

Eversley Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	626 624- January 2024
Proportion (%) of pupil premium eligible pupils	8.69% 8.67%- January 2024
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	20 th September 2023
Date on which it will be reviewed	January 2024 June 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Shirley Gonzalez and Samantha Williams
Governor / Trustee lead	Michael Florides

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,815.00
Recovery premium funding allocation this academic year	£2,646.00
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	£117,461.00

Part A: Pupil premium strategy plan

Statement of intent

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 believe our disadvantaged children, regardless of their background and starting points, can make good progress and attain highly. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our priorities are chosen to ensure that disadvantaged pupils have high quality teaching and learning which will:

- Accelerate progress in reading, writing and maths
- Provide enrichment experiences to enhance life chances

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have difficulties managing certain aspects of English and maths due to gaps in their learning, preventing them achieving ARE.
2	Assessments reflect under developed oral language skills and vocabulary on entry into school. This is impacting pupils' phonic knowledge and reading.
3	A proportion of our pupils eligible for PP have had low attendance levels for the previous year. In 2022-23 PP overall attendance is 93.13% which is lower than previous years.
4	Fewer disadvantaged pupils achieving Greater Depth
5	Some PP pupils continue to have social and emotional, mental health and behaviour issues both at home and school.
6	Support PP pupils across the school to have additional experiences beyond the school day promoting positive social skills.

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
1. Disadvantaged pupils to achieve in line with others in all core subjects at the end of KS2.	At the end of KS2 the % of disadvantaged pupils reaching ARE in all core is in line with non-disadvantaged pupils nationally by July 2024.
2. To improve language skills in EYFS and KS1 to support phonics and reading.	Disadvantage pupils to be in line with national outcomes in: <ul style="list-style-type: none">• ELG – speaking, reading and writing• Year 1 phonics
3. To improve attendance rates of disadvantaged pupils so they are in line with other pupils nationally.	End of year attendance and absence data in line or above that of national other.
4. To increase the percentage of Pupil Premium achieving GD at the end of KS2.	At the end of KS2 the % of disadvantaged pupils reaching GD in all core is in line with non-disadvantaged pupils nationally by July 2024.
5. A lower percentage of disadvantaged pupils needing additional mental health and behaviour support within school	Mental health and behaviour referrals are less and pupils know how to deal with anxiety or behaviour issues independently and are therefore more confident in school and at home.
6. To provide a range of extra-curricular clubs that disadvantaged pupils across the school are able to attend to widen their life chances.	Club registers show at least 90% of disadvantage pupils attend at least one or more club throughout the academic year.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,005.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource RWI systematic synthetic programme providing weekly CPD for all staff teaching.	By ensuring high-quality phonics teaching will improving literacy levels, which will see a positive impact for disadvantage pupils by giving all pupils a solid base on which to build, as they progress throughout the school. Also, helping pupils develop the habit of reading both widely and often, for both pleasure and information https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Recruitment of an additional TA to support language acquisition	Additional TA hours will support Reception and KS1 to complete daily phonic assessments, catch up groups and 1:1 and small group reading support. https://educationendowmentfoundation.org.uk/	2
SMT coaching to develop the Year 2 and KS2 whole class reading curriculum. English leads to develop opportunities to read for pleasure, enabling all pupils to achieve to their full potential within reading.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Following guidance in 'The Reading Framework'- July 2023 will support more pupils achieving greater outcomes in reading.	1 & 4
Maths lead to coach/team teach and upskill teaching and learning within mathematics providing a	The Maths Hub lead worked with 5 teachers last year to upskill their ability in delivering high quality lessons for all. The evidence saw a rise in attainment and progress in maths, including teachers feeling more confident delivering maths lessons on a daily basis.	1 & 4

mastery curriculum for all.	<i>'Ensuring an effective teacher is in front of ever class and that every teacher is supported to keep improving is the key ingredient to an effective school and should rightly be your top priority for PP spending.'</i> EEF 2019	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,476.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers/HLTAs to deliver small group sessions to ensure pupils make accelerated progress in maths and English attainment and progress.	<p>Pupil premium pupils will be able to access good quality targeted teaching, identified by teachers during pupil progress meetings. Allocated staff to work with small groups or 1:1 which will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2 & 4
Additional phonic/reading TA 2 days a week. SMT to take daily reading groups to provide smaller groups.	<p>Phonic approaches have a strong evidence base that have a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Providing targeted phonic interventions have been shown to be more affective.</p> <p>Highly trained staff in phonics and reading will improve attainment and progress for all.</p> <p><i>'Ensuring an effective teacher is in front of ever class and that every teacher is supported to keep improving is the key ingredient to an effective school and should rightly be your top priority for PP spending.'</i> EEF 2019</p>	1 & 2
School led tuition with additional teachers	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. In school data showed that pupil premium attending consistently met ARE at the end of KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition-</p>	1, 2 & 4
Nurture and learning mentor provision provided for identified pupils in a small group or within class.	<p>The Boxall profile assessments for pupils attending previous nurture provision have showed improved social, emotional and behavioural functioning. They have also showed an improvement in pupils' self-management behaviours, social skills, self-awareness and confidence and skills for learning.</p> <p>Research carried out in Wales demonstrated that schools with nurture groups show significant improvements were</p>	5

	made in outcomes for pupils who attended nurture provision. https://www.gov.wales/sites/default/files/publications/2018-12/nurture-groups-a-handbook-for-schools.pdf	
Identified pupil premium pupils to have 1-1 counselling or play therapy.	Play Therapy UK's clinical evidence base, containing over 12,000 cases, shows that between 77% and 84% of children show a positive change through the use of play and creative arts therapies.	5

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

Budgeted cost: £18,978.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teaching of emotional intelligence through the use of Zones of Regulation	Zones of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. https://www.zonesofregulation.com/research-evidencebase.html	5
Ensure trips are well planned and linked to the curriculum and that these are subsidised for PP pupils when needed.	Pupils, parents and teachers have commented upon the positives taken from pupils being able to attend trips. They noticed an increased confidence and widened friendship groups, including opportunities to rich their life skills.	6
To ensure that a greater % PP pupil are taking part in high quality sports and arts activities PP pupils are able to learn a musical instrument through subsidised EMS lessons	Government research in other national contexts has found strong evidence of links between extra-curricular activities and educational outcomes, as well as other positive outcomes, such as soft (especially social) skills. Socioeconomic status is a significant factor determining participation in extra- curricular activities.	6
Parental workshops to improve parent/carers skills in maths	Research through EEF found that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial pupil premium parents attend to avoid gaps widening, as they don't have the skills to support their child/children at home.	1,2,4 & 5

<p>and English to support their child/children at home</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Embed principles for improving school attendance, as outlined in 'Working Together to Improve Attendance' DFE</p>	<p>Children need to be in school to maximise learning. Children that have attendance below 95% will be missing almost 2 weeks of learning, teachers observe that this inconsistent attendance significantly affects those children's academic attainment. This was evident in end of year data.</p>	<p>3</p>

Total budgeted cost: £ 117,461.00

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 2022 to 2023 academic year.

We have analysed the performance of our schools disadvantaged pupils during 2022/23 academic year using KS1 and KS2 performance data, phonic check results and our own internal assessments.

In Reception this year the school had a cohort of 9 pupils who were disadvantaged. 3 of these pupils achieved a GLD. The school will continue to support these pupils in Year 1 to ensure that the gap narrows and a higher % of pupils are in line with national.

In Year 1, the school had a cohort of 9 pupils who were disadvantaged. 5 of these pupils attained the expected phonic result (56%). This was lower than the figure compared with those who are non-pupil premium. The school will continue to work towards the aspirational target for 85% at ARE+ in 2023/24.

In KS1 this year the school had a cohort of 8 pupils who were disadvantaged. 7 of these pupils attained the expected standard in R/W/M at KS1 (88%). This was significantly above the figure for National Other at 61%.

At KS2 this year the school had a cohort of 16 pupils who were disadvantaged. 7 of these pupils attained the expected standard in R/W/M at KS2 (44%). This was lower than the figure for National Other at 66%. The school will continue to work towards the aspirational target for 90% at ARE+ in 2023/24.

At Greater Depth 5 pupils of the 16 (31%) met the higher standard for Reading, 13% for Writing and 19% for Maths. The school has met the target for Greater Depth in Reading; building on this success we will continue to set aspirational targets in all subjects in 2023/24.

Not all pupils who were entitled to extra-curricular clubs took up the offer this year- for those who did attendance was high. The school will continue to develop its' offer of clubs further for these pupils and to monitor their attendance.

Pupil premium attendance was lower than previous years at 93.13%. However, in compared with national the school was significantly higher (88.6%).

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
Third Space Learning	Tom Hooper