

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	161
Proportion (%) of pupil premium eligible pupils	47% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kerry Coote
Pupil premium lead	Toni Dorse
Governor / Trustee lead	Shirley McCogg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,754
Recovery premium funding allocation this academic year	
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	£84,754

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. In all decisions made in the academy, we consider the disadvantaged learners even over the other learners to ensure that barriers are removed and not created.
- 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.
- Children and families are carefully identified for bespoke support to close gaps in areas such as academic knowledge and skills, cultural capital, life experiences, health and wellbeing. Children and families who are at risk of disadvantage are treated as individuals, not a homogenous group. Where possible, barriers are identified and appropriate resources are used to help to overcome those barriers.
- 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	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

	<i>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.</i>
3	Support services for parents: <i>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.</i>
4	Language and oracy development: <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	Attendance and punctuality: <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	Attainment of key subject areas: <i>in some year groups, there is an attainment gap between PP and non-PP attainment in reading, writing or maths.</i>
7	Recovery: <i>Our youngest children have been most adversely affected (proportionately) by time out of school. Children currently in Y4 and Y5 (in 23-24 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	Families engage with the academy to enable pupils to access counselling,

their mental health and wellbeing and that of their families.	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. 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: £31,883

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 EPA and CLF more broadly).</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,4, 6
<i>Continued embedding of use of numbersense across KS1 and Mastering Number in EYFS</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 and Principal for Y6 pupils</i>	The current Y6 class were the second class in the school to have received their KS2 education at Evergreen Primary Academy. (Prior to this their EYFS and Y1 education was at Millpond.) There have been two years of interruption during their time in Y2 and Y3. This has impacted on their school 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: £20,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one or small group interventions for SEN pupils and children who are new to English (precision teaching, number sense, ULS phonics in to reading, talk boost)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix	2, 4, 6, 7
<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

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

Budgeted cost: £ 32,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school attendance tracked. PP pupils attendance tracked, including lates. Persistent absence tracked. Educational welfare</i>	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 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>consultant services.</i>		
<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>	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>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

<p><i>Counselling available for pupils and parents through The Bridge Foundation.</i></p>	<p>https://childpsychotherapy.org.uk/resources-professionals/nice-guidelines</p>	<p>1, 3, 6</p>
<p><i>Daily lunchtime club (games, music, art) open to all pupils.</i></p>	<p>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.</p>	<p>1</p>
<p><i>Subscription to Snowdon Village (NEST) to support children at risk of PEX.</i></p> <p><i>Advice and training for school based staff.</i></p>	<p>EEF +7 months. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 4, 6</p>
<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%200.pdf</p> <p>Staff voice has confirmed that supervision provides support for mental health and wellbeing of staff.</p>	<p>1, 6</p>

Total budgeted cost: £84,754

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 2022 to 2023 academic year.

End of KS2 results

67% combined (all)

67% combined (PP)

78% combined (non-PP)

Reading 67% all (67% PP and 78% non-PP)

Writing 87% all, (67% PP and 100% non-PP)

Maths 87% all, (67% PP and 100% non-PP)

Y4 MTC results

Average mark – 21.3 (all)

Average mark – 22.1 (PP)

Average mark – 20.8 (PP)

Y1 phonics results

69% all

40% PP

88% Non-PP

EYFS GLD results

48% (all)

45% (PP)

50% (non-PP)

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
Mastery Number (EYFS)	NCETM
Number Sense	Number Sense Maths
Voice 21	Voice 21

Further information (optional)

Pupil Premium at Evergreen

'VISIBLE' Strategy



Voice
Included
Sequenced and Structured
Invested
Belief; high expectations
Love of learning
Equity

Our promise

At Evergreen, we are committed to ensuring:

- That children understand and use their **voice**. We ensure they feel heard and valued.
- That all children feel **included** and have a sense of belonging.
- That our curriculum is **sequenced** and delivered effectively. We ensure that all aspects of the school day are purposefully **structured**.
- That we are **investing** in the whole child and their families.
- That we have **high expectations** for our children and that they know we **believe** in them achieve these.
- That we develop and foster the **love of learning** in all areas of the curriculum.
- That **equity** is at the heart of all we do.