



## Evenwood C of E Primary School Pupil Premium Strategy Statement

### Vision

#### "Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

**Adopted:** 2020

**Reviewed:** 2021

### School overview

Metric	Data
School name	Evenwood C of E Primary School
Pupils in school	83
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£52,085
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Lindsey Vollans
Pupil premium lead	Stacey Rand
Governor lead	David Bowes

### Disadvantaged pupil progress scores for last academic year (2019 data)

Measure	Score
Reading	-4.1
Writing	3.0
Maths	-5.3

### Disadvantaged pupil performance overview for last academic year (2019 data)

Measure	Score
Meeting expected standard at KS2	56%
Achieving high standard at KS2	0%
KS 1	60%
Y1 Phonics	0%
EYFS	100%

### Disadvantaged pupil performance overview for last academic year (2020 predicted data)

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	50%
KS 1	40%
Y1 Phonics	75%
EYFS	75%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase the percentage of disadvantaged children achieving EXS in KS1 in reading and maths with additional classroom support (TA).
Priority 2	To close the gap in learning due to the high number of disadvantaged children who did not attend school (76%) during COVID-19 or take up the opportunity provided in home school learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Low CLL on entry</li> <li>• Technology and internet access</li> <li>• Attendance (Covid-19 and ongoing issues around)</li> </ul>
Projected spending	£29,605

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Develop opportunities for reading with increasing complexity (including at length) across the curriculum in order to expand vocabulary.	July 2022
Progress in Writing	Increase the percentage of disadvantaged children achieving EXS in KS1 in writing.	July 2022
Progress in Mathematics	Increase the percentage of disadvantaged children achieving EXS in KS1 in maths.	July 2022
Phonics	Continue to build on high quality phonics teaching which has a definitive impact on reading, writing and spelling.	July 2022
Other	To close the gap in learning due to the high number of disadvantaged children who did not attend school (76%) during COVID-19 or take up the opportunity provided in home school learning.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Work with St. Michael's English Hub to improve teaching and learning in phonics.
Priority 2	Improve phonics results at the end of Year 1.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Low CLL on entry</li> </ul>
Projected spending	£0

### Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance of disadvantaged children above 95.1% through PSA
Priority 2	Access LA / government funding and initiatives to support families to access technology.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance (Covid-19 and ongoing issues around)</li> <li>• Technology and internet access</li> </ul>
Projected spending	£22,480

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocating adequate staff time for professional development and ensuring provision of high-quality CPD.	Source / resource quality CPD including peer observations and time table this to support staff.
Targeted support	Effective intervention / working practice due to ongoing restrictions.	Using technology and regular review of risk assessments.
Wider strategies	Covid-19 lockdown threats (nationally and locally) and corresponding community anxiety.	<ul style="list-style-type: none"> <li>• Ongoing mental health advice on website and social media.</li> <li>• Ongoing family support from PSA</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS1 in reading and maths.	Unable to achieve due to lockdown and a high percentage of need.
The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS2 in reading and maths.	A higher proportion of PP children achieved EXS than other children.
The gap between PP children's progress is narrowed or equal to other children in KS2 at reading, writing and maths.	A higher proportion of PP children achieved EXS than other children.
The gap between PP children with SEND in KS1 and KS2 is narrowed or equal to other children in reading, writing and maths.	Unable to achieve due to lockdown.
The gap between PP children achieving age related expectations is narrowed or equal to other children in KS1 in reading and writing.	Unable to achieve due to lockdown and a high percentage of need.
Improved attendance data leading to improved outcomes in reading, writing and maths.	Unable to achieve due to lockdown.
Strategies employed by the school remove or improve some of the circumstances family's find themselves in. Parental involvement in learning increases.	Significant positive impact for families.