



Evercreech Church of England

Primary School

Review of Pupil Premium Spending 2025-2026

Priority 1: Reading, Writing and Maths

Target: *To achieve higher standards in Reading, Writing and Maths throughout the school and improve rates of progress.*

Review Comment: Most disadvantaged pupils made good progress across Reading, Writing and Mathematics during the academic year across the school, however KS2 data reflected a slower rate of progress. Termly assessments demonstrated a narrowing in most year groups, particularly in reading and mathematics and phonics/reading. Targeted interventions were implemented promptly and monitored regularly, enabling pupils to make pleasing progress towards age-related expectations. The quality of teaching improved through ongoing CPD and coaching, and staff demonstrated greater confidence in adapting learning to meet individual needs. Pupils showed increased independence and resilience in their learning, supported by effective classroom practice and timely intervention.

Target: *Provide an enriched curriculum with wider learning opportunities.*

Review Comment: Disadvantaged pupils accessed a broad and balanced curriculum and participated in a range of enrichment activities, including educational visits, sporting events and community projects. These experiences enhanced engagement, supported personal development and contributed positively to pupils' confidence and aspirations. Pupil voice indicated that children valued these opportunities and felt included in all aspects of school life.

Target: *Staff CPD and intervention provision improve pupil outcomes.*

Review Comment: Professional development strengthened staff subject knowledge and pedagogical understanding. Monitoring activities, including lesson observations and work scrutiny, showed increasing consistency in teaching and intervention delivery across the school. Intervention programmes were tailored to pupils' specific needs and

reviewed regularly, resulting in an improving picture of attainment and progress for disadvantaged pupils in EYFS and KS1. Progress was slower in KS2, but this remains an area for further development.

Priority 2: Behaviour for Learning and Reading Culture

Target: Strengthen behaviour for learning and foster a positive learning culture.

Review Comment: Behaviour across is increasingly positive, with disadvantaged pupils demonstrating improved engagement in learning and great engagement levels. Clear expectations, strong relationships and targeted support contributed to a reduction in behaviour incidents for identified pupils. Learning walks and classroom monitoring evidenced pupils being more focused, motivated and ready to learn. This is an areas of continuous improvement but the culture of the school has changed.

Target: Promote parental engagement and support reading.

Review Comment: Parent engagement improved through workshops, regular communication and family learning opportunities. Reading continued to be prioritised across the school, with targeted pupils receiving additional reading support with volunteers and members of staff. Reading records and assessment information indicate improved reading fluency, comprehension and confidence among disadvantaged pupils. Home-school partnerships strengthened throughout the year, but the work in school has improved how pupils feel about their learning.

Priority 3: Social Development, Wellbeing and Attendance

Target: Develop citizenship and social relationships.

Review Comment: Opportunities such as School Council, Subject Ambassadors, House Captains and our Happiness Heroes enabled pupils to develop leadership skills, responsibility and positive relationships. Pupils demonstrated greater confidence when interacting with peers and adults, and participation in leadership roles increased amongst disadvantaged pupils.

Target: Improve attendance and reduce barriers to learning.

Review Comment: Attendance for disadvantaged pupils improved during the academic year, particularly those relating to Persistent Absenteeism. Early intervention, close monitoring and effective communication with families reduced rates of persistent absence. Breakfast Club provision and practical family support through work with our Senior Team and School PFSA helped ensure pupils attended school more regularly and were ready to learn.

Target: Improve emotional wellbeing through MHST and ELSA support.

Review Comment: Targeted pastoral support through MHST and ELSA interventions had a positive impact on pupils' emotional wellbeing and readiness to learn. Staff reported improvements in self-regulation, resilience and engagement for pupils accessing support. Pupil surveys and pastoral records indicate that children felt well supported and able to seek help when needed.

Overall Summary

End-of-Year Evaluation

The Pupil Premium Strategy has had a positive impact on attainment, attendance, behaviour and personal development. Disadvantaged pupils have benefited from high-quality teaching, targeted interventions and enhanced pastoral support. Attainment gaps have narrowed in key areas, attendance has improved and pupils have engaged successfully with a broad range of enrichment opportunities. While some disadvantaged pupils continue to require additional support, particularly those with SEND, the school has established effective systems and provision that will continue to drive improvement. The strategy remains closely aligned to identified barriers and has contributed to improved outcomes for disadvantaged pupils across the school.