

# Pupil premium strategy statement: Evergreen Primary Academy

<b>School name</b>	<b>A Primary Academy</b>
<b>Pupils in school</b>	153
<b>Number and proportion of disadvantaged pupils</b>	66 (44%)
<b>Pupil premium allocation this academic year</b>	£82,045
<b>Academic year or years covered by statement</b>	2020-2023
<b>Publish date</b>	30.10.20
<b>Review date</b>	30.10.21
<b>Statement authorised by</b>	Vicky Counsell
<b>Pupil premium lead</b>	Vicky Counsell
<b>Governor lead</b>	Melissa Nash

## Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	*58%
Achieving high standard at KS2	*8%

- National Curriculum Assessments did not take place in 2020 due to the pandemic. All 2019-20 assessment information referred to in this document is a result of moderated teacher assessment.

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low self-esteem resulting in poor behaviour choices
<b>B.</b>	Poor oral language skills with limited understanding of a wide range of a vocabulary
<b>C.</b>	Not being a fluent reader, which can impact on the learning of our curriculum
<b>D.</b>	Low emotional resilience
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance
<b>F.</b>	
<b>G.</b>	Safeguarding concerns impacting on ability to concentrate in school
<b>H.</b>	Parents are less engaged in learning

<b>Teaching priorities for current academic year</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria for September 2021</i></b>
<b>A.</b>	Combined outcomes for PP are improved in every year group	<p><b><u>Baseline - Combined RWM end of 2019-2020 for PP*</u></b>            End of Term 1 (2020-21) Combined for PP            Y6 35% Y5 57% Y4 33% Y3 50% Y2 0% Y1 33%</p> <p>80% PP children achieve GLD.            75% PP children pass the phonics screening in Y1.            Year 6 targets: R/W/M/ each 72% Combined 72%            All classes will have less than 10% gap.</p>
<b>B.</b>	Improved speech and language skills in EYFS and KS1. Measured through EYFS data, S&L intervention outcomes and phonics assessments.	<p>80% of PPI learners achieve the ELG for Communication and language. Children are expected to speak in full sentences and do so as soon as they are able. This is evident across the academy.            NELI pre- and post-intervention assessments            Colourful Semantics pre and post-intervention assessments</p>

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<b>C</b>	Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	All classes will have less than 10% gap in reading. <b>Gaps at end of Term 1 2020-21</b> Y6 – +2% Y5 +11% Y4 Y3 -13% Y2 -27% - no gap Y1 21%
<b>D.</b>	Children’s emotional wellbeing will improve allowing them to access learning in the classroom.	Individual children with SEMH difficulties have improved outcomes and exclusions remain low. Learners with SEND make accelerated progress from their starting points.
<b>E</b>	Attendance is above national (95.7%) and persistence absence is reduced closer to national (11.23%)	Increase % on 2019-20 – see below 2019 Attendance was 94.1% as of March 2020 (T4 W3) 2019 PP attendance 94.9% as of March 2020 (T4 W3) 2019 Persistent absence was 15.3% as of March 2020 (T4 W3) 2019 PP persistent absence was 10.3% as of March 2020 (T4 W3)
<b>F.</b>	Children feel safe and can learn.	Children on a CP/CiN plan (or have referrals to First Response) are not adversely affected by external barriers and attain in line with their peers. Counselling sessions will be prioritised for pupils with SEMH needs.

<b>Planned expenditure</b>					
<b>Academic year</b>		<b>2020-21</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support wider school strategies.					
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action or approach / barriers this will address</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group.	New PD Policy 1:1 PD sessions Weekly teacher PD sessions Termly PAC meetings CLF Conference Days	<a href="#">EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development,</a>	Timetable cover using supply and CLF8 LSAs Curriculum Leader monitoring activities	Principal Team	December 2020 March 2021 June 2021

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

Increased subject knowledge for staff across school including planning and accurate assessment.	CLF PD Platform Mangotsfield English Hub support work (phonics and early reading) PD with CLF Maths Lead PD with CLF Reading Lead LSA weekly PD sessions <b>B&amp;C</b>	<b>training and support for early career teachers</b>  Further embedding of CLF Curriculum is taking place this year Development and embedding of EPA phonics and early reading strategy			
Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.	Mangostfield English Hub support work Whole staff phonics training New Reading Team in place New phonics and early reading processes at EPA CLF Reading Review LSA weekly PD sessions <b>B&amp;C</b>	<b>EEF phonics + 4 months (Phonics)</b>  New processes in place for teaching of phonics and early reading.	An external expert has worked with school staff to review provision and will continue to support the collaboration (extension due to pandemic).	Reading Team	December 2020 March 2021 June 2021
Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.	Continue with Supporting Spoken Language in the Classroom. An evidence-based research project with UCL institute of education PAC T2 focus of pupil voice on SSLIC project and impact on behaviours for learning <b>B&amp;C</b>	<b>EEF + 5 months (Oral language and early years intervention)</b>  <b>Closing the vocabulary gap – Alex Quigley</b>	Oracy lead will be given time to monitor implementation of policies across the school and to work alongside curriculum leads to support development of oracy across all curriculum areas.	Oracy Lead	October 2020 March 2021 June 2021
<b>Total budgeted cost</b>					<b>£10,500</b>

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<b>Quality of teaching for all Challenges</b>	<b>Mitigating Action</b>
Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved speaking and listening outcomes across foundation stage.	Small group speech and language interventions at EYFS (NELI)  <b>B&amp;C</b>	<b>EEF + 5 months (Oral language and early years intervention)</b>  Reception teacher has identified a number of pupils in YR and Y1 who require S&L intervention (based on baseline and end of year assessments)	Academic Mentor will support follow NELI training programme in T4 and T5. LSA will take part in training for colourful semantics with support from SENDCo.	EYFS Lead, SENDCo and Academic Mentor	March 2021 June 2021

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<p>Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce</p>	<p>Principal to lead attendance team including admin staff and EPA Attendance Lead.</p> <p>Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance. P to analyse individual attendance on a weekly basis to ensure quick intervention. Attendance Consultant support to reduce PA figures.</p> <p><b>E</b></p>	<p>Every child matters – ‘attendance is the single most influential factor on achievement’</p> <p>Attendance data showed some PP group were lower last year so needed targeted support</p> <p>Narrowing the attainment gap - Daniel Sobel</p> <p>FSM children are twice as likely to be persistently absent.</p>	<p>Negative patterns of attendance identified by Principal and Attendance Lead.</p> <p>Impact shared with Academy Council through principal report.</p>	<p>Attendance Lead, Principal</p>	<p>Monthly basis with Attendance consultant meetings</p>
---	--	--	---	-----------------------------------	--

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<p>Children develop strategies to manage negative emotions appropriately for their age range.</p>	<p>On-going counselling for pupils/parents, supervision for staff and observation and support from psychotherapist (The Bridge in Learning Foundation).</p> <p>Empire Fighting Chance Mentoring Programme for Y5 and Y6 pupils.</p> <p>Bristol Sport Lunchtime Social Clubs</p> <p>Raph Burke Football Coaching Sessions</p> <p>Social and emotional intervention programmed led by trained LSAs</p> <p><b>A&amp;D</b></p>	<p><b>EEF + 5 months (Social and emotional interventions)</b></p> <p>Data shows some children are not achieving age related expectations in learning due to behaviour choices in class. Support is required to help children make positive behaviour choices.</p>	<p>SENDCo link with 'Bridge', teachers and SLT. Target children monitored in Core Team Meetings</p> <p>Baseline measures and targets for mentoring programme</p>	<p>Safeguarding Team</p>	<p>December 2020 March 2021 June 2021</p>
<b>Total budgeted cost</b>					<b>£45,931</b>

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

Targeted support Challenges	Mitigating Action
Lack of engagement from families to improve attendance.	Cross trust support to ensure systems are robust.

Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with high-level SEMH needs can succeed in mainstream school	Subscription to the Nest to cater for children at risk of PEX. Advice & training for staff Support from North Star Outreach EP support work The Bridge in Schools Bristol Autism Team  <b>A&amp;D</b>	A high proportion of pupils on the SEN register also have SEMH needs.  Identified children in Y6 need support with transition to secondary schools.	Referral to the Nest identifying needs Transition plan	SENDCo	Termly
Children can access enrichment opportunities within school.	Subsidised or free trips including life skills, Bristol Zoo, UWE and sports competitions.	<b>EEF + 4 months (Outdoor adventurous learning)</b>  Engagement in these opportunities or clubs by PP children is low so we	Clubs and enrichment activities are well run and have very good feedback	PSA	December 2020 April 2021 July 2021

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.



	External providers including Branch Up, Greggs and Fare share to provide extra-curricular opportunities to PP and disadvantaged families. <b>F</b>	want to ensure that cost does not stop them attending.  Enriching education has instinct benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.	from parents and children  Record keeping and clear strategy for identifying and referring appropriate pupils		
All parents can access learning taking place in classes	Introduction of ClassDojo as a means of communication.  <b>H</b>	<b>EEF +5 months (Collaborate learning)</b> <b>EEF +3 months (Parental engagement)</b>  Face to face contact is reduced due to covid-safety measures in place in school. There is a need to maintain good levels of contact with parents to keep the Evergreen Community strong and keep parents informed of school events and learning taking place in their children's classes	Parent voice Baseline survey and responses	Principal Team	April 2021 July 2021
Disadvantaged pupils will have access to breakfast provision to ensure a positive start to the day.	PSA to co-ordinate and provide breakfast parcels provided to families. Subsidised through Greggs & fair share. <b>G, A, D &amp;H</b>	<b>EEF + 5 months (Extending school hours)</b>  Families have been financially affected by Covid pandemic and require support in this area.	Parent voice Tracking systems Safeguarding Team meetings Use of CPOMS	Safeguarding Team	Termly
<b>Total budgeted cost</b>					<b>£27,950</b>
<b>Overall budgeted cost</b>					<b>£84,381</b>

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

<b>Wider Strategies Challenges</b>	<b>Mitigating Action</b>
Maintaining systems through periods of family self-isolation.	SLT protected time for home visits. Regular reviews of system effectiveness. AQ from Executive Principal.

### Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome - The pandemic and subsequent period of school closure/phased reopening has influenced outcomes for 2019-20</b>
Combined outcomes for PP are improved in every year group	End of Year data ( <b>March 2020</b> ) was: Y6: PP gap 3% Y2: PP gap 6% Rec: PP outperformed their peers +15% Gaps between PP learners and the data for all continue to be present in all year groups and this has been affected by the long period of school closure.
Improved speech and language skills in EYFS and KS1. Measured through EYFS data, 'Talk boost' and phonics assessments. Improved oracy	ELG achieved in this year's cohort: Reading – PP +10% Writing – PP +15% Maths – PP +10% The learners in EYFS were assessed using their <b>March 2020</b> assessments and information gathered during distance learning.
Children's emotional wellbeing will improve allowing them to access learning in the classroom.	Recover response indicated that children continued to require support to develop emotional resilience following the pandemic and closure of school. Social and Emotional Literacy (SEL) strategies were required to be developed across the whole school to align with gem powers and behaviour for learning policy. Kindness in the Classroom has been selected to provide that support.
Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)	National average attendance for 2019-20 was 96%.

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

	<p>EPA disadvantaged learners as of March 2020 was 94.9%; although this did not improve past National Average, the trend shows an increase on T1 in T2 and T3 which through the rigorous support was projected to have been in line or above National Average by the end of the year.</p> <p>T1: 95.0% T2: 95.2% T3: 95.1% T4: 94.9% (with some impact of isolation due to the beginning of COVID 19)</p> <p>Points to note:</p> <ul style="list-style-type: none"> <li>• During T2, T3 and T4 - PP attendance was stronger than non-PP attendance.</li> <li>• T4 PP attendance – Y1 96.0%, Y4 96.7%, Y5 95.5% and Y6 96.3%</li> </ul>
<p>All children to attend a variety of trips across the school linked to the wider curriculum as a stimulus to engage and increase writing outcomes.</p>	<p>Prior to lockdown, the academy offered a range of sports and lunchtime clubs. Learners who are PP were prioritised for several places per club and the school contributed towards the costs of ALL trips for ALL PP children.</p>
<p>Children feel safe and can learn.</p>	<p>Counselling sessions have taken place for a range of pupils across the school. Teachers have received supervision sessions with counsellors to support the development of strategies to use for pupils receiving counselling.</p>

\* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.