

## Evendons Primary

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Name of School	Evendons Primary School
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 20214
Statement authorised by	Matt Parting Head Teacher
Pupil premium lead	Lucinda Graham
Governor / Trustee lead	Leesha Whawell/ Tony Eames

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18450
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£873
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21323

## Part A: Pupil premium strategy plan

### Statement of intent

At Evendons 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.

We will consider the challenges faced by our vulnerable pupils, CLICC children (Children living in Challenging Circumstances) and those who have a social worker. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Our Strategy is also integral to wider school plans for education recovery, after the school closures and national lockdowns. We believe strongly in supporting children with their mental health and wellbeing. We have looked at our overall strategy and have desired outcomes for the next 3 years and have categorised these into four main areas, wellbeing, attendance, assessment and achievement.

#### **WELLBEING**

- Evendons has highly effective interventions in place to support children's wellbeing and mental health.
- We have a designated wellbeing and nurture teacher who supports our PP children and our families.
- We offer Art therapy by a qualified art therapist as a therapeutic approach to support children with complex emotions.

#### **ATTENDANCE**

- The attendance of PP children is in line with national average
- All children are at school and are ready to learn, they enjoy school and want to come in everyday.

#### **ASSESSMENT**

- High quality teaching is at the heart of our approach and ensures the gap is not widening for Evendons Pupil Premium children.
- Pupil Premium children are working at expected level or above.
- Children are tracked to ensure that interventions are put in the place quickly and effectively and learning opportunities meet the needs of all the pupils.

#### **ACHIEVEMENT**

- Evendons Pupil Premium children achieve their full potential.
- Pupil Premium children achieve success, have self confidence and have good self esteem.
- They can talk about their achievements and have high hopes for the future.
- They will be able to attend clubs and go on school trips.

## Challenges

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

Challenge number	Detail of challenge
1	An Emotional Impact affective behaviour in class due to various factors including COVID19.
2	Children are withdrawn and quiet, have low self esteem, and do not recognise their own talents and abilities.
3	Attainment gaps due to COVID19 pandemic, children struggling to catch up in reading/ writing and maths.
4	Many of our Pupil Premium children fit into other groups such as having special educational needs.
5	Financial impact of families. Families not able to play for clubs and trips.

## 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
An Emotional Impact affective behaviour in class due to various factors including COVID19.	<ul style="list-style-type: none"> <li>Children are happy in school and are working in-line with their peers. They are able to control their emotions in school and talk openly to adults and friends about their feelings.</li> <li>Our Nurture and Wellbeing lead will establish good relationships with parents and children to ensure children's individual emotional needs are being met. Children are able to control their emotions in school and talk openly to adults and friends about their feelings.</li> <li>Children will have access to Art therapy sessions which will support their emotional wellbeing and support children with complex emotional needs.</li> </ul>
Children are withdrawn and quiet, have low self esteem, and do not recognise their own talents and abilities.	<ul style="list-style-type: none"> <li>Evedons Primary School will offer a wide range of extracurricular activities which tap into our children's passions and strengths.</li> <li>Pupil Premium children achieve their potential. They have self confidence and good self esteem.</li> </ul>

	<ul style="list-style-type: none"> <li>● Pupil Premium children can talk about their achievements and have high hopes for the future.</li> <li>● Pupil premium children are prioritised when choosing clubs.</li> <li>● Discounts or fees are applied for at least 1 club the child attends.</li> <li>● Children learn new skills and make new friends.</li> </ul>
Attainment gaps due to COVID19 pandemic, children struggling to catch up in reading/ writing and maths.	<ul style="list-style-type: none"> <li>● Tutoring will be offered to all out Pupil Premium children, either inside the classroom as 1:1 sessions or outside the classroom.</li> <li>● Assessment data will be shared with staff termly</li> <li>● Experienced tutors are appointed to teach children who know the school and children well</li> <li>● Pupil Premium children are working at expected level or above.</li> <li>● Interventions are added quickly from Reception to fill the gaps.</li> </ul>
Many of our Pupil Premium children fit into other groups such as having special educational needs.	<ul style="list-style-type: none"> <li>● Collaboration between SENCO and Pupil premium coordinator, attending meetings together and working on same documents e.g. IEP's</li> <li>● All children given a Key worker who is responsible for informing others of children progress/ concerns</li> <li>● The Inclusion Team creates a diagnosis of needs every term to ensure that effective interventions are in place.</li> </ul>
Financial impact of families due to COVID19.	<ul style="list-style-type: none"> <li>● Evendons will support all families needing financial support with trips</li> <li>● SLT to review case by case</li> <li>● Good relationships with families, who feel they can ask for support when needed. Agreements made if necessary to stop families worrying about financial implications.</li> </ul>

## 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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and learning walks - continuing a whole school Pupil Premium approach	Previous work at Evendons ensures that a Whole School approach is highly effective, everyone is accountable and everyone looks out for these children.	1/ 2
Staff training on the effective use of feedback for all children.	EEF TOOLKIT: Feedback is well-evidenced and has a high impact on learning outcomes. (+6 on EEF Impact)	3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Tutors across the school who know the children well. One for KS1 and one for KS2.	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. (+5 EEF Toolkit) Evidence based on last year's tutors Performance Management targets Teacher comments/ conversations 'pre-teaching really helped *****'s confidence during the lesson today.	1,2,3
Inclusion Assistant head to create a diagnosis of needs and share assessment data to all teachers.	Covid Resources from EEF - Assessment helps teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	3, 4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture and Wellbeing Lead will support PP and CLICC children's behaviour, emotional wellbeing and build children's self confidence.	EEF Toolkit - Behaviour interventions (+4) Feedback (+6) Individualised instructions (+4) Mentoring (+2) Metacognition and self regulation strategies (+7) Social and emotional learning (+4)	1,2,3
A Qualified Art Therapist will support children with complex emotions.	EEF Toolkit - Metacognition and self regulation strategies (+7) Social and emotional learning (+4) Individualised instructions (+4)	1,2,3
All Pupil Premium children have the opportunity to attend residential trips, regardless of the cost.	EEF Toolkit suggests that outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1,2,4
Pupil Premium children are able to learn musical instruments and borrow instruments from school.	Arts Participation - EEF toolkit (+3)	2,4

**Total budgeted cost for 3 Years: £ 66,000**

## 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 2020 to 2021 academic year.

*Our Assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year due to the COVID-19 school closures. We used Pupil Premium funding to support all pupils and target interventions where required. Assessment Data suggests our PP ended the academic year as follows:*

*Writing - 12% B 47% WTS 35% EXE 6% GDS*

*Reading - 6% B 35% WTS 59% EXE 0% GDS*

*Maths - 6% B 47% WTS 29% EXE 17% GDS*

*Children were supported by our Nurture and Wellbeing lead. They are dedicated to the awareness of the needs of our CLICC (Children Living in Challenging Circumstances) and Pupil Premium children. They can introduce interventions quickly and effectively, and where they are most needed. Children's emotions are addressed, so they could feel happy, safe and secure in school. Behaviour plans are in place quickly when needed. All children with Pupil Premium have an effective IPM. Our Nurture lead has built effective relationships.*

*The Art therapist supported our Pupil Premium and CLICC children with more complex needs, giving them time and space to talk. Art therapy took place on-line, supporting children at home and then their return to school. This provided a method of understanding children's behaviours, giving insight into the minds of our children.*

*Extra Support was given at Lunchtime to improve behaviour. Behaviour was closely monitored and changes made frequently to improve the children's play and social interactions. Lunchtime clubs were allocated to children who were finding this part of the day tricky after the return to school.*

*Our FSM meal families were continuously supported during school closures, both with vouchers and hampers provided.*

*ALL our Pupil Premium children went on trips, without financial concerns from parents. Children have not missed out on essential enriching parts of their learning.*

*Some Pupil Premium children took up musical instruments and are continuing with lessons in the new academic year.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Designated mentor to child who meets with parents and creates a pastoral 1:1 support plan and diagnosis of needs. Piano lessons organised by school during lockdown and the continuing at school, to provide an opportunity to build a child's self esteem.
What was the impact of that spending on service pupil premium eligible pupils?	Families feel supported by the school as per Parent survey 2021.