

Pupil premium strategy statement – Evercreech CofE Primary 2024-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	172 (183 at last Census)
Proportion (%) of pupil premium eligible pupils	25.7% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Sarah Hann
Pupil premium lead	Mrs Sarah Hann
Governor / Trustee lead	Mrs Fiona Clapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£69,560

Part A: Pupil premium strategy plan

Statement of intent

At Evercreech C of E Primary School we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education.

Challenges

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

Challenge number	Detail of challenge
1	Behavioural and SEN difficulties
2	Social, Emotional and Physical health issues
3	Impact of socio-economic background and disadvantages faced
4	Persistent absenteeism
5	Speech and language difficulties

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
PRIORITY 1: To achieve higher standards in Reading, Writing and Maths throughout the school and improve the rates of progress for all children against a background of previous poor outcomes.	Targets set are ambitious and ensure rigor throughout the curriculum. Teachers and pupils adapt to previous curriculum disruption due to behavior and curriculum deficiencies to ensure children's attainment remains unaffected.

	<p>Provide a more enriched curriculum with wider learning opportunities including links with the local community.</p> <p>Interventions are personalised to the pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. Where possible, interventions are on a 1:1 basis delivered by experienced teachers and teaching assistants</p> <p>Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching.</p> <p>Barriers to learning are promptly addressed to ensure there are no gaps in education provision.</p> <p>Pupils are encouraged to become independent learners and develop the skills essential to achieve the desired educational and social outcomes.</p> <p>Rigorous monitoring of progress and attainment and interventions delivered to ensure that the provision is suitable and achieving the desired outcomes for the child by SLT, Sendco and class teachers.</p>
<p>PRIORITY 2: To improve behaviour for learning and the learning culture within the school. This will include raising the quality of teaching so that it is consistently 'Good' throughout the school.</p>	<p>Teachers ensure strong home-school links and encourage parental engagement throughout the year. An example of this is parent workshops for reading and phonics.</p> <p>Clear, ambitious expectations are set for pupils, teachers and parents to ensure children achieve national expectations and beyond.</p>

	<p>All pupils are heard to read twice weekly with daily for targeted pupils.</p> <p>Teachers encourage reading at home and incentivise this for children in school.</p> <p>High quality teaching and learning seen through the monitoring of lessons, work scrutiny and academic progress and attainment outcomes by SLT.</p>
<p>PRIORITY 3: To develop the staff team to promote citizenship and improved social relationships between the children.</p>	<p>Pupils will develop and maintain healthy peernetworks and improve social communication skills through a range of curriculum activities.</p> <p>The use of Ambassadors, Reading Buddies, Prefects and Play leaders fosters a sense of responsibility, pride and develop social relationships across the school</p> <p>Teachers have higher expectations of what children can achieve and promote the benefits of live marking alongside tailored intervention programmes.</p> <p>School will promote better attendance and its advantages through Breakfast Clubs and family and uniform support where necessary. This will ensure pupils feel a sense of community and belonging. School will make stronger links with families and develop lines of communication between home and school with a more open approach to communication.</p> <p>As a MHST school, the Senior Mental Health Lead and ELSA Practitioners will promote stronger emotional wellbeing support that ultimately supports improved academic achievement. This will be evident through interventions, theme</p>

	<p>days and targeted interventions such as Mindfulness lessons for EYFS and KS1.</p> <p>Early identification of individuals who are set to exceed expectations will ensure sufficiently challenging work is set, and support is in place for pupils to succeed i.e., through the provision of homework clubs and parental engagement of all pupils; there will be a non-negotiable approach to all aspects of learning.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£12,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop stronger staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2 and how to ensure improvement to outcomes for SEND pupils.	<p>Through staff CPD, Trust training, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of their year group curriculums; this will include those above and below the year group they teach. This enhanced knowledge will ensure high aspirations for <u>all</u> pupils and a deeper understanding, particularly with regards to English and Maths.</p> <p>Staff will be actively encouraged to observe in other year groups both in their own and other schools to develop their own understanding and put pedagogy into practice for their children. They will focus on promoting</p>	

	<p>independence and how to support SEND.</p> <p>High quality ECT training programmes and mentoring will place a greater emphasis on pedagogy and putting this into practice in the classroom to accelerate pupil's attainment and progress.</p> <p>Subject leader CPD and release time to improve teacher subject knowledge. As a school, we want to ensure that all subjects are treated with the same level of respect to ensure greater progression across all aspects of the curriculum.</p>	
<p>Develop the teaching of higher-level vocabulary and wider reading across the curriculum so children understand the power of the spoken word.</p>	<p>Ensure pupils use the correct vocabulary and terminology across all aspects of the curriculum when speaking and writing. Pupils will feel empowered and will be able to use their learning in context with enhanced confidence. Oracy skills will be improved, and this will be reflected in attainment.</p>	

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

Budgeted cost: **£38,930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Setting of higher quality homework and improve engagement</p>	<p>Provide a range of higher-quality learning opportunities for children to help further their learning and close attainments gaps for PPG/SGP</p>	

<p>with families to increase attainment.</p>	<p>pupils. This will include curriculum enrichment opportunities alongside Family Learning workshops and engagement activities.</p> <p>PPG/SGP pupils will have the option to participate in homework clubs and receive adult support outside of normal school/class hours. This can be extended to 'flipped learning' models where pupils come to school prepared and ready to engage and participate in learning and discussions. +5 months</p> <p>Parent workshops for families to share positive learning experiences. Workshops will involve reading, phonics and communication skills which will improve pupil's educational outcomes. +4 months</p>	
<p>Develop a system of mentoring between PPG children and adults</p>	<p>PPG/SGP Children will be assigned 'Learning Mentors' within their year groups to assist them with their key areas for development. Adults will act as positive role models and promote healthy learning habits whilst encouraging greater participation in the classroom, homework and extracurricular activities on offer at school. +2 months</p>	
<p>Interventions</p>	<p>Where required, children will be offered rapid intervention programmes to close the gaps and accelerate progress across the curriculum alongside 'Live marking'. Programmes will be tailored to suit the child's academic or social needs. Most of these interventions will take place during lesson time for improve impact. + 4 months</p>	

Homework clubs	Weekly homework clubs offered for children to complete weekly homework tasks in a supported environment. Clubs provide children with a quiet, calm environment to complete high quality homework which will ultimately have an impact on learning. + 5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£22,935**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions for behaviour – MHST/ELSA	All staff will work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance which has previously affected learning. Where families need further support, this will be delivered through the MHST and ELSA programmes to improve mental health, wellbeing and social skills. +4 months	
Issues with attendance are address rapidly – support from School Leaders and other intervention services.	Rigorous monitoring of attendance across the school, particularly with PPG/SGP pupils. Non-attendance is addressed rapidly via the Attendance Champion and support given to families to ensure this improves. This may take the form of working with external Education Engagement agencies to ensure significant issues are dealt with satisfactorily and support is forthcoming where necessary.	

Total budgeted cost: £ 69,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see separate document on the previous leadership's outcomes review for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

There is <0.1% SPG at Evercreech. Money was spent ensuring that key events such as Remembrance Day was suitably marked in school with events and supporting targeted interventions such as ELSA when necessary.

The impact of that spending on service pupil premium eligible pupils

Sense of belonging, supporting emotional health and wellbeing which flows into academic achievement within the classroom.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.