

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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  | 137                       |
| Proportion (%) of pupil premium eligible pupils   | 38% (52 pupils)           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021- 2024                |
| Date this statement was published   | December 2022             |
| Date on which it will be reviewed   | December 2023             |
| Statement authorised by   | Jan Saunders              |
| Pupil premium lead  | Kerry Coote               |
| Governor / Trustee lead   | Melissa McCann            |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £78,945 |
| Recovery premium funding allocation this academic year  | £8,500  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £87,445 |

# 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.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Adverse Childhood experiences:</b> 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                | <b>Reading:</b> we know that limited reading takes place at home and our children have lower levels of reading progress/attainment. Not being a fluent reader 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                | <b>Support services for parents:</b> 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 | <b>Language and oracy development:</b> <i>the academy has 88% 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 90% (fill in when EYFS baselines are completed in T1) of our pupils arrived well below age-related expectations in communication and language.</i> |
| 5 | <b>Attendance and punctuality:</b> <i>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.</i>   |
| 6 | <b>Attainment of key subject areas:</b> <i>in some year groups, there is an attainment gap between PP and non-PP attainment in reading, writing or maths.</i>  |
| 7 | <b>Recovery:</b> <i>Our youngest children have been most adversely affected (proportionately) by time out of school. Children currently in Y3 and Y4 (in 22-23 academic year) were most dramatically affected by disrupted learning during the pandemic as a disproportionate amount of time of the academic careers were spent taking part in remote learning compared to pupils who were in key stage 2 at the time.</i>   |

## 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 will be in line (or above) with pre-pandemic years.<br>KS2 outcomes will be in line (or above) 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>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Reading is key to accessing the whole curriculum and children with EAL require high quality phonics teaching to develop reading skills.</p>   | 2, 4                          |
| <i>Undertake project work with voice 21 to further support and embed whole school oracy strategies.</i>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>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.</p> | 4                             |
| <p><i>Support new staff embed curriculum, planning and assessment strategies.</i></p> <p><i>Standardised diagnostic assessments to identify individual need for both teaching and learning and academic intervention.</i></p> | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>The academy has three new teachers across KS1 and KS2 and assessment and understanding EPA pedagogy will support pupil progress.</p>  | 4, 6                          |
| <i>Targeted professional development of teaching and support staff (within EPA and CLF more broadly).</i>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>  | 2,4, 6                        |
| <i>Continued embedding of use</i>   | <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>   | 4, 6                          |

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|---|---|------------|
| <i>of numbersense across EYFS and KS1.</i>  | <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a>   |            |
| <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<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>  | 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.<br><a href="https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/">https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/</a> | 4, 6, 7    |
| <i>Targeted support from AAP and Senior Vice Principal for Y6 pupils</i>  | The current Y6 class were the first class in the school to have received their KS2 education at Evergreen Primary Academy. (Prior to this their EYFS and KS1 education was at Millpond.) There have been two years of interruption during their time in Y4 and Y3. This has impacted on their KS2 experience and 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: £22,276

| Activity                | Evidence that supports this approach   | Challenge number(s) addressed |
|-------------------------|--|-------------------------------|
| <i>Teacher employed</i> | Government funding has been allocated specifically for this type of support and is recommended by the DfE. | 1, 2,4, 6, 7                  |

|   |  |                  |
|---|--|------------------|
| <i>to work with Y3 pupils for 1-2-1/small group tuition.</i>  | Our youngest pupils have been most adversely affected by disrupted education due to the pandemic. In addition, they have a disrupted Y2 due to teacher illness. The teacher will provide 1-2-1/small group tuition to children in Y3 for 6 hours per week.   |                  |
| <i>Whole school attendance tracked. PP pupils attendance tracked, including lates. Persistent absence tracked. Educational welfare consultant services.</i> | <a href="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">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</a><br><br>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. Ensuring the punctuality and lateness is monitored and action taken for supporting families in this area. | 3, 5, 6          |
| <i>Educational Psychologist SALT Behaviour support (Elementa)</i>   | 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.   | 1, 2, 3, 4, 5, 6 |
| <i>Edukey provision mapping programme</i>   | <a href="https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf">https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf</a><br><br>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) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

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|---|--|------------|
| <i>Free breakfast Club with priority places for PP children or those with attendance challenges.</i>  | <p>Support from Greggs Foundation.<br/> <a href="https://www.greggsfoundation.org.uk/sites/default/files/uploads/docs/Greggs-Foundation-Impact-Report-2021-2022.pdf">https://www.greggsfoundation.org.uk/sites/default/files/uploads/docs/Greggs-Foundation-Impact-Report-2021-2022.pdf</a></p> <p>Support from Fare Share South West<br/> <a href="https://faresharesouthwest.org.uk/get-food/food-for-schools/">https://faresharesouthwest.org.uk/get-food/food-for-schools/</a></p> | 1, 3, 5    |
| <i>Parent Support Advisor</i>   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  | 1, 3, 5    |
| <i>Into University programme for Y4, Y5 and Y6 to raise aspirations for disadvantaged pupils.</i><br><br><i>1:1 tutoring from Into University provided for some PP Y6 pupils.</i> | <p><a href="https://intouniversity.org/content/our-impact">https://intouniversity.org/content/our-impact</a></p> <p>Programme is supported by the University of Bristol to raise aspirations of pupils experiencing disadvantage across the city.</p>  | 1, 4, 6    |
| <i>Working with Mental Health Support Team/Off the Record to support pupils with mental health challenges.</i>  | <p>CBT is supportive for pupils with anxiety and depression (as supported by NICE research).<br/> <a href="https://www.otrbristol.org.uk/what-we-do/mhst/">https://www.otrbristol.org.uk/what-we-do/mhst/</a></p>  | 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</i>   | We support families who require assistance to send their children in full school uniform (including shoes). Support from the Greggs  | 3, 5       |

|  |  |         |
|--|--|---------|
| <i>uniform, coats and shoes to PP children.</i>  | Foundations enables us to apply for grants to fund families to buy uniform, coats and shoes.   |         |
| <i>Counselling available for pupils and parents through The Bridge Foundation.</i>   | <a href="https://childpsychotherapy.org.uk/resources-professionals/nice-guidelines">https://childpsychotherapy.org.uk/resources-professionals/nice-guidelines</a>  | 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.<br/><br/>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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>           | 1, 4, 6 |
| <i>Staff supervision sessions to support wellbeing of staff working with pupils experiencing disadvantage.</i>                         | <a href="https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_0.pdf">https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_0.pdf</a><br><br>Staff voice has confirmed that supervision provides support for mental health and wellbeing of staff. | 1, 6    |

**Total budgeted cost: £ 91,980**



## 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 2021 to 2022 academic year.

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|---|
| <p><b>End of KS2 results</b><br/>KS2 73% combined (all)<br/>KS2 69% combined (PP)<br/>KS2 Reading 77% all, 77% PP<br/>KS2 Writing 81% all, 77% PP<br/>KS2 Maths 77% all, 69% PP</p> <p><b>Y4 MTC results</b><br/>Average mark – 20.3 (all)<br/>Average mark – 21.8 (PP)</p> <p><b>Y1 phonics results</b><br/>74% all<br/>67% PP</p> <p><b>EYFS GLD results</b><br/>GLD = 50% (all)<br/>GLD = 50% (PP)</p> |
|---|

### 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                  |
|---|---------------------------|
| 15 activity days during the summer holiday. | Bristol Sports Foundation |
| Numbersense                                 | £200                      |

### 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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