

Pupil premium strategy statement – Evercreech CofE Primary 2025-2026

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	171 (170 at last Census)
Proportion (%) of pupil premium eligible pupils	26.3% (45 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£68,175
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£68,175

Part A: Pupil premium strategy plan

Statement of intent

At Evercreech C of E Primary School, we are committed to providing a high-quality, inclusive education that enables all pupils to flourish, regardless of their background or prior attainment. We recognise that, both nationally and locally, pupils eligible for the Pupil Premium Grant can face additional challenges, and their outcomes are often not as strong as those of their peers.

Our strategy for Pupil Premium funding is therefore designed to:

- Diminish attainment gaps between disadvantaged pupils and their peers by prioritising support in the core areas of English and Mathematics.
- Provide targeted interventions and high-quality teaching to ensure disadvantaged pupils make accelerated progress.
- Support the wider development of pupils by enhancing access to enrichment opportunities, improving wellbeing, and fostering aspiration and resilience.
- Through careful analysis of our pupils' needs and robust use of evidence-based approaches, we ensure that funding is allocated effectively, addressing barriers to learning and enabling disadvantaged pupils to achieve outcomes in line with, or exceeding, those of their peers.

Challenges

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

Challenge number	Detail of challenge
1	Behavioural and SEND difficulties
2	Social, Emotional and Physical health issues
3	Impact of socio-economic background and disadvantages faced
4	Persistent absenteeism (historic)
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
<p>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.</p>	<p>Targets set are ambitious and ensure rigor throughout the curriculum.</p> <p>Teachers and pupils adapt to previous curriculum disruption due to behavior and curriculum deficiencies to ensure children’s attainment remains unaffected.</p> <p>Provide an 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</p>	<p>Teachers ensure strong home-school links and encourage parental</p>

<p>the school. This will include raising the quality of teaching so that it is consistently 'Good' throughout the school.</p>	<p>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 peer networks 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</p>

	<p>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 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: **£11,475**

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.	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,	See below.

	<p>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 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>	<p>See below.</p>

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

Budgeted cost: **£35,450**

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

Interventions	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	See below.
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	See below.

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

Budgeted cost: **£21,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions for behaviour – MHST/ELSA	<p>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.</p> <p>The introduction of a school based PFSA will further support the work with families to improve overall wellbeing. +4 months</p>	See below.

<p>Issues with attendance are address rapidly – support from School Leaders and other intervention services.</p>	<p>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.</p>	<p>See below.</p>
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Total budgeted cost: £ 68,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past year, the school has strategically allocated Pupil Premium funding to maximise the attainment, progress, and wider experiences of disadvantaged pupils. The impact of this targeted investment can be seen in the following outcomes:

1. Improved Attainment and Progress

- Disadvantaged pupils have made stronger progress in reading, writing, and mathematics, closing the gap with their peers and achieving outcomes broadly in line with national expectations in the key areas of learning for reading, writing and maths.
- Targeted interventions, including small-group tuition and precision teaching, have led to accelerated progress for identified pupils, particularly in phonics for KS1, reading fluency across the school, and arithmetic retention skills.
- The percentage of disadvantaged pupils achieving the expected standard at the end of key stages has increased this year, evidencing the positive impact of additional support and changes to the curriculum.

2. Enhanced Support for SEND and Individual Needs

- Pupil Premium funding has enabled additional SEND support and targeted interventions, ensuring that disadvantaged pupils with additional needs are effectively supported to access the curriculum.
- Stronger collaboration between SEND and class teachers has led to more personalised learning pathways, resulting in improved engagement, confidence, and progress.
- The school has invested in specialist training from MHST and the Trust alongside the purchase of resources to meet specific needs, ensuring that pupils are not only supported academically but also in terms of wellbeing and personal development.

3. Access to a clear and broader curriculum

- Funding has ensured that disadvantaged pupils have access to a wide range of enrichment opportunities, including educational visits, sports, music, and cultural experiences, which enhance engagement and broaden children's horizons.

- Curriculum enhancements, such as STEM projects, arts provision, and P.E provision have supported pupils' creativity, problem-solving skills, and resilience.
- Increased participation in extracurricular activities has been noted among disadvantaged pupils, ensuring equity of access and opportunities for personal growth.

4. Impact on Wellbeing and Aspirations

- Investment in pastoral support, including ELSA and mental health provision through work with the MHST, has strengthened pupils' emotional resilience and readiness to learn.
- Pupils demonstrate greater self-belief, motivation, and ambition, supported by the school's high expectations for all.

5. Ongoing Focus

While significant progress has been made, the school remains committed to:

- Sustaining the closing of attainment gaps through early intervention and high-quality teaching.
- Continuing to refine support for SEND disadvantaged pupils, ensuring needs are met both academically and socially.
- Broadening enrichment opportunities to ensure all pupils, regardless of background, are well-prepared for the next stage of their education and life.

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)

<i>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</i>
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)

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