

## Pupil premium strategy statement: Evergreen Primary Academy

<b>School name</b>	<b>A Primary Academy</b>
<b>Pupils in school</b>	163
<b>Number and proportion of disadvantaged pupils</b>	64 (39%)
<b>Pupil premium allocation this academic year</b>	£95,000
<b>Academic year or years covered by statement</b>	2018-21
<b>Publish date</b>	1 December 2019
<b>Review date</b>	01 November 2020
<b>Statement authorised by</b>	Vicky Counsell
<b>Pupil premium lead</b>	Vicky Counsell
<b>Governor lead</b>	TBC

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	-2.1
Writing	0.1
Maths	2.0

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	75%
Achieving high standard at KS2	0%

<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>	Lack of educational experiences
<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>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>
<b>A.</b>	Combined outcomes for PP are improved in every year group	<b>Baseline data September 2019</b> (KS2 national 65%) Expected - Y6 88% Y5 71% Y4 67% Y3 75% Y2 78% Y1 100%
<b>B.</b>	Improved speech and language skills in EYFS and KS1. Measured through EYFS data, 'Talk boost' and phonics assessments. Improved oracy  Smaller gap between PP and non-PP outcomes in writing across the school.	71% PP children achieve GLD. A100% (1 child) PP children pass the phonics screening in Y1. Children are expected to speak in full sentences and do so as soon as they are able. All classes will have less than 15% gap.
<b>C.</b>	Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	All classes will have less than 15% gap.
<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.
<b>E.</b>	Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)	PP attendance 95.8% PP persistent absence less than 12.4%
<b>F.</b>	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.	Pupil voice will demonstrate that children can link trips learning in class, to prior learning and across different curriculum areas.

<b>G.</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
<b>G</b>	Parents to engage in attending workshops and learning assemblies & in class events. Where parents do not attend and we need to speak with them, we meet with them privately to share their child's learning.	Parent/carer attendance to be at least 50% of target audience.

Planned expenditure					
Academic year	2019-20				
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.					
Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.	Targeted professional development with South Gloucestershire – Integra  Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.  <b>B&amp;C</b>	<a href="#">EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers</a>  The school has four new teachers to the school.	Timetable cover using supply and CLF8 LSAs	CB	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.	Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training & to purchase fully decodable books in the early stage of reading.  <b>B&amp;C</b>	<a href="#">EEF phonics + 4 months (Phonics)</a>  Reading identified as a key area for improvement (43% ARE at the start of Y1). New members of staff	An external expert has worked with school staff to carry out as baseline audit and will continue to monitor and measure impact of collaboration.	SM	Termly assessments of pupils in R and Y1 by phase
Train and empower all staff to meet the language learning needs of all their pupils leading to	Supporting spoken language in the classroom. An evidence-based research project with	<a href="#">EEF + 5 months (Oral language and early years intervention)</a>  Lower starting points for EYFS. Data informs that the gap continues	This eight-month research project will evaluate impact on pupils and	EW DB VC	October 2019 February 2020 May 2020

improved outcomes in reading and writing.	UCL institute of education  Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff. All year groups to implement appropriate strategies for improving the teaching of vocabulary. <b>B&amp;C</b>	through the school. Many children across the school have had support from external speech and language therapists in the last 12 months due to their difficulties.  <a href="#">Closing the vocabulary gap – Alex Quigley</a> Low vocabulary levels are a consistent factor for disadvantaged pupils across the country. Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.	identity key findings.		
<b>Total budgeted cost</b>					<b>3,000</b>

<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 – Talk boost 12 weeks  B&C	<a href="#">EEF + 5 months (Oral language and early years intervention)</a> Lower starting points for EYFS. Data informs that the gap continues through the school. Many children across the school have had support from external speech and language therapists	Specific training and assessment cycle every 12 weeks.	SM	Term 4 and term 6

		in the last 12 months due to their difficulties.			
Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce	Principal to lead attendance team including admin staff and EPA Attendance Lead.  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. Regular communication about punctuality and attendance in newsletters. <b>E</b>	<b>Every child matters – 'attendance is the single most influential factor on achievement'</b> Attendance data showed PP group were lower last year so needed targeted support  This targeted strategy has proved successful in the past closing the attendance gap  <b>Narrowing the attainment gap - Daniel Sobel</b> FSM children are twice as likely to be persistently absent.	Data on attendance monitored by Principal on a weekly basis.  Impact shared termly with link AC member and with wider academy council through principal report	JV VC	Monthly basis with EWO meetings
Children are supported emotionally	One to one and family support from The Bridge in Learning Foundation.  On-going counselling for pupils/parents, supervision for staff and observation and support from psychotherapist. <b>A&amp;D</b>	<b>EEF + 5 months (Social and emotional interventions)</b> Impact in previous years has shown that children who were emotionally supported have made good progress.	SENDCo link with 'Bridge', teachers and SLT. Target children monitored in Core Team Meetings	DB	Term 2, term 4 and term 6

Commented [JH1]:

Children with SEMH difficulties have strategies to manage different feelings and unstructured times	<p>Increased provision for unstructured spaces by additional clubs at lunchtimes (football, comic, calm room etc.)</p> <p>Focused provision on managing feelings through themed assemblies and visitors to school.</p> <p>Training and support for school meals supervision assistants. Games and activities will be planned and set up using Playpod resources. Zoned areas of the playgroup will support those with different needs. A, H &amp; D</p>	<p><a href="#">Beacon – Behaviour support for schools: How to improve behaviour on playgrounds at lunchtime.</a></p> <p>Many children simply don't know how to interact appropriately with each other on the playground. One solution is a whole school approach to actively teach playground games to all children.</p>	Pupil and teacher voice. Record of behaviour incidences	DB VC	Termly
<b>Total budgeted cost</b>					<b>£70,500</b>

<b>Targeted support Challenges</b>	<b>Mitigating Action</b>
Ensuring enough time for P to support attendance strategy.	Cross trust support to ensure systems are robust enough to allow time for P to get involved only at appropriate stage

<b>Wider Strategies</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</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

			<b>implemented well?</b>		
Children with severe 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  <b>A&amp;D</b>	Many children have SEMH difficulties and are on SEN register.  Identified children in Y6 need support with transition to secondary schools.	Referral to the Nest identifying needs Transition plan	DB	Termly
Children can access enrichment opportunities within school.	Subsidised or free trips including life skills, Bristol Zoo, UWE and sports competitions. External providers including Branch Up, Greggs and Fare share to provide extra-curricular opportunities to PP and disadvantaged families. <b>F</b>	<b>EEF + 4 months (Outdoor adventurous learning)</b>  Engagement in these opportunities or clubs by PP children is low so we 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.	Clubs and enrichment activities are well run and have very good feedback from parents and children	JV VC	Term 2, term 4 and term 6
All parents can access learning workshops and celebration events throughout the school year	Targeted support for parents to engage and collaborate in learning so they can help their children at home  <b>H</b>	<b>EEF +5 months (Collaborate learning)</b> <b>EEF +3 months (Parental engagement)</b>  Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops	Register of attendance Parent voice Homework complete across the school	JV VC	Termly End of year report from Maths with parents including parent & pupil voice



Ensure the most vulnerable have access to provision before school.	Breakfast club & healthy snacks for all at breaktime. Subsidised through Greggs & fair share. G, A, D&H	EEF + 5 months (Extending school hours)  Deprivation indicator shows that families cannot access paid provision.	Parent voice Pupil voice	JV	Termly
				<b>Total budgeted cost</b>	<b>£21,500</b>
				<b>Overall budgeted cost</b>	<b>£95,000</b>

<b>Wider Strategies Challenges</b>	<b>Mitigating Action</b>
Engaging the families	Working closely with the LA and other local schools on cross-school outreach programme.

**Review: last year's aims and outcomes (£95,000 funding)**

Aim	Outcome
Improved quality of teaching and learning which leads to a greater percentage of pupils working at ARE in Reading, Writing and Maths.	Achieved in YR, Y2 and Y6. Other year groups not as successful due to turnover of staff.
The school will use a wider range of teaching methods and appropriate strategies/resources to improve the attainment and progress rates of disadvantaged pupils for whom English is an additional language.	Better Bilingual support has had a positive impact on the strategies used in the classrooms. Learning Village is being used by 'new arrivals' and a clear procedure is in place to support pupils who are new to the country (and school) so they settle in quickly and start to learn.
Reception pupils will benefit from an oracy project which will support the literacy development of disadvantaged pupils and their mothers, to enable parents to support learning in the home.	Parents engaged with the sessions and an increase in targeted GLD went from 42% to 64% and was achieved for the cohort.
The use of PiXL will support the accurate identification of pupils' gaps in knowledge and appropriate/timely support will be put in to place to improve rates of progress and attainment.	Meetings are held weekly. KMs and SEN pupils are a key focus. YR GLD, Y1 phonics, Y2 & Y6 SATs outcomes were all improved upon the year before.
A new structure for the teaching of reading and Maths skills will ensure appropriate challenge and expectation for all pupils.	The academy uses the 'pre do, I do, We do, You do' method of teaching mathematics. Pupils are engaging in learning and standards are raising as evidenced by end of key stage outcomes.
Parents will be supported by PSA in housing, migration, benefits etc. to reduce unsettled period for children.	The PSA continues to support families alongside the SENDCo. Parent classes, family cooking sessions, sewing lessons, organised days out etc. all take place alongside supporting parents obtain bus passes, universal credit etc.
Rates of persistent absence for disadvantaged pupils will decrease.	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.