>Data analysis shows that some results were down to individual pupils not performing well in the test. The school also recognises that there were gaps in pupil's knowledge and skills, which played a key factor.</p> <p>Targeted support identifies the gaps in pupils learning and allows these to be addressed through early intervention, ensuring they reach ARE or GD.</p>	<p>Peer coaching- teachers to select targets for their own CPD relating to pupil progress issues within their own classes</p> <p>CPD training from English and maths consultants on Pobble, Numicon and Midas.</p>		
--	--	---	--	--	--

<p>C. Increased attendance rates for pupils eligible for Pupil Premium to ensure they are in line with other pupils within the school and nationally.</p>	<p>Headteacher and Attendance Officer to focus on Pupil Premium Pupil's attendance</p> <p>AO to create individual case studies of identified PP pupils and actions that have been taken</p> <p>PP attendance to be a focus for the Governing Body report termly, evaluating the impact of actions taken</p> <p>Headteacher, AO and EWO to meet with parents whose child's attendance is below 90%</p>	<p>All pupils' attendance for 2018-2019 was 96.59% (Non-Pupil Premium) 95.09% (Pupil Premium) Persistent Absences 5.32 (Non-Pupil Premium) 9.72% (Pupil Premium)</p> <p>All staff know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>National Centre for Educational Statistics Research shows that attendance is an important factor in student's achievement.</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absences are 1.3 times more likely to achieve ARE.</p>	<p>AO to work weekly on attendance with HT and EWO putting in action plans and targets for those pupils whose attendance needs to improve.</p> <p>Governors Report to include attendance figures and discuss the impact and reduction in PA.</p> <p>Whole school approach to increasing pupil's attendance to continue.</p> <p>Pupils reward for improved attendance.</p>	<p>Headteacher</p> <p>Attendance Officer</p> <p>Governors</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>
---	---	--	---	---	--

<p>D. Increase parental engagement through workshops and home learning developing wider range of life skills and vocabulary to articulate views.</p>	<p>Parent Liaison Teacher to provide more workshops for parents to attend including- story cafes, maths cafes, Shared Learning and workshops. To track PP parents and ensure they are attending.</p> <p>Organise additional evening workshops focusing on key skills within the curriculum.</p> <p>Deputy Headteachers to ensure that PP parents are attending.</p>	<p>'It's widely accepted that students whose parents are involved in their education do better in school.' (Hilary Scharton)</p> <p>Eversley Ofsted Area for Development (January 2015)- <i>Ensure that governors and senior staff seek ways of further developing their work with parents and sharing with them the excellent work of the school</i></p> <p>Research and discussion with staff tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greater predictor of age 16 achievements.</p> <p>PEN report (22nd November 2017) by the Sutton Trust states 'Relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do activities.'</p>	<p>Parent Liaison Teacher to ensure that a range of workshops are carried out across the year groups throughout the year. All parents aware of dates in advanced.</p> <p>All staff to be briefed on targeting PP parents to attend workshops, coffee mornings and workshops.</p> <p>Registers taken at each workshop or event show increase in parental attendance.</p>	<p>Parent Liaison Teacher -LD</p> <p>SMT</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>
--	---	---	---	--	--

<p>E. To have access to resources such as books, libraries and life experiences.</p>	<p>Support identified pupils eligible for PP to access enhanced music curriculum.</p> <p>To increase after school provision which is subsidised for pupils eligible for PP.</p> <p>To support pupils eligible for PP to access educational visits.</p> <p>To allow access for families of pupils eligible for PP to access agencies and services</p> <p>Targeted interventions and booster</p> <p>Academic clubs – Curious maths, newspaper club and Parliament Cabinets</p>	<p>Extra resources improve attainment, therefore targeting extra funds at disadvantaged pupils will narrow the attainment gap between pupil premium and non-pupil premium.</p>	<p>Increase the number of children accessing instrumental lessons, increasing attendance and children approach their learning through a calm resilient manner.</p> <p>Early help and resources provide support and robust interventions.</p> <p>Academic progressed analysed and an increase in children's attainment and progress increases.</p>	<p>Phase Leaders</p> <p>DH</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>
--	--	--	---	--------------------------------	--

TOTAL BUDGETED COST	£98,580
----------------------------	---------

6. Review of expenditure			
Previous Academic Year	2018-2019	Total PP budget 2018-2019	£104, 540
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact: did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach) Cost
PP pupils are confident socially and able to express their feelings, showing improved attention and listening, focus and concentration.	<p>Nurture room set up for identified pupil's daily</p> <p>Learning Mentor employed to work daily with all children and those identified by teachers or parents</p> <p>Worry boxes introduced and emptied daily. All worries followed up by LM or other member of staff</p>	<p>Success Criteria Nurture room set up which has had a positive impact on behaviour and emotions. The success was identified in a Local Authority Review, parental questionnaires, reduction in behaviour and exclusions.</p> <p>Learning Mentor behaviour records show a reduction in behaviour incidents. Positive feedback from parents/carers on the impact that the daily support has given their child.</p> <p>Pupils felt from surveys that adults listen to their views and care about their well-being.</p>	<p>Develop the Nurture group lessons in the afternoon.</p> <p>The Learning Mentor to continue working across the school, but also develop Jenny Mosley 'Circle Time.'</p> <p>BSS to work with identified classrooms on 'Circle Time' and developing teacher's skills, so they are able to deliver weekly.</p>

	<p>Mindfulness sessions led by SMT across Years 6 & 5</p> <p>Forest School teaching and learning introduced in Years 2 & 6 supporting pupils who work better in the outside environment.</p>	<p>Behaviour for learning in lessons was 100% good or better.</p> <p>Pupil's questionnaires from Mindfulness lessons reflected the positive impact and how it had helped that be less anxious.</p> <p>Forest School lessons have allowed many children to developed their concentration and improve their listening skills.</p>	<p>Develop positive behaviour strategies across the school further through CPD from outside agencies</p> <p>Mindfulness teaching and learning to be taught from Year 1- Year 6</p> <p>Forest School teaching to be taught from Reception to Year 6 with a specific PP group weekly.</p>
<p>Improved progress/ attainment of PP children at KS1 in writing & maths</p> <p>Higher % of PP pupils at KS1 achieving ARE+ in writing & maths</p>	<p>SMT to identify children who need additional support to reach ARE and take part in extended learning and extra-curricular activities.</p> <p>SMT and class teachers to identify children with the potential to reach a higher standard in their learning across the curriculum</p> <p>Targeted interventions tracked through pupil progress meetings and</p>	<p>Success Criteria</p> <p>KS2</p> <p>Reading- (17) 94% ARE 35% GD (2018) Reading- (13) 62% ARE 16% GD (2019)</p> <p>Writing- (17) 100% ARE 23% GD (2018) Writing- (13) 62% ARE 15% GD (2019)</p> <p>Maths- (17) 82% ARE 35% GD (2018) Maths- (13) 69% ARE 23% GD (2019)</p> <p>KS1</p> <p>Reading- (7) 85% ARE 29% GD (2018) Reading- (15) 53% ARE 0% GD (2019)</p> <p>Writing- (7) 71% ARE 0% GD (2018) Writing- (15) 60% ARE 0% GD (2019)</p> <p>Maths- (7) 71% ARE 0% GD (2018)</p>	<p>More structured phonic programme (Read Write Inc) to be introduced in September 2019, with targeted focused interventions.</p> <p>All interventions identified across the school with clearer tracking systems in place to monitor impact. Phase Leaders to monitor in Pupil Progress meetings and complete individual Pupil Premium tracking grids with teachers, ensuring clear programmes are in place to narrow any gaps.</p> <p>The need to focus on writing attainment as well.</p> <p>Ensuring that all pupils are consistently challenged.</p>

	impact evaluated.	Maths- (15) 60% ARE 7% GD (2019) Case studies show that large proportion of these children had additional learning needs.	Pupil Premium CPD for all staff developing their knowledge and understanding about what is available and what next steps pupils may need.
Improved attainment of phonics for PP children in Year 1. Higher % of PP pupils passing the phonics screening check.	Setting for phonics in Year 1 Four additional adults daily supporting guided reading in Year 1 Phonic interventions daily with targeted children Daily targeted readers	<u>Success Criteria</u> Phonic Results 2018- 7/9 passed 78% 2019 – 3/5 passed 60%	More structured phonic programme (Read Write Inc) to be introduced in September 2019, with targeted focused interventions. Phase Leader to team teach across Year 1, ensuring that phonics is embedded and being taught daily at a high standard.

iii. Other Approaches			
Desired outcome	Chosen action / approach	Estimated Impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach) Cost
Overall PP attendance remains above 96%	Attendance Officer tracked individual children daily by the following: -First day calling -Meetings with AO, HT and EWO -Targets for individual children and case studies shared -Rewards for improved attendance -Attendance shared weekly in the newsletter -Attendance shared with governors	Success Criteria Eversley Primary School overall attendance (2018-2019) – 96.42%. Overall Attendance Pupil Premium- 95.1%(2018-2019) PA Overall – 5.82% PA PP- 9.72% The overall attendance has improved this year, including persistence absence and pupil premium attendance.	To continue to track attendance and persistent offenders. To target focus families and track through case studies. To continue to use incentives to encourage attendance.
Increased parental engagement through workshops and home learning	Parent Liaison Teacher returned from maternity and set up 'Story Cafes' for Reception – Year 2. Other workshops have	Evaluations from workshops were positive and have helped support the School Improvement Plan for 2019-2020. The majority of PP parents attended targeted workshops.	Parent Liaison Teacher to organise: -Story Cafes Reception – Year 6 -Maths Cafes -Shared Learning -Workshops that parent/carers have identified further support needed

	included: Mindfulness Maths EYFS Reading Phonics E-Safety School Improvement Plan Share Home Learning Projects Many coffee mornings were also organised		Parent Liaison Teacher to target PP parents and ensure 100% attendance
TOTAL SPEND- £104,540			

Pupil Premium spending 2018-2019

A large proportion of pupil premium funds have been spent on the Educational Psychologist who has carried out direct work with pupils with attachment difficulties and met with parents. The EP attended an initial meeting with parents of adopted children in the autumn term 2018.

The school continues to provide support to those pupils (eligible for pupil premium) across the whole school, including those in Reception who need support with their language and social skills, confidence and fine motor skills. These children have attended 'Tom's Team' intervention, which has taken place twice a week.

Pupil premium funds have also been used to facilitate the following interventions and support for those pupils eligible. Such as:

- Speech and language intervention
- Resources for writing, including buying stationary for identified pupils
- Phonic interventions
- Booster Year 6 SATs revision

- Target reading and spelling interventions
- MIDAS reading intervention
- Top Tip maths intervention
- Cooking group
- Forest School
- iPads and e-books to support in class
- Nurture group for pupils with attachment and emotional needs
- Sensory toys and resources
- Books aimed at improving boys reading
- 'Pobble' to improve boys writing, confidence and self-esteem
- Additional adults for 1-1 reading and targeted support in class
- Touch typing sessions
- Story cafes for parents across Reception – Year 2
- Mindfulness lessons for Years 5 & 6
- Employed Learning Mentor to support vulnerable pupils throughout the school day
- Curious maths club.