



## 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 2023 to 2024 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) 55% (2023 - 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published, reviewed September 2022, reviewed September 2023	1 <sup>st</sup> September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stacey Rand
Pupil premium lead	Stacey Rand
Governor / Trustee lead	David Bowes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,820
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70,870</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	68977

## 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	Baseline assessments indicate that our disadvantaged children come into school with poor oral language skills and have gaps in vocabulary knowledge.
2	Observations show an increase in the number of children and parents with mental health needs and social/emotional support.
3	Lack of consistent parental engagement in their child's learning.
4	We have higher rates of persistent absence for PP children
5	Pupils have limited experiences beyond their home life and immediate community.

## 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 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.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations (Thrive assessments)</li><li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul>
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.
To increase the number of disadvantaged pupils who will meet national expectations for attendance and persistent absence.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher, PSA and Local Authority attendance service brings about an increase in PP pupils' attendance and a decrease in persistent absence
Pupils develop stamina and independence to achieve targets and are prepared for success in later life.	Aspirations of pupil premium children demonstrate ambition and success in later life.

## 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: £38,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional teacher in a mainstream class in order to keep class sizes small.	EEF Teaching & Learning Toolkit states that reducing class size and small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs. <a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Ensure staff are trained in chosen phonics scheme.	Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. <a href="#">Phonological awareness and Phonemic awareness (d2tic4wvo1iusb.cloudfront.net)</a>	1
Nurture training for all staff to support children with social and emotional issues	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
To use Thrive to support children and families 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> <p><a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2
To train a further member of staff in Thrive to support with the implementation and embedding of the Thrive programme.	<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> <p><a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2
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> <p><a href="https://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
To run parent workshops to give parents strategies to support their children at home.	<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>	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">Working with Parents to Support Children's Learning   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	

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

Budgeted cost: £30,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TAs across the school to provide additional TA time in class and lead interventions (reviewed termly).	Closely targeted Teaching Assistant Interventions are recommended by the EEF. Teaching Maths for Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.  <a href="#">Making Best Use of Teaching Assistants   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,3

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

Budgeted cost: £1,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding or subsidising enrichment activities including after-school clubs, school trips, residential trips, visitors etc	Pupils broaden their experiences by attending enrichment activities	2,5,3
Funding items such as school uniform and PE or swimming kit	Lack of uniform and other items is not a barrier to pupils accessing the full curriculum and extra-curricular activities	2,5,3
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.	1, 2, 3, 4, 5

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 2022 to 2023 academic year.

Aims	Outcomes
Improved writing attainment among our disadvantaged pupils.	<p>80% of our disadvantaged children in KS1 achieved the expected standard in writing. This is an increase from 33% last year (2022). The disadvantaged children out performed non-disadvantaged children by 30%.</p> <p>10% of disadvantaged children achieved the greater standard in writing.</p> <p>100% of disadvantaged children in KS2 achieved the expected standard in KS2 writing. This compares with only 83% disadvantaged children in KS2 in 2022. The disadvantaged children out performed the non-disadvantaged children by 11%.</p>
Improved oral language skills and vocabulary among disadvantaged children, with a focus on EYFS.	<p>89 % of disadvantaged children met the expected standard in Listening, Attention and Understanding and Speaking. Last year the cohort achieved 83%. This is a 6% increase from last year.</p> <p>Disadvantaged children are still slightly behind non-disadvantaged with them achieving 100%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>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 and residential.</p>
To increase and sustain parental involvement in their child's learning.	<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 attending. In Spring Term 96% of parents attending the meeting.</p>



