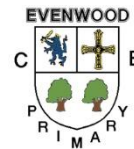


Evenwood C of E Primary School Pupil Premium Strategy Statement



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).

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	Evenwood C of E Primary School
Number of pupils in school	89 (including 6 nursery children)
Proportion (%) of pupil premium eligible pupils	48% (2021-2022) 44% (2022 -2023)
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, reviewed September 2022	1 st December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Lindsey Vollans Executive Headteacher
Pupil premium lead	Stacey Rand
Governor / Trustee lead	David Bowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,832
Recovery premium funding allocation this academic year	£6,380
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	£66,212

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not. Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils have secure code knowledge to apply to the skills of reading.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	In school assessments show that writing across KS1 and KS2 is an area where our disadvantaged pupils underperform compared to their peers.
3	Baseline assessments indicate that the children (especially our disadvantaged children) come into school with poor oral language skills and have gaps in vocabulary knowledge. We have had an increase of children who are accessing speech and language programmes such as NELI but also a number have a specific intervention.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing, reading and phonics with a greater impact on our KS1 children.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	To increase and sustain parental involvement in their child's learning.

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
Improved phonics attainment in year 1 for our disadvantaged children, which will impact on the attainment of reading in KS1 and KS2 for our disadvantaged children.	End of year phonics screening check shows that the gap between disadvantaged children and non-disadvantaged children achieving expected outcomes is narrowing. KS1 reading outcomes will show that the gap between disadvantaged children and non-disadvantaged children achieving expected outcomes is narrowing.

Intended outcome	Success criteria
Improved writing attainment among our disadvantaged pupils.	KS1 and KS2 writing outcome will show that the gap between disadvantaged children and non-disadvantaged children achieving expected outcomes is narrowing.
Improved oral language skills and vocabulary among disadvantaged children, with a focus on EYFS.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils .
To increase and sustain parental involvement in their child's learning.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. To ensure children achieve their target and/or in line with national expectations.

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: £33,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The curriculum lead has lead training on the school's English sequence, how to structure learning and assess appropriately.</p>	<p>Our English cycle of work is based on the EEF guidance which states that writing should be a process not a single event. The curriculum lead has reviewed the English cycle in light of the training and ran additional training to support staff.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2
<p>The curriculum lead has supported all staff, on a 1-1 basis, to develop their understanding of the process of writing, expectations and how to support the children.</p> <p>To train the curriculum and English lead in CLPE which will be integrated into the English curriculum.</p>	<p>We ensure that all CPD that staff receive is well planned and designed to meet the needs of the school and individual. The ongoing support links with the EEF guidance that states, 'professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	2
<p>To train EYFS and KS1 staff in Talk 4 Writing to develop the writing curriculum and improve standards.</p>	<p>The EEF guidance suggests that high quality interactions linked with a range of activities supports children in their early development. The Talk 4 Writing programme will ensure that all the recommendations are met.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Our Reading Lead to support phonics teaching within EYFS and KS1 to ensure that the lessons are of the highest standard.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Phonics Toolkit Strand Education Endowment Foundation EEF	
Our Reading Lead to ensure there is time set aside to allow for practice sessions and coaching with our phonics teachers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional phonics sessions targets at disadvantaged pupils who require further phonics support. This will delivered in collaboration with our local English Hub.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will be working alongside an Early Years Champion to support with embedding activities within the EYFS environment.</p> <p>We will purchase high quality texts to read aloud with the children and to have high quality discussions around.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>To train the SENCO on the Thrive approach to further develop knowledge and understanding of children's social needs.</p> <p>To train staff on the Thrive approach.</p>	<p>The Thrive approach links with the EEF social and emotional learning research showing that explicit teaching, embedding the skills and integrating it into the ethos of the school impacts on the children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1, 2, 3, 4 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
To integrate Thrive into the structure of the school.	Improving Social and Emotional Learning in Primary Schools EEF educationendowmentfoundation.org.uk	
To use Thrive to support with behaviour giving children strategies to support their needs.	<p>The Thrive approach will give staff a greater insight into the needs of their children, how to integrate specific strategies into their teaching and support the children with managing their emotions. The understanding of their needs allows staff to support them in using a variety of strategies to improve their behaviour.</p> Improving Behaviour in Schools EEF educationendowmentfoundation.org.uk	1, 2, 3, 4 and 5
To employ a PSA to support with parents of disadvantaged children.	<p>The EEF research shows that there is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p> Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk	6
<p>To run parent workshops to give parents strategies to support their children at home.</p> <p>Where children have additional needs, the school will support parents to engage with external agencies and support their child at home.</p>	<p>The EEF research shows that Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. The use of termly workshops gives parents practical strategies to support their child at home and the opportunity to ask questions around the learning. The use of the weekly newsletter and ongoing communications allows the school to share strategies with parents to support at home.</p> Working with Parents to Support Children's Learning EEF educationendowmentfoundation.org.uk	6

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

Budgeted cost: £22,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional speech and language session targets at disadvantaged pupils who require additional support with oral language and vocabulary.</p> <p>Children to engage with the NELI programme.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Through assessment and observations, the school will identify a small group of children to receive intervention.</p> <p>The SLT will monitor interventions to ensure there is a consistent approach.</p>	<p>To support the children in narrowing the gap, the teacher will lead a 15-minute intervention on writing. The lesson will happen before school to ensure the children don't miss learning time and will be specific to the needs of the children. The EEF research shows this strategy can be used to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Additional 1-1 sessions targeted at disadvantaged pupils to support children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £11,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources to support social awareness, relationships and reasonable decision making.	<p>The EEF states to teach Social and Emotional Learning skills explicitly.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Plan, support, and monitor Social Emotional Learning implementation.</p> <p>Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.</p>	<p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £66,212

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.

Aims	Outcomes
Improved phonics attainment in year 1 for our disadvantaged children, which will impact on the attainment of reading in KS1 and KS2 for our disadvantaged children.	73% (8 out of 11 children) of our year 1 disadvantaged children met the expected standard in the phonics screening check in 2022. (1 of these children was absent for the testing period and 2 are SEND support)
Improved writing attainment among our disadvantaged pupils.	33% of children in KS1 achieved the expected standard in writing (1 out of 3 children). Out of the three children, 1 is SEND and the other was new to the key stage. 83% (5 out of 6) of children in KS2 achieved the expected standard in KS2 writing. 4 of these children were also SEND
Improved oral language skills and vocabulary among disadvantaged children, with a focus on EYFS.	83% (5 out of 6 children) met the expected standard in Listening, Attention and Understanding and Speaking.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The majority of our disadvantaged children attend our free after school clubs and breakfast clubs. We have provided them with a range of activities throughout the year including, football, camping, game, crafts etc. All disadvantaged children have participated in school trips.

<p>To increase and sustain parental involvement in their child's learning.</p>	<p>Parents have been invited to a number of events ran by the school including celebration assemblies, special events, fayres and parents' evenings. We had a high proportion of parents attend. Only 1 parent did not attend in year 3 /4 and 2 in year 5 / 6.</p>
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