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	641 January 2025 June 2025
Proportion (%) of pupil premium eligible pupils	10.95% January 2025 June 2025
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	20th September 2024
Date on which it will be reviewed	January 2025 June 2025 July 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Shirley Gonzalez and Samantha Williams
Governor / Trustee lead	Alex Christodoulou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,520 £1,040
Recovery premium funding allocation this academic year	£0
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	£104,560

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 reading and writing preventing them achieving ARE.
2	Assessments reflect under developed oral language skills and vocabulary on entry into school. This is impacting pupils' phonic knowledge, reading and writing.
3	A proportion of our pupils eligible for PP continue to have low attendance levels for the previous year. In 2022-23 PP overall attendance is 93.13%, 2023-2024- 93.98%, which is only a slight increase.
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 extend extra-curricular opportunities to enrich life 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 reading and writing at the end of KS2.	At the end of KS2 the % of disadvantaged pupils reaching ARE in reading and writing is in line with non-disadvantaged pupils nationally by July 2025.
2.To improve oracy skills to support phonics, reading and writing across the school.	Disadvantage pupils to be line with national outcomes in phonics, reading and writing.
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 2025.
5. Disadvantaged pupils needing additional mental health and behaviour support within school are able to access a range of resources and support.	Pupils know how to deal with anxiety or behaviour issues independently and are therefore more confident in school and at home, therefore achieving educational outcomes.
6.To provide a range of extra-curricular clubs that disadvantaged pupils across the school are able to attend to widen their life chances.	Disadvantage pupils attend at least one or more club throughout the academic year, which develops their extra-curricular and social skills.

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: £33,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource RWI systematic synthetic programme providing weekly CPD for all staff teaching, including additional intervention sessions daily.	By ensuring high-quality phonics teaching will improving literacy levels, which will see a positive impact for disadvantaged 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	1 & 2
Assistant Headteachers to deliver small group sessions to ensure pupils make accelerated progress in maths and English attainment and progress.	Pupil premium pupils will be taught by highly trained Assistant Headteachers and therefore 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. "*Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students*." EEF 2023	1,2 & 4
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 depth outcomes in reading.	1 & 4

Maths lead to team teach and provide CPD, which will upskill teaching and learning within mathematics across the school.	The Maths Hub lead to support the newly appointed Maths lead at Eversley continuing to develop teaching and learning, delivering high quality lessons for all. The evidence from teachers and TAs training last year saw staff feeling more confident delivering maths lessons on a daily basis improving learning outcomes. *'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.'* EEF 2019	1 & 4
Assistant heads mentoring and tutoring roles for ECT	High quality teaching is the most effective way to improve pupil attainment especially for disadvantaged learners "*Mentoring and coaching can be an important source of support, particularly for early career teachers" EEF 2023*	1, 2 & 4

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

Budgeted cost: £64,576.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to deliver Fresh Start in Upper KS2 to improve phonics, oracy, reading and writing skills. Upper pay scale teacher delivering support for dyslexic pupils using Nessy intervention.	Additional TA hours and teacher intervention will support KS2 to complete daily phonic, reading and writing assessments, to catch up groups and 1:1 and small group reading support in upper KS2. Dyslexic pupils supported in their reading development through targeted programme. *"Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction,…..and the targeted use of technology."* EEF 2023	1 & 2
RWInc booster sessions with TAs	All PP children (including under attaining and more able) will be able to access good quality targeted teaching, ongoing assessments are used to identify pupils in need of support. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of phonics, or concepts and skills taught.	1, 2 & 4

	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	
Nurture provision provided for identified pupils in a small group or within class.	The Boxall profile assessments for pupils attending previous nurture provision have showed improved social, emotional and behavioural functioning. They have also shown an improvement in pupils' self-management behaviours, social skills, self-awareness and confidence and skills for learning. Research carried out in Wales demonstrated that schools with nurture groups show significant improvements were 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	5
Identified pupil premium pupils to have 1-1 counselling or play therapy.	Counselling sessions provided 1-1 for pupils facing challenges which make it harder for them to focus at school. Place 2Be counselling (as used by external therapist in school) has been shown to have a profound effect on children's mental health. PLTB04 Report (place2be.org.uk)	5
Mental health lead referrals to MHST	MHST provide techniques and strategies to children and young people, either on a direct 1:1 basis, or within school groups. MHST also work closely with parents/carers to help them understand and support their child's mental health.	5

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

Budgeted cost: £5,664.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for all staff to 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. Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes. Our Research Backed Approach | The Zones of Regulation	5
Provide a range of extra-curricular clubs, visits and visitors for disadvantaged pupils Ensure that a greater % PP pupil are taking part in high quality sports, arts activities and holiday clubs. PP pupils are able to learn a musical instrument through subsidised EMS lessons	EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning . "Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning… " EEF 2023 Arts participation | EEF (educationendowmentfoundation.org.uk)	6
Parental workshops to improve parent/carers skills in maths and English to support their child/children at home	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,4 & 5
Embed principles for improving	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	3

school attendance, as outlined in 'Working Together to Improve Attendance' DFE Appoint attendance champion/s to monitor, report and improve attendance.	that this inconsistent attendance significantly affects those children's academic attainment. This was evident in end of year data. Poor attendance at school is linked to poor academic attainment across all stages. EEF 2023	

Total budgeted cost: £ 104,560.00

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 2023 to 2024 academic year.

We have analysed the performance of our schools disadvantaged pupils during 2023 /2024 year using KS1 and KS2 performance data, phonic check results and our own internal assessments.

67 of the school's 626 pupils, that were considered for Pupil Premium, were classified as disadvantaged 2023-24 (10.7% of cohort).

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
R	3	4	7	£11,450
1	6	3	9	£14,410
2	5	5	10	£13,320
3	2	4	6	£9,970
4	7	6	13	£19,240
5	5	5	10	£14,800
6	6	6	12	£18,850
Other	0	0	0	£0
Unknown	0	0	0	£0
Total	**34**	**33**	**67**	**£102,040**

In Reception this year the school had a cohort of 7 pupils 1 of these achieved a GLD. 4 achieved their prime communication goals and 3 their mathematical goals. 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 other.

In year 1 the school had a cohort of 9 pupils. 5 of these pupils achieved the expected standard in phonics. This figure (56%) is lower than the % within school and other

nationally at 80%. The school has put support for these pupils in their phonics in place in year 2.

In year 2 there were 10 pupils who were disadvantaged. In their optional SATs 5 of these pupils (50%) attained RWM combined EXS. 5 of these pupils attained the expected standard in reading, 6 in writing (in line with National other) and 5 in maths. The school will continue to support these pupils in Year 3 to ensure that the gap narrows and a higher % of pupils are in line with national other.

By the end of KS2 in the Year 6 SATS of the 12 pupils who were disadvantaged 9 attained the expected standard in Reading (75%) almost in line with National other at 79% and 3 (25%) achieved at Greater Depth above the figure for National other at 18%GDS. 7 (58%) were teacher assessed as being at the expected standard for writing and 2 (17%) achieved Greater Depth. 7 (58%) attained expected in maths and 2 (17%) achieved Greater Depth. These figures were in line or above the figures for disadvantaged Nationally but below those of National other and the school will continue supporting pupils in KS2 to narrow this gap.

The school's gap to Non-Disadvantaged pupils nationally has decreased by 0.2% from +1.3% in 2022/23, to +1.1% in 2023/24.

The Disadvantaged cohort's Overall Absence has decreased by 1.3% from 6.8% in 2022/23, to 5.5% in 2023/24.

Not all pupils who were entitled to extra-curricular clubs took up the offer this year- 81% of disadvantaged pupils attended. The school will continue to develop its' offer of clubs further for these pupils and to monitor their attendance.

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