

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
School name	Evergreen Primary Academy
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Vicky Counsell
Pupil premium lead	Vicky Counsell
Governor / Trustee lead	Melissa McCann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£8,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,960

Part A: Pupil premium strategy plan

Statement of intent

- Evergreen Primary Academy seeks to ensure children experiencing disadvantage are provided with opportunities to counter-balance that disadvantage. These opportunities focus on meeting the academic, SEND, pastoral and SEMH needs of pupils experiencing disadvantage in order to support progress and development of the whole child.
- Our aim is to support children in receipt of the pupil premium grant to achieve as well as nationally in comparison to their non-PP peers. We do this by using a range of strategies including quality first teaching, high quality intervention, specialist and multi-agency support/intervention and parent support.
- Attendance at school is of fundamental importance to improving outcomes for pupils entitled to the PP. We invest time and resource in supporting families to ensure that pupils have every opportunity to attend school every day, on time.
- The Senior Leadership Team, Cabot Learning Federation and the Academy Council monitor the impact of all spending and interventions, including the Pupil Premium.
- Pupils with SEND who are also entitled to PP funding are a focus for the academy and regular meetings (Core Team Meetings) involving class teachers, SENDCo and school leaders take place to discuss the needs and provision for pupils with SEND to support progress and meet need.

Challenges

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

Challenge number	Detail of challenge
1	Adverse Childhood experiences: children experiencing disadvantage have a higher chance of exposure to an adverse childhood experience. Developmental social and emotional well-being impacts adversely on readiness to learn. key pupils/year groups within the academy demonstrate poor choices in behaviour and require specialist support and provision to support improvements in attainment.
2	Reading: we know that limited reading takes place at home and our children have lower levels of reading progress/attainment. Not being a fluent reading can impact significantly on pupil progress within the English curriculum as well as the wider curriculum. Supporting children to access reading opportunities across the day and across the curriculum will ensure they are able to access the full curriculum offer.

3	Support services for parents: the academy is in an area of high deprivation and parents face increasingly challenging situations prior to but particularly since the pandemic. The academy provides support and guidance to parents who are new to the area and new to the country through our parent support advisor.
4	Language and oracy development: the academy has 86% of pupils with English as an additional language and an increasing number of pupils who are admitted new to the country and New to English. Our baseline assessments on entry to Reception demonstrate that 63% of our pupils arrived well below age-related expectations in communication and language.
5	Attendance and punctuality: key pupils/year groups within the academy have attendance below the national average and the PA list is above the national average. Pupils need to be in school every day and arrive on time to be able to access the full curriculum offer.
6	Attainment of key subject areas: in some year groups, there is an attainment gap between PP and non-PP attainment in reading, writing or maths.
7	Recovery: Our youngest children have been most adversely affected (proportionately) by time out of school. In addition to this, our current year 6 cohort are the final year group to go through EPA having had a difficult EYFS and KS1 experience.

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
Learners who experience disadvantage will receive purposeful and targeted support alongside quality first teaching to raise attainment in reading, writing and maths.	Children will achieve as well nationally in comparison to their peers.
Pupils and families demonstrate they value the education their children receive and know that good attendance makes a difference to outcomes.	Attendance for PP pupils is in line (or better than) with peers at 96+%.
Pupils use their oracy skills to engage with learning across the curriculum and are able to articulate their learning in a range of situations.	Pupil voice, parent voice, teaching and learning monitoring will demonstrate positive improvements in the development of pupils' oracy and language development.
Learners will understand that they are valued and that the academy supports and values their mental health and wellbeing and that of their families.	Families engage with the academy to enable pupils to access counselling, intervention support, extra-curricular opportunities and more.
Learners adversely affected by the pandemic (lost learning) will be supported to recover well.	Y1 Phonics Screener outcomes in Autumn 2021 (for current Y2 pupils) will be in line with pre-pandemic years. KS2 outcomes will be in line with pre-pandemic years.

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: £35,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further embedding of strategies to support the consistent approach to teaching of phonics and early reading in EYFS and KS1.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading is key to accessing the whole curriculum and children with EAL require high quality phonics teaching to develop reading skills.	2, 4
<i>Undertake project work with voice 21 to further support and embed whole school oracy strategies.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The academy has a high proportion of pupils with English as an additional language. Being surrounded by strong oracy modelling and developing personal oracy skills supports children to access and engage with the curriculum in a meaningful way.	4
<i>Support new staff embed curriculum, planning and assessment strategies.</i> <i>Standardised diagnostic assessments to identify individual need for both teaching and learning and academic intervention.</i>	https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf The academy has three new teachers across KS1 and KS2 and assessment and understanding EPA pedagogy will support pupil progress.	4, 6
<i>Targeted professional development of teaching and support staff (within</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,4, 6

<i>EPA and CLF more broadly).</i>		
<i>Development of use of numbersense across EYFS and KS1.</i>	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	4, 6
<i>Small group, evidence led intervention – PD to support enactment of this so that teachers make considered choices about interventions.</i>	Targeted support to specific needs has high impact. EEF Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition	2, 4, 6, 7
<i>Mangotsfield English Hub Professional development to support recovery.</i>	The Mangotsfield English Hub will be providing professional development for the English and phonics Leads whilst supporting the academy to identify further effective strategies to support QFT in closing the gaps for pupils following full and partial school closures, which have impacted on pupils learning stamina and progress with phonics.	2, 6, 7
<i>CLF Reading Lead – PD support for leaders and teachers</i>	Supporting with professional development opportunities including training in BRP and benchmarking strategies for LSAs alongside working in class with teachers to support	2, 6, 7
<i>New to English 6-week induction programme</i>	The academy provides additional support for pupils who are new to English, including those entitled to pupil premium. This supports the pupils to settle into their new school and develop a functional level of English within the first six weeks. https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/	4, 6, 7
<i>Targeted support from Vice Principal for Y6 pupils</i>	The current Y6 class were the last class in the school to have received their entire EYFS and KS1 education at the school (Millpond) prior to becoming Evergreen Primary Academy. Following this, there have been two years of interruption during their time in Y4 and Y5. This has impacted significantly on their KS2 experience and in a class of 52% PP children, it is essential to develop their readiness for transition to KS3.	6, 7

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

Budgeted cost: £32,776

Activity	Evidence that supports this approach	Challenge number
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		(s) addressed
<p><i>Academic Mentor employed to work with KS1 pupils.</i></p> <p><i>After school tuition for KS2 pupils.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Government funding has been allocated specifically for this type of support and is recommended by the DfE.</p> <p>Our youngest pupils have been most adversely affected by disrupted education and the Academic Mentor supports pupils to close gaps in phonics knowledge to support improved phonics and reading outcomes this year.</p> <p>Our KS2 pupils' attendance at remote learning during partial closure was inconsistent and gaps have emerged for some key pupils, including those entitled to PP funding. Specific, targeted tuition for areas identified as gaps (using teacher formative and summative assessment strategies) will support pupils to get back on track with attainment and progress.</p>	1, 2,4, 6, 7
<p><i>Whole school attendance tracked.</i></p> <p><i>PP pupils attendance tracked, including lates.</i></p> <p><i>Persistent absence tracked.</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>Some parents are unfamiliar with the English education system and the requirement for pupils to attend school every day. Supporting parents understand attendance processes is a key priority for maintaining good attendance for pupils.</p>	3, 5, 6
<p><i>Education al welfare consultant services.</i></p> <p><i>Education al Psychologi st SALT</i></p> <p><i>Behaviour support (Elementa)</i></p>	<p>EEF Special Educational Needs in Mainstream Schools Guidance 2020 Following expert-led advice will build a holistic and ongoing understanding of pupil needs, which will then ensure that all pupils have access to high quality teaching.</p>	1, 2, 3, 4, 5, 6
<p><i>PiXL subscription. Data analysis – identifying gaps in knowledge and understanding.</i></p>	<p>This subscription provides effective and targeted intervention and data analysis opportunities for senior leaders and teachers.</p> <p>Termly use of assessments and question level analysis supports teachers to regularly identify gaps and plan for intervention for catch up during this recovery period. This also supports with identifying pupils suitable for additional government funding tuition sessions.</p>	2, 6

<i>Intervention guidance</i>		
<i>Reading Recovery for KS1 pupils.</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf 1:1 Intervention can impact positively on pupil outcomes in reading.	2, 6
<i>Edukey provision mapping programme</i>	https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf Tool to be used to support children entitled to PP alongside having SEND.	2, 4, 6

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

Budgeted cost: £ 33,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast Club with priority places for PP children or those with attendance challenges.</i>	Support from Greggs Foundation. https://www.greggsfoundation.org.uk/sites/default/files/uploads/docs/Greggs-Foundation-Impact-Report-2021-2022.pdf Support from Fare Share South West https://faresharesouthwest.org.uk/get-food/food-for-schools/	1, 3, 5
<i>Parent Support Advisor</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3, 5
<i>Into University programme for Y4, Y5 and Y6 to raise aspirations for disadvantaged pupils.</i> <i>1:1 tutoring from Into</i>	https://intouniversity.org/content/our-impact Programme is supported by the University of Bristol to raise aspirations of pupils experiencing disadvantage across the city.	1, 4, 6

<i>University provided for some PP Y6 pupils.</i>		
<i>Working with Mental Health Support Team/Off the Record to support pupils with mental health challenges.</i>	CBT is supportive for pupils with anxiety and depression (as supported by NICE research). https://www.otrbristol.org.uk/what-we-do/mhst/	1, 3, 6
<i>Supporting PP children to attend school trips (including subsidising trip costs).</i>	Pupil voice tells us that some pupils are unfamiliar with the area they live in and we need to build cultural capital to support pupils' learning.	1, 4
<i>Providing school uniform, coats and shoes to PP children.</i>	We support families who require assistance to send their children in full school uniform (including shoes). Support from the Greggs Foundations enables us to apply for grants to fund families to buy uniform, coats and shoes.	3, 5
<i>Counselling available for pupils and parents through The Bridge Foundation.</i>	https://childpsychotherapy.org.uk/resources-professionals/nice-guidelines	1, 3, 6
<i>Daily lunchtime club (games, music, art) open to all pupils.</i>	Pupil voice has indicated that pupils enjoy having a space away from the playground to enjoy quieter activities in smaller groups. This also supports children who find less structured times challenging to navigate.	1
<i>Subscription to Snowdon Village (NEST) to support children at risk of PEX.</i> <i>Advice and training for school based staff.</i>	EEF +7 months. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4, 6

<p><i>Staff supervision sessions to support wellbeing of staff working with pupils experiencing disadvantage.</i></p>	<p>https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_0.pdf</p> <p>Staff voice has confirmed that supervision provides support for mental health and wellbeing of staff.</p>	<p>1, 6</p>
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Total budgeted cost: £ 102,484

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.

A few of our planned strategies were only partially implemented due to Covid-19 restrictions and partial school closures. Many of our resources were diverted to support acute and unplanned need arising from the pandemic. Therefore, not all the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were fully realised due to a change in focus.

We know that due to periods of partial school closure, some pupils with additional SEMH needs have experienced a significantly negative impact on their wellbeing and readiness to learn. This negative impact has disrupted progress in reading, writing and maths to varying degrees as some children were not able to take part in targeted intervention work as previously planned prior to partial closure.

For our disadvantaged children learning at home rather than attending site, we maintained a broad and balanced curriculum to attempt to counterbalance the inevitable negative impact on their education. We supported families with laptops, reading interventions online and home visits.

The impact of the above is that the Y1 phonics screener pass rate for PP pupils was lower than the previous year and lower than non-PP pupils. Internal data demonstrates that the impact on KS1 pupils was significant and the internal data for the end of key stage one shows a lower percentage of children achieving age related expectations than previously, with PP children achieving lower than the previous year. Internal data shows that KS2 pupils were able to access learning (during this disrupted year) in a more meaningful way and outcomes were more closely aligned to previous years' outcomes for this age range. However, children entitled to PP did not perform as well as non-PP pupils.

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
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Evergreen Summer Of Fun 5 activity days during the summer holiday. Applied for, and awarded, HAF funding.	Bristol Sport Foundation Bristol City Football Club EPA staff
CLF Summer Of Fun 20 activity days during the summer holiday. Applied for, and awarded, HAF funding.	Bristol Sports Foundation

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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