

Eversley Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Eversley Primary School |
| Number of pupils in school | 629 |
| Proportion (%) of pupil premium eligible pupils | 11.29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | 1 st December 2021 |
| Date on which it will be reviewed | 1 st April 2022 |
| Statement authorised by | Local Governing Body |
| Pupil premium lead | Shirley Gonzalez |
| Governor / Trustee lead | Sanah Khan |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £101,460 |
| Recovery premium funding allocation this academic year | £9860 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £111,320 |

Part A: Pupil premium strategy plan

Statement of intent

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| To ensure that disadvantaged pupils achieve as least as well as their peers by: |
| <ul style="list-style-type: none">• Accelerating progress in reading, writing and maths• Providing enrichment experiences to enhance life chances |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Children have lower levels of communication, language and maths skills |
| 2 | Attendance and punctuality for disadvantaged pupils |
| 3 | Lack of out of school experiences providing life enhance chances |
| 4 | Remote learning |
| 5 | Parental aspirations for children |
| 6 | Increasing numbers of PP pupils with social and emotional difficulties |

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 |
|---|---|
| To improve English and Maths skills across the school, especially subject specific vocabulary to support reading skills in all subjects | Disadvantaged pupils to be in line with National, LA and London in: ELG reading Year 1 phonics screening End of KS1 & KS2 assessments |
| Disadvantaged pupils make accelerate progress, which diminishes the difference between their peers in reading, writing and maths | Disadvantaged pupils are in line with other pupils within school and nationally achieving in school percentage milestones set. All groups are tracked termly and assessment information analysed from interventions highlight pupils making good or better progress. Learning walks and books reflect that teachers deliver high quality lessons that challenge |

| | |
|---|---|
| | all pupils and show that pupils are in line with Non-Pupil Premium |
| To provide wider experiences for disadvantaged pupils to widen their life chances & develop a wider range of life skills | All pupils engage in at least one club and attend regularly broadening their experiences and skills. Disadvantaged pupils have high aspirations for their future careers, which are reflected in end of year questionnaires |
| To improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils nationally To improve punctuality of disadvantaged pupils | Increase disadvantaged pupils attendance by 1% (currently 95%) |
| To improve pupils ability to access online learning at home during lockdown | All pupils to be provided with a laptop or iPad, which ensures they are accessing learning daily. Pupils to have access to teacher and TA support attending live sessions and drop in sessions, which enables them to access all learning and achieve intended outcomes. Disadvantaged pupils are in line with National, LA and London. |
| To improve parental support and understanding | Parent liaison teacher to provide workshops for parents and carers focusing on key areas of the curriculum. Parents/Carers have the skills that are needed to be able to support their child/children at home. Registers show that parents/carers of disadvantage pupils are attending the session regularly. |
| To increase disadvantaged pupils confidence/self-esteem in class and socially | Identified pupils referred show increased confidence and self-esteem in end of year case studies. Evaluations (July 2022) from pupils reflect on positive impact and improved attention during lessons. |

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: £63,456.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maths lead to be released 2 days a week to support team teaching, coach, planning, in class support, CPD training and parent workshops | Termly monitoring Pupil progress meetings Termly assessments Individual pupil progress plans Milestone termly targets being met Staff questionnaires Parent questionnaires | 1, 4 & 5 |
| English leads to be released to monitor, team teach, coach, model, parent workshops to improve teaching of reading across the school | Termly monitoring Pupil progress meetings Termly assessments Individual pupil progress plans Milestone termly targets being met Staff questionnaires Parent questionnaires | 1, 4 & 5 |
| Daily supported Read Write Inc reading sessions for EYFS and KS1 | Termly monitoring Pupil progress meetings Termly assessments Individual pupil progress plans Milestone termly targets being met Read Write Inc termly assessments | 1 & 4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,241.06

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Targeted key pupil premium pupils to attend daily interventions for maths and reading, which are led by class teachers, maths lead and TAs | Termly monitoring Pupil progress meetings Termly assessments Intervention tracking Individual pupil progress plans Milestone termly targets being met | 1 & 4 |
| Teachers/HLTA to deliver pre-teaching and small group sessions to ensure that pupils make accelerated progress. | Termly monitoring Pupil progress meetings Termly assessments Intervention tracking Individual pupil progress plans Milestone termly targets being met | 1 & 4 |

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

Budgeted cost: £25,622.04

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Attendance Officer, Phase Leaders and Headteacher to monitor and support attendance | Attendance tracking Case studies EWO and school support Pupil progress meetings Individual pupil progress plans | 1 & 2 |
| Teachers, Mental Health Lead, Nurture and Well-Being HLTA to deliver Mindfulness and emotional and well-being programmes, including additional targeted interventions. | Mental health referrals Mental health assessment Boxall profiles Pupil progress Individual pupil progress plans Parental meetings and questionnaires | 1, 4 & 6 |
| Curriculum and residential trips subsidised for pupil premium pupils when needed. | School attendance Individual pupil progress plans Pupil progress meetings | 2, 3 & 6 |

| | | |
|---|---|-------------|
| Pupil Premium pupils are involved in high quality extra-curricular activities, including music lessons | School attendance Individual pupil progress plans Pupil progress meetings Club registers | 2, 3, 5 & 6 |
| Parental workshops to improve parent/carers skills in maths and English to support their child/children at home | School attendance Individual pupil progress plans Workshop registers | 1, 2 & 5 |

Total budgeted cost: £ 111,320.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------------------|---------------------|
| Read Write Inc Phonics and Spelling | Ruth Miskin |
| Times Table Rock Stars | Maths Circle Ltd |
| Testbase | Testbase |
| My Maths | Oxford Reading Tree |
| White Rose Maths | White Rose Maths |
| Times Table Tutor | Engaging Eyes Ltd |
| Tapestry | Tapsetry |
| Primary Languages Network | PLN Ltd |