



Eversley Primary School - Pupil Premium Strategy Statement (2020-2021)

1. Summary Information					
School	Eversley Primary School				
Academic Year	2020-2021	Total PP budget	105,495	Date of most recent PP Review	September 2020
Total Number of Pupils	630	Number of pupils eligible for PP	67	Date for next internal review of this strategy	*March 2021 & September 2021

Eversley Vision: Enjoyment, Perseverance, Self-Belief

At Eversley Primary School we believe children learn best when they are happy and have a love of learning. Our values based curriculum provides them with the tools they need to be effective learners and prepares them for life, whilst supporting them to have the self-belief and determination to be the best 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.

The DFE understands that due to coronavirus and school closures it is not possible for schools to evaluate their Pupil Premium Action Plans for the entirety of the 2019/20 academic year. Instead we will monitor and report on the grant's impact at the end of the 2020/21 financial year. Our report in *March 2021 will cover the period from September 2019-March 2021. Our key objective in using 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		
	Pupils Eligible For Pupil Premium (Your School)	Pupils not eligible for Pupil Premium (National Average)
% achieving expected standard or above in reading, writing & maths	*46%	71%
Progress measures in reading		
Progress measures in writing		
Progress measures in mathematics		
*2018/2019 data due to COVID-19		
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social, emotional and mental health difficulties which impacts on confidence, behaviour and self-esteem	
B.	Less PP pupils achieving expected standard in reading, writing and maths at the end of KS2	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
C.	Attendance & Punctuality of Disadvantaged Pupils	
D.	Lack of parental support and engagement with not enough aspiration for their child's academic achievements	
E.	Access to resources <i>including remote or blended learning</i> 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 further development of the nurture room and

		<p>counselling services, provide pupils with the tools needed to be confident and succeed in all areas of the curriculum</p> <ul style="list-style-type: none"> • Questionnaires reflect that 95%+ pupils feel happy and confident when in school
B.	<p>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>An increased % of PP achieve greater depth. To provide wider experiences for PP children to widen their life chances and develop wider range of life skills / vocabulary to articulate views</p>	<ul style="list-style-type: none"> • PP pupils make above the expected 2points progress each term • By July 2021 the % of pupils reaching the expected standard increases • At the end of KS1 the % of pupils reaching the expected standard increase to reach national expectation • At the end of KS2 the % of pupils reaching the expected standard increase to reach national expectation • End of KS2 the % of pupils reaching the greater depth increases in line with Non-PP pupils in our school
C.	<p>Increased attendance rates for pupils eligible for Pupil Premium to ensure they are in line with other pupils within the school and nationally.</p>	<ul style="list-style-type: none"> • Overall PP attendance improves from 94% to 96%, which is in line with national. • Reduce the number of PP persistent absences from 9.72% to 6%
D.	<p>Increase parental engagement through remote and home learning developing wider range of life skills and vocabulary to articulate views.</p>	<ul style="list-style-type: none"> • High attendance at parent workshops or participation in remote equivalent events (due to COVID-19. Home learning projects designed to involve parents/carers in supporting their child's learning and remote learning opportunities shared with parents. Introduce virtual Story Cafes for PP parent/carers where evaluations reflect positive impact on outcomes • Parent Liaison Teacher to increase more focus work and intervention with targeted parents.
E	<p>To have access to resources such as laptops, books, libraries or e-books and life experiences.</p>	<ul style="list-style-type: none"> • Enrichment opportunities provided to increase cultural capital (review possible activities to replace educational visits or clubs not possible due to COVID-19 restrictions). Increased resources to be used at home. Evaluations of parent/carer questionnaires show that parents/carers welcome support with child's learning.

5. Review of expenditure

Previous Academic Year <i>(Red actions to be carried over until March 2021 due to COVID-19 closure)</i>	2019-2020	Total PP budget 2019-2020	£98, 580
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i. Quality of teaching for all

Action	Intended Outcome	Estimated Impact: did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach)
<p>A.</p> <p>Identify pupils with mental health issues 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>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>PP children demonstrate increased confidence/self-esteem in class</p>	<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 	<p>Due to Covid-19 the school feels that this is a priority that should continue to be embedded across the school.</p> <ul style="list-style-type: none"> New intake of children to the nurture room September 2020, includes two identified PP pupils who have mental health issues and need additional nurture support. Mindfulness teachers to create pre-recorded sessions so teachers can access and support pupils in class DHT to identify PP pupils through the mental health referral forms who need additional wellbeing sessions, including mindfulness weekly group session School to send out a wellbeing questionnaire in Autumn 2 to pupils and parents and identify next steps and new interventions. School to amend the behaviour policy so that it meets the schools risk assessment. Behaviour mentor to continue to support identified pupils across the school either online or behind a protective shield. School to buy new class bubble equipment to support lunchtime sessions and reduce behaviour incidents. School to plan CPD for Autumn 2 for Jenny Mosley circle time training. Teachers will then have the

<p>Circle Time training by Jenny Mosley to be developed across KS1 and KS2</p>			<p>skills to be able to deliver activities within class or identified key groups of children.</p>
<p>ii Targeted Support</p>			
Action	Intended Outcome	Estimated Impact: did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach)
<p>B. Introduce new English and maths interventions that are run by additional support staff, tracking ensuring the appropriate provision is in place.</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 identified pupils</p> <p>Engage pupils in a broader curriculum and experiences through high quality teaching and learning and events.</p>	<p>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>	<ul style="list-style-type: none"> PP pupils make above the expected 2 points progress each term By July 2020 the % of pupils reaching the expected standard increases At the end of KS1 the % of pupils reaching the expected standard increase to reach national expectation At the end of KS2 the % of pupils reaching the expected standard increase to reach national expectation <p>Due to COVID-19 and school closures this data is not available</p>	<p>Due to school closures from March 2020 / Covid-19 new interventions need to be further developed in the new academic year.</p> <ul style="list-style-type: none"> Interventions and booster groups SMT to audit interventions that the school have previously used to ensure these will deliver the most effective interventions. The school will need to review the staff delivering CPD as bubbles will restrict availability of staff to working within classes or year groups rather than across the school. We will use evidence from the EEF and impact shared with us from other schools when deciding which interventions to use. To update the intervention tracking sheet which monitors the progress and identifies next steps for targeted groups. SMT to monitor half termly the impact of these groups and identified next steps. Eversley Primary School maths and English leads will continue to provide online training for all staff in Autumn 2 and spring 1, ensuring all staff have the skills needed to deliver high quality daily lessons. Teachers to continue to identify on individual pupil premium tracking grids gaps in learning and next

			steps, including interventions that maybe needed. SMT to support year groups looking at the different types of provision that could be available.
<p>D.</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. Deputy Headteachers to ensure that PP parents are attending.</p>	<p>Increase parental engagement through workshops and home learning developing wider range of life skills and vocabulary to articulate views.</p>	<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 positive impact on outcomes • Parent Liaison Teacher to increase more focus work and intervention with parents. 	<ul style="list-style-type: none"> • Due to school closures from March 2020 /Covid-19 parent groups were unable to continue. As a school the Parent Liaison Teacher needs to develop online training sessions to support parents and carers at home. • SMT review all additional training sessions that were delivered last year and how these can now be delivered online. • Parent Liaison Teacher to discuss with year groups the needs of PP pupils and what training would be most useful to enable their child to make good or better progress.
<p>E</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>To have access to resources such as books, musical instruments, libraries, iPads, laptops and life experiences.</p>	<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. • Pupils able to access remote learning at home and engage not only with the school, but also other outside providers. 	<ul style="list-style-type: none"> • The school paid for many PP pupils to access music lessons last year. These were successfully delivered in school, however due to Covid-19 the school will need to review whether these can be delivered online. • The school increased the number of pupils accessing clubs across the school for PP pupils 2019-2020. The school is to review how else they can support PP children with enrichment opportunities with the new restrictions in place. • The school has loaned many iPads to PP pupils across the school, so they have been able to access online learning. The school has recently ordered additional laptops to support children when completing remote learning.

			<ul style="list-style-type: none"> The school bought in many outside services for PP pupils to access in and out of school 2019-2020, which included online tutors. The school is to investigate how else they can support PP children with accessing agencies or services to support them within school.
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iii. Other Approaches

Action	Intended Outcome	Estimated Impact: did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach)
<p>C. 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>Increased attendance rates for pupils eligible for Pupil Premium to ensure they are in line with other pupils within the school and nationally.</p>	<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% 	<ul style="list-style-type: none"> Individual case studies show for example the positive impact of EWO meetings held before lockdown with improved attendance for individuals. PP attendance overall before lockdown (20.4.20) was 94%. This figure was in part due to higher levels of illness potentially due to COVID-19. Newly introduced register coding will allow COVID related self-isolation and absence to be filtered out of attendance data this year. AO & HT will continue to create case studies for individual pupils as this personal approach has proven effective. The school will continue to work with the EWO and monitor individual cases and support that is needed. This will be outlined on each child's individual PP action plan.

TOTAL SPEND-

£98, 700

6. Planned Expenditure

Academic Year

2020-2021

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

i 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 the implementation?
A. PP children demonstrate increased confidence/self-esteem in class	<p>Identify pupils with mental health issues and add them to a live file shared weekly with SMT</p> <p>Mindfulness to be further embedded across the school</p> <p>Attachment CPD for new staff & refresher for others</p> <p>Development of Recovery Curriculum</p> <p>Counselling opportunities for identified pupils</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>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</p>	<p>HK and DT to further develop JAM & Mindfulness through CPD, Inset and PAWS B across the whole school training teachers</p> <p>HK and DT lead on Mindfulness training and teaching across the school</p> <p>Evaluations (July 2021) from both pupils and staff reflect on positive impact and improved attention during lessons.</p> <p>Inset Day training Recovery Curriculum</p> <p>Classroom observations show stronger relationships between pupils and adults</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 2021</p> <p>March 2021</p> <p>July 2021</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>challenges, bond with children, and shape the success of their future development</p> <p>Children who already have existing mental health issues will have found the lockdown experience particularly stressful and increased levels of anxiety will be expected. However, it is probably also the case that every child will be experiencing higher levels of stress and anxiety at this time and that returning to school will pose enormous emotional and psychological hurdles to overcome. The need to provide support for increased levels of anxiety and managing the transition to a 'new normal' will be on-going. This is why we need the Recovery Curriculum - an essential element in ensuring that children and the adults in the school community can safely return to the school context during this on-going pandemic.</p> <p>Carpenter, B. et al (2015) 'Engaging Learners with Complex Needs', London, Routledge.</p>	and increase progress and attainment		
<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>					

ii Targeted Support

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	Introduce new English and maths interventions that are run by additional support staff, tracking ensuring the appropriate provision is in place.	<p>School priority 4</p> <p><i>Increase attainment & progress for all pupils in reading, writing and maths at the end of EYFS, KS1 and KS2</i></p> <p>School priority 5</p> <p>To ensure outcomes for pupil premium are in line with other pupils, increasing the number achieving Greater Depth</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>Maths subject leader- JR and FG</p> <p>English subject lead- MA and AS</p> <p>Phase leaders to monitor pupil</p>	<p>September 2020</p> <p>January 2021</p> <p>March 2021</p> <p>July 2021</p>
			CPD for teachers to		

<p>in reading, writing and maths</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 identified pupils</p> <p>Engage pupils in a broader curriculum and experiences through high quality teaching and learning and events.</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>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>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>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 interventions</p>	<p>progress meetings</p> <p>SG/HM / SEND team: interventions</p> <p>Subject Coordinators</p> <p>Assessment Lead</p>	
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<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>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>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>Headteacher Attendance Officer Governors</p>	<p>January 2021 March 2021 July 2021</p>
	<p>AO to create individual case studies of identified PP pupils and actions that have been taken</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>Governors Report to include attendance figures and discuss the impact and reduction in PA.</p>		
	<p>PP attendance to be a focus for the Governing Body report termly, evaluating the impact of actions taken</p>	<p>National Centre for Educational Statistics Research shows that attendance is an important factor in student's achievement. Research undertaken by the DfE in 2016 showed that pupils with no absences are 1.3 times more likely to achieve ARE.</p>	<p>Whole school approach to increasing pupil's attendance to continue.</p>		
	<p>Headteacher, AO and EWO to meet with parents whose child's attendance is below 90%</p>	<p>Attendance is likely to be impacted by periods of enforced self-isolation due to COVID-19</p>	<p>Pupils reward for improved attendance.</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. Deputy Headteachers to ensure that PP parents are attending.</p>	<p><i>'It's widely accepted that students whose parents are involved in their education do better in school.'</i> (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 <i>'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.'</i></p>	<p>Parent Liaison Teacher to ensure that a range of workshops (potentially online due to COVID-19) are carried out across the year groups throughout the year. All parents aware of dates in advance.</p> <p>All staff to be briefed on targeting PP parents to attend workshops, coffee mornings and workshops or their virtual equivalents on TEAMS and to monitor participation.</p> <p>Registers and electronic monitoring of participation taken at each workshop or event show increase in parental attendance/ virtual or real.</p>	<p>Parent Liaison Teacher -LD</p> <p>SMT</p>	<p>January 2021</p> <p>March 2021</p> <p>July 2021</p>
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<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. 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>
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TOTAL BUDGETED COST	105,495
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