

Pupil premium strategy statement – Evercreech CofE Primary 2026-2027

This statement details our school's use of pupil 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	156
Proportion (%) of pupil premium eligible pupils	17% (27 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£62,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,000

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is designed to improve outcomes for disadvantaged pupils through a relentless focus on high-quality teaching, targeted academic support and wider strategies that address barriers to learning.

We maintain high expectations for all learners, ensuring that disadvantage is never a barrier to achievement. Through evidence-informed practice, targeted intervention, strong pastoral support and rigorous monitoring of attainment, progress and attendance, we aim to narrow attainment gaps, improve attendance, and enable disadvantaged and vulnerable pupils to achieve as well as, or better than, 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
Priority 1: <i>To improve outcomes in reading, writing and mathematics for disadvantaged pupils through high-quality teaching, targeted academic support and rigorous assessment, ensuring sustained progress and narrowing attainment gaps across the school.</i>	• Targets are ambitious, measurable and regularly reviewed to ensure disadvantaged pupils make strong progress and achieve well across the curriculum. • High-quality teaching consistently meets the needs of disadvantaged

	pupils and addresses identified gaps in learning. • Teachers use assessment effectively to identify learning needs early and provide timely support and intervention. • Targeted interventions are evidence-informed, personalised and demonstrate measurable impact on pupil progress and attainment. • Disadvantaged pupils make at least expected progress in reading, writing and mathematics, with attainment gaps narrowing over time. • Attendance for disadvantaged pupils improves and persistent absence reduces year on year. • Barriers to learning are identified and addressed swiftly through academic, pastoral and SEND support. • Teachers and Teaching Assistants receive ongoing professional development, coaching and mentoring to strengthen classroom practice and intervention delivery. • Pupils demonstrate positive attitudes to learning, resilience and increasing independence in their learning. • Disadvantaged pupils actively participate in enrichment activities, wider curriculum opportunities and experiences that raise aspirations. • Parents and carers are meaningfully engaged in supporting attendance, learning and pupil wellbeing. • Senior leaders, class teachers and the SENDCo rigorously monitor attainment, progress, attendance and intervention impact, adapting provision where necessary. • Pupil Premium funding is used strategically and evaluated regularly to ensure it has a measurable impact on outcomes for disadvantaged pupils. • Attainment and attendance gaps between disadvantaged pupils and their peers diminish over time, enabling pupils to achieve outcomes
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	in line with or above national expectations and be well prepared for the next stage of their education. <u>Overall Success Measure</u> Disadvantaged pupils achieve highly through high-quality teaching, targeted academic support and effective wider strategies, resulting in improved attainment, accelerated progress, stronger attendance and reduced gaps between disadvantaged pupils and their peers.
Priority 2: <i>To strengthen behaviour for learning and foster a positive learning culture through consistently high-quality teaching, high expectations and effective support, ensuring all disadvantaged pupils are fully engaged and able to achieve their potential.</i>	• Strong partnerships between home and school are established, resulting in increased parental engagement and participation in workshops, learning events and support programmes. • Parents are equipped with the knowledge and resources to support reading, phonics and learning at home. • High expectations for achievement, attendance and engagement are consistently communicated and understood by pupils, staff and parents. • Disadvantaged pupils demonstrate positive attitudes to learning and are motivated to achieve their full potential. • All pupils read regularly with adults in school, with targeted pupils receiving additional reading opportunities to accelerate progress. • Reading for pleasure is actively promoted, leading to increased engagement with reading both at school and at home. • A greater proportion of disadvantaged pupils meet or exceed age-related expectations in reading. • Early identification and support ensure that pupils at risk of

	underachievement make strong progress. • Teaching is consistently of a high quality and responsive to the needs of disadvantaged pupils. • Monitoring of lessons, pupil outcomes, work scrutiny and pupil voice demonstrates high levels of engagement and effective classroom practice. • Robust assessment systems enable staff to track progress, identify emerging gaps and adapt provision accordingly. • Disadvantaged pupils make sustained progress in reading, writing and mathematics, with attainment gaps diminishing over time. • Pupil Premium funding demonstrates a measurable impact on pupil attainment, progress and engagement. <u>Overall Success Measure:</u> Disadvantaged pupils develop a positive attitude to learning, read confidently and frequently, benefit from strong home-school partnerships, and make accelerated progress towards, and beyond, national expectations.
Priority 3: <i>To strengthen personal development opportunities for disadvantaged and vulnerable pupils, enabling them to develop positive relationships, resilience, citizenship, self-confidence and a strong sense of belonging within the school community.</i>	• Pupils develop positive friendships and improve their social and communication skills through curriculum and enrichment opportunities. • Disadvantaged and vulnerable pupils take part in leadership roles such as Ambassadors, Reading Buddies, Prefects and Play Leaders, developing responsibility, confidence and citizenship. • Pupils show increased confidence, resilience and engagement in school life. • Attendance for disadvantaged and vulnerable pupils improves through targeted support, helping

	them feel part of the school community. • Stronger partnerships with families, supported by the Parent Family Support Advisor (PFSA), lead to improved communication, engagement and support for pupils' wellbeing, attendance and personal development. • The Parent Family Support Advisor (PFSA), Senior Mental Health Lead, ELSA Practitioners and MHST provide effective support that improves pupils' emotional wellbeing and readiness to learn. • Pupils develop self-awareness, emotional regulation and positive attitudes through wellbeing initiatives, mindfulness and targeted interventions. • Disadvantaged and vulnerable pupils, including higher attainers, access appropriate challenge and support, helping them to achieve their full potential. • Pupil voice shows that disadvantaged and vulnerable pupils feel safe, included and valued, and understand how to contribute positively to their school and wider community. <u>Overall Success Measure:</u> Disadvantaged and vulnerable pupils feel safe, included and supported, demonstrate positive attitudes to learning, build strong relationships, engage fully in school life, and develop the confidence, resilience and aspirations needed for future success.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focused on metacognition, self-regulation, adaptive teaching and feedback. £15,000	Metacognition and self-regulation have an average impact of +8 months' progress and are particularly effective when embedded through high-quality teaching. <i>Source: EEF.</i> Feedback strategies can provide up to +6 months' progress . <i>Source: EEF.</i>	Priority 1, Priority 2
<i>Staff coaching, mentoring and release time for instructional coaching.</i> £8000	Improving classroom practice has the greatest long-term impact on vulnerable pupils. Professional development supports consistent implementation of evidence-informed strategies.	Priority 1, Priority 2
<i>Retention and development of skilled support staff to deliver structured interventions</i> £5000	Teaching assistants have an average impact of +4 months when trained and deployed effectively in targeted support programmes. <i>Source: EEF.</i>	Priority 1, Priority 2

Success measure: Quality First Teaching consistently demonstrates evidence-informed strategies that improve outcomes for vulnerable pupils.

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

Budgeted cost: **£28,000 (45%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured small-group tuition in reading, writing and mathematics</i> £9,000	Small group tuition provides an average of +4 months' additional progress , particularly when focused on identified gaps in learning. <i>Source: EEF.</i>	Priority 1
<i>Teaching assistant-led intervention programmes (phonics, reading fluency, maths)</i> £5,000	Well-trained TAs delivering structured interventions can secure +4 months' progress . <i>Source: EEF.</i>	Priority 1
<i>One-to-one tuition for identified disadvantaged pupils</i> £4,000	One-to-one tuition typically generates around +5 months' additional progress and is particularly effective for pupils with significant gaps in learning. <i>Source: EEF.</i>	Priority 1

Success measure: vulnerable pupils make accelerated progress in reading, writing and mathematics, reducing gaps with their peers.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Family Support Advisor (PFSA) support for attendance, safeguarding and family engagement.</i>	Parental engagement approaches can generate +4 months' additional progress and improve attendance and engagement with learning. <i>Source: EEF.</i>	Priority 2, Priority 3

£7000		
<i>Emotional wellbeing support through ELSA, MHST and mental health initiatives.</i> £4,000	Social and emotional learning approaches typically lead to +3 months' additional progress while improving resilience and readiness to learn. <i>Source: EEF.</i>	Priority 2, Priority 3
<i>Breakfast club provision, uniform support and attendance initiatives.</i> £3000	These approaches address barriers to attendance, engagement and participation, helping disadvantaged pupils access learning consistently.	Priority 2, Priority 3
Pupil leadership, enrichment and personal development opportunities £2000	Participation in wider school life supports belonging, confidence and citizenship, contributing to improved engagement and outcomes.	Priority 3

Total budgeted cost: £62,000

Teaching	£28,000	45%
Targeted Academic Support	£18,000	29%
Wider Strategies	£16,000	26%
Total	£62,000	100%

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Throughout 2025-2026, the school prioritised raising attainment and accelerating progress in reading, writing and mathematics through high-quality teaching, targeted intervention and robust assessment practices.

- Disadvantaged pupils benefited from targeted interventions including phonics support, precision teaching, reading fluency programmes and arithmetic interventions.
- Strong outcomes were maintained in EYFS, Key Stage 1 and the Year 4 Multiplication Tables Check, reflecting the impact of early intervention and high expectations and a strong curriculum in place.
- Many disadvantaged pupils made positive progress from their starting points, with attainment gaps narrowing in several year groups.
- Vulnerable pupils, including those with SEND and additional learning needs, were supported through personalised provision, enabling them to access learning successfully and make progress against their individual targets.
- Outcomes at the end of Key Stage 2 were lower than anticipated due to a range of cohort-specific and historical factors.
- Robust plans have been established to further strengthen outcomes in reading, writing and mathematics during 2026-2027, particularly in KS2.

Priority 2: To strengthen behaviour for learning and foster a positive learning culture through consistently high-quality teaching, high expectations and effective support, ensuring all disadvantaged pupils are fully engaged and able to achieve their potential.

The school maintained a strong focus on creating a positive learning environment where disadvantaged pupils and vulnerable pupils could engage successfully in school life.

- High expectations for behaviour and learning were consistently promoted across the school.
- Targeted pastoral and academic support enabled disadvantaged pupils and vulnerable pupils to engage more successfully in lessons and wider school activities.
- The Parent Family Support Advisor (PFSA) worked closely with families to reduce barriers to learning, improve communication and support attendance.
- Breakfast Club provision, pastoral support and family-centred interventions contributed to improved engagement, attendance and wellbeing.

- Attendance remained a priority, with targeted support helping a number of disadvantaged pupils and vulnerable pupils improve attendance and punctuality.
- Strong collaboration between staff, parents and external agencies ensured that vulnerable pupils received timely and appropriate support when challenges arose.

Priority 3: To develop the staff team to promote citizenship and improved social relationships between the children.

The school continued to strengthen opportunities for citizenship, leadership and positive social development across the school community.

- Staff training and professional development supported the promotion of positive relationships, inclusion and personal development across the curriculum.
- Disadvantaged pupils and vulnerable pupils accessed a broad range of enrichment activities, educational visits and extra-curricular opportunities, helping to develop confidence, resilience and social skills.
- Leadership opportunities such as Ambassadors, Reading Buddies, Prefects and Play Leaders promoted responsibility, citizenship and positive relationships across year groups.
- Increased participation in clubs, sporting events and wider curriculum experiences ensured disadvantaged pupils and vulnerable pupils had equitable access to opportunities beyond the classroom.
- Pupil voice indicates that children feel safe, valued and well supported within the school community.
- The school's work with ELSA practitioners, the MHST, the PFSA and pastoral teams has supported pupils' emotional wellbeing, social development and readiness to learn.

Overall Impact

Despite challenges within the 2025-2026 KS2 cohort, the school has continued to improve outcomes, engagement and wellbeing for both disadvantaged pupils and vulnerable pupils. Strong outcomes in EYFS and Key Stage 1, improved support for pupils with SEND, effective pastoral systems, family engagement through the PFSA and a wide range of enrichment and leadership opportunities have contributed positively to pupils' achievement and personal development.

The school has strengthened its identification and support of vulnerable pupils, ensuring barriers to learning are addressed through effective partnership working with families and external professionals. As a result, pupils are increasingly able to access the curriculum, engage positively in school life and develop the confidence, resilience and social skills needed to succeed.

The school is well placed to build upon these improvements through its revised 2026-2027 priorities, which place greater emphasis on academic outcomes, behaviour for learning and the personal development of disadvantaged pupils and vulnerable pupils.

Externally provided programmes

Programme	Provider
Speech and Language Therapy Support	NHS/Integrated Therapy Service
Occupational Therapy Support	NHS/Integrated Therapy Service
Trust School Improvement Support	PPAT Education Trust
Parent Family Support Advisor (PFSA) Service	Evercreech CofE Primary School
MHST (Mental Health Support Team)/Young Somerset	NHS/Integrated Therapy Service
Unlocking Letters and Sounds	ULS
ELSA (Emotional Literacy Support Assistant) Training and Supervision	Educational Psychology Service
Virtual School	Somerset County Council
Inclusion Advice Line	Somerset County Council
The TOR School, Advisory Teacher Service	South Somerset Partnership School
Educational Psychologist Advice	Dr. Jeremy Side & Somerset County Council.
TLE Sport, Alternative Provision for SEMH	TLE Sports.

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**

The school's Service Pupil Premium funding was used flexibly to provide pastoral support, enrichment opportunities and wellbeing provision for eligible pupils. Regular communication with families ensured that any emerging social, emotional or educational needs were identified and addressed promptly. Funding also supported participation in wider school experiences and activities to promote inclusion, resilience and positive wellbeing.

The impact of that spending on service pupil premium eligible pupils

As a result of this support, service pupils remained fully engaged in school life, attended regularly and participated successfully in academic and enrichment activities. Pupils reported feeling well supported and demonstrated positive wellbeing, confidence and a strong sense of belonging within the school community.

Further information (optional)

Our Pupil Premium strategy is informed by a detailed analysis of attainment, attendance, behaviour, wellbeing and engagement data, alongside the individual needs of disadvantaged pupils and vulnerable pupils across the school. The strategy has been developed using the Education Endowment Foundation's tiered approach, prioritising high-quality teaching, targeted academic support and wider strategies to remove barriers to learning.

School leaders work closely with teachers, the SENDCo, Parent Family Support Advisor (PFSA), ELSA practitioners, the Mental Health Support Team (MHST), Trust leaders and external agencies to identify pupils requiring additional support and to ensure interventions are targeted effectively. Particular consideration is given to pupils who face multiple vulnerabilities, including those with SEND, attendance concerns, social and emotional needs, safeguarding involvement or adverse childhood experiences.

The impact of Pupil Premium spending is monitored regularly through pupil progress meetings, assessment data, attendance reviews, behaviour records, pupil voice activities and wellbeing measures. This enables leaders to evaluate the effectiveness of provision, identify emerging needs and adapt support accordingly.

In addition to activities funded through the Pupil Premium grant, disadvantaged and vulnerable pupils benefit from wider school investment, including Trust-led school improvement support, staff professional development, pastoral provision, SEND support, safeguarding services, enrichment opportunities and mental health initiatives. These contribute to a culture of high expectations, inclusion and aspirational outcomes for all pupils.