Eversley Primary School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	632 January 2026 June 2026
Proportion (%) of pupil premium eligible pupils	10.28% January 2026 June 2026
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	21st September 2025
Date on which it will be reviewed	January 2026 June 2026 September 2026
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	£103,020 £1,520
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	£104,540

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 (Age-Related Expectations). Assessments and class work show gaps in grammar, punctuation, sentence structure, and vocabulary. Spelling is a consistent area of weakness, particularly among boys and lower KS2 pupils
2	Assessments reflect low pupils' phonic knowledge, reading, and writing. Phonics screening and reading fluency data show many PP pupils are below expected standards. This limits their ability to decode, comprehend texts, and express ideas clearly in writing.
3	A proportion of our pupils eligible for PP continue to have low attendance. Attendance for some pupils increased last year, however some pupils still remained under 95%. Persistent absenteeism affects learning consistency and makes it harder for pupils to keep up with curriculum content and interventions. This also affects their social and emotional development.
4	Fewer disadvantaged pupils achieving Greater Depth. Internal and national data reflect a gap in higher-order thinking skills, vocabulary development, and independent learning behaviours that are needed to access Greater Depth.
5	Some PP pupils continue to struggle to develop social skills and build friendships. Observations and pupil voice show that a lack of confidence and underdeveloped emotional literacy are barriers to forming and maintaining peer relationships. This affects wellbeing and classroom collaboration
6	Limited access to digital devices and Wi-Fi at home creates a barrier to homework, independent research, and developing digital literacy. This leads to a skills gap compared to non-PP peers

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
Improve attainment in reading and writing for disadvantaged pupils, particularly in grammar, punctuation, vocabulary, and spelling	- 80% of PP pupils meet ARE in reading and writing by end of year - Spelling ages improve by 6 months after targeted intervention - Book scrutiny shows improved application of spelling and grammar rules
Improve phonics and reading fluency for PP pupils across KS1 and lower KS2	-85% of PP pupils pass the Phonics Screening Check - Reading fluency improves - Progress seen in internal assessments and comprehension scores
Raise attendance of disadvantaged pupils so it is in line with or above 95% national expectations	- PP attendance improves to 95% over the year - Reduction in persistent absenteeism (below 90%) among PP pupils - Improved engagement and progress for targeted pupils
Increase number of PP pupils achieving Greater Depth in reading, writing and maths	-At least 15% of PP pupils achieve Greater Depth in core subjects - Pupils identified as potential GD receive targeted teaching - Book looks and assessments show increased depth and independence
Improve emotional literacy, social confidence and positive relationships among PP pupils	- Targeted pupils show improved confidence in class (via pupil voice & teacher observation) - Participation in social/emotional interventions (e.g., ELSA, circle time and nurture group settings) - Reduction in social-related behaviour incidents
Improve digital literacy and ensure equitable access to technology for homework and learning	- All PP pupils have access to a device and internet at home - PP pupils' complete homework regularly using online platforms - Increased confidence and attainment in computing related tasks

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: £24,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a consistent, high quality, whole-school English curriculum through the introduction of Literacy Tree, ensuring improvement in reading, writing, spelling, grammar, punctuation, vocabulary, and reading for pleasure.	*Literacy Tree* is a whole-school, book-based English curriculum / platform. It provides curriculum mapping, lesson sequences around literary themes, texts, spelling, grammar, vocabulary and writing outcomes. cookhamriseprimary.org+3litera-cytree.com+3EEF+3 Literacy Tree currently subject to an EEF trial ("Writing Roots – trial"), to evaluate the impact of its book-based writing pro-gramme across Years 1-6. EEF Combining Literacy Tree (for rich texts, good planning etc.) with strong phonics teaching aligns well with the evidence of what works.	1 & 2
Assistant Headteacher to deliver training in Literacy Tree	EEF – Effective Professional De-velopment (2021) The EEF's guidance report outlines that high-quality CPD should involve: -Expert delivery (from someone with credibility and understanding of the con-text) -Active learning and modelling -Sustained over time with ongoing support and follow-up *"CPD is more effective when delivered by those with credibility, experience, and an understanding of the school's context."* (EEF: Effective Professional Development, 2021)	1,2 & 4
Assistant Headteacher to lead shared CPD	EEF – Improving Literacy in Key Stage 1 & 2	1 & 4

moderation of what "good" looks like in writing, especially spelling, grammar, vocabulary, sentence construction.	Both guidance reports recommend collaborative planning and review, including: Moderation to develop shared expectations Explicit focus on sentence construction**,** grammar, vocabulary, and spelling Opportunities to evaluate and improve written work collaboratively *"Teachers should develop pupils' transcription and sentence construction through extensive practice. Shared review of writing improves consistency and professional judgement."* *(EEF: Improving Literacy in Key Stage 2, Recommendation 6)* *"Writing should be explicitly taught and modelled, including grammar, punctuation and spelling conventions."* (EEF: Improving Literacy in Key Stage 1, Recommendation 7)	
The Deputy Headteacher will support and coach the newly appointed Maths Lead through team teaching, CPD delivery, and ongoing instructional coaching. Maths Hub specialist will provide further development and mentorship, aligned with mastery approaches.	The Deputy Headteacher and Maths Hub lead to support the newly appointed Maths lead at Eversley continuing to develop teaching and learning in Maths, delivering high quality lessons for all. *'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
The use of Assistant Headteachers (AHTs) to mentor and tutor ECTs (Early Career Teachers) and Apprenticeship teachers is a well-supported and evidence-based approach that aligns with national best practice in teacher development.	Early Career Framework (ECF) – DfE Statutory Guidance The DfE's ECF (2021) sets out a 2-year induction for all new teachers, with a strong emphasis on mentoring, observation, instructional coaching, and subject-specific support. Best practice is for mentors to be experienced and highly skilled teachers – senior leaders like AHTs are often best	1, 2 & 4

	placed to model exemplary practice and give timely, effective feedback. *"Mentors should be experts in teaching practice who can help ECTs reflect on and improve their teaching."* *(Department for Education, ECF statutory guidance)*	

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

Budgeted cost: £63,374

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. *"Well-designed TA interventions, structured and evidence-based, can add up to four months of progress."* (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)	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. *"Phonics approaches have a strong evidence base... improving learning by an average of five months."* (EEF Teaching and Learning Toolkit – Phonics)	1, 2 & 4
Improve emotional literacy, social confidence and positive relationships among PP pupils during	There's strong research supporting this approach, particularly for Pupil Premium (PP) pupils who may have gaps in emotional literacy**,** self-regulation**,** and relationship-building**.**	5

circle time and nurture group activities	*"Circle time can support the development of social and emotional skills that are essential for effective learning and positive peer relationships."* (DfE, PSHE Association, 2017) *"Children who attend nurture groups show improvements in emotional well-being, behaviour, and learning capacity. They provide short-term, focused intervention to support pupils with SEMH needs."* *(NurtureUK, 2020)*	
Identified pupil premium pupils to have 1-1 counselling or play therapy.	*"SEL interventions can improve pupils' self-perceptions, attitudes, behaviour, and academic outcomes. They are particularly beneficial for disadvantaged pupils."* *(EEF Teaching & Learning Toolkit – Social and Emotional Learning)* SEL strategies, including 1:1 therapeutic interventions**,** lead to an average +4 months' progress**,** especially when focused on emotional regulation and resilience**.** *"Play Therapy has been shown to improve emotional literacy, behaviour, and classroom engagement. Children referred with behavioural and emotional difficulties show significant improvements post-intervention."* *(Play Therapy UK Annual Research Report)*	5

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

Budgeted cost: £16,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve digital literacy and ensure equitable access to technology for homework and learning by providing Chromebook for pupil premium children.	*"When used effectively, digital technology can support learning and improve pupil outcomes by around 4 months on average."* (EEF Teaching & Learning Toolkit – Digital Technology) The impact is greatest when devices are used to: **-**Extend learning beyond the classroom -Support revision, homework, and retrieval practice -Enable personalised learning for pupils at risk of falling behind -The benefits are amplified when disadvantaged pupils are given equal access to tech and guided in its use.	6
Embed a whole-school, proactive and evidence-informed approach to improving attendance, based on DfE's 'Working Together to Improve Attendance' principles	-Attendance policy reviewed and aligned with DfE statutory expectations - Clear attendance roles and escalation pathways in place (early help, letters, home visits) - Persistent absence of PP pupils reduces term on term - Improved parent engagement and earlier identification of barriers - Monitoring shows improved attendance for key pupil groups (PP, SEND, SEMH) - Staff confident in using the tiered approach and attendance data to intervene early *"Improving attendance is everyone's responsibility and needs to be embedded across the school culture." DFE 2024* *'Pupils with no absence are 1.5 times more likely to achieve expected standards at KS2 and 3 times more likely to achieve strong passes at GCSE." Ofsted 2019*	3

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 2024 to 2025 academic year.

Disadvantaged Pupil Performance Analysis 2024–2025

We have analysed the performance of our disadvantaged pupils across the 2024–25 academic year using Key Stage 1 and 2 data, phonics screening results, and internal assessments.

Cohort Overview:

- A total of **72 out of 639 pupils** (11.3%) were identified as disadvantaged and considered for Pupil Premium funding.

Reception

- **Cohort size:** 4 disadvantaged pupils
- **Good Level of Development (GLD):** 100% (4/4 pupils) achieved a GLD
- This reflects strong early development outcomes for disadvantaged children.

Year 1 Phonics Screening

- **Cohort size:** 7 disadvantaged pupils
- **Phonics pass rate:** 60%
- This is **23.4% below the national average** for disadvantaged pupils (83.4%).
- **Action taken:** Additional phonics interventions have been put in place for these pupils in Year 2.

Year 2 Phonics Retakes

- **Retake cohort:** Pupils who did not pass in Year 1
- **Pass rate:** 33.3%
- This is **20.6% below the national average** for disadvantaged pupils (53.9%).
- These pupils continue to receive targeted support to close the gap.

Year 2 – Optional SATs

- **Cohort size:** 9 disadvantaged pupils
- **Reading:** 67% achieved ARE; 11% achieved GD
- **Writing:** 67% achieved ARE; 0% GD
- **Maths:** 67% achieved ARE; 11% GD
- These outcomes show consistency across core subjects, but with a notable gap in Greater Depth attainment.
- Continued support in Year 3 will aim to accelerate progress and close attainment gaps compared to national others.

Year 6 – End of Key Stage 2 SATs

- **Cohort size:** 11 disadvantaged pupils
- **Combined Reading/Writing/Maths:** 27.3% (3/11 pupils) achieved ARE
- **Reading:** 36.4% (4/11)
- **Writing:** 63.6% (7/11)
- **Maths:** 54.5% (6/11)
- **SPAG:** 54.5% (6/11)
- Although attainment is below national averages, **internal tracking shows that these pupils made good to outstanding in-year progress**, reflecting the impact of targeted support and interventions.

Enrichment and Wider Opportunities

- **97% of disadvantaged pupils attended extra-curricular clubs.**
- However, not all pupils took up the full offer of available enrichment opportunities.
- The school continues to encourage and facilitate participation in wider opportunities as part of its commitment to equity and cultural capital development.

Next Steps and Continued Support

- Continue targeted interventions in phonics, reading, and maths across KS1 and KS2.
- Focus on increasing the percentage of disadvantaged pupils achieving Greater Depth, particularly in reading and writing.
- Improve communication and engagement with families to increase uptake of enrichment opportunities.
- Use internal tracking to celebrate progress, not just attainment, and to inform bespoke support.

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