

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Evelyn CP School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2026
Date this statement was published	11/10/24
Date on which it will be reviewed	July 2025
Statement authorised by	S. Macleod
Pupil premium lead	S. McCleary
Governor / Trustee lead	Lesley Campbell Hunter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,100
Recovery premium funding allocation this academic year	£1,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,840

# Part A: Pupil premium strategy plan

## Statement of intent

*Our main aims are to support specific groups of children who are vulnerable to possible underachievement and to address the gap in their educational attainment with those who are not disadvantaged. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.*

*Children will be identified using the eligibility criteria. This includes those pupils who have been eligible for free school meals at some point in the last 6 years, children who are looked after or in LA care, and those whose parents are currently employed by the armed services. Programmes/activities will be planned to support children in their academic, social, emotional, moral and spiritual development. The key principles of our strategy plan ensure that programmes are underpinned by evidence-based research including The Sutton Trust and the Education Endowment Foundation Learning and Teaching Toolkit.*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, whilst benefitting the non-disadvantaged pupils in our school at the same time. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for improved pupil outcomes through, for example, bespoke intensive support programmes including tuition.*

*Robust assessments will ensure that pupils' achievement and attainment is tracked with precision, making modifications accordingly, to support the best possible outcomes. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in their learning through our unique curriculum, 'ARCS (A Real-life, Creative, Skills-based) Curriculum'.*
- act early to intervene at the point a need is identified.*
- adopt a whole school approach - 'mastery an aspiration for all' - in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Speech, language and communication development</i> Assessments, observations and discussions with pupils indicate that oral language skills and their development are weaknesses for pupils eligible for pupil premium. Gaps are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	<i>Punctuality and attendance</i> Pupil Premium children are a significant proportion of the persistent absenteeism group (less than 90% attendance). Punctuality of Pupil Premium children is less consistent than those who are non-disadvantaged.
3	<i>Emotional wellbeing</i> Based on data from the PASS survey, the emotional wellbeing for Pupil Premium children is consistently below the expected standard.
4	<i>Academic attainment/low aspiration</i> The attainment gap remains a concern in lower KS2 for those who are disadvantaged. This gap widens further beyond the age-related expectations, with a significantly lower proportion of disadvantaged pupils attaining 'greater depth' standard than their non-disadvantaged peers.
5	<i>Opportunities to carry out homework</i> The number of pupil premium pupils who complete homework tasks online and through other learning projects is significantly lower than those of their non-disadvantaged peers.
6	<i>Parental involvement</i> Despite an improvement in parents attending progress meetings, parental involvement and engagement remains significantly lower for Pupil Premium children.
7	<i>Pupil voice and engagement</i> Representation on the Wise Owl Council and Eco Group is significantly lower for Pupil Premium children from Year 2 to Year 6.

## 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
Improved academic attainment	Expected – all children to achieve the age related expectation in English and Maths

	Aspirational – all children to achieve above the national average
Reducing gaps	Expected - All intervention programmes to have at least a good impact Aspirational - All intervention programmes to have outstanding impact
Improved attendance and behaviour	Expected - All children achieve 96% attendance Aspirational - All children achieve 100% attendance Expected – 90% achieve the Gold Behaviour Award Aspirational -100% achieve the Gold Behaviour Award
Improved Speech, language and communication development	All children to demonstrate speech, language and communication which is age appropriate, securing improved academic outcomes.
Children develop their emotional intelligence	Children can articulate their emotions and self-regulate their feelings to enable them to learn and socialise effectively.
Children able to access the online learning platform at home	Children have access to technology to support them accessing Seesaw. All children to complete homework tasks.
To improve engagement with families	All parents to regularly attend and engage with progress meetings, target setting, home-school contact, family assemblies and inspire sessions.
To increase representation on the School Council and attendance in wider school activities, including achieving awards	A proportional number of pupil premium children are represented in all aspects of school life (eg merit winners, gold behaviour awards, intervention programmes, lunchtime awards, lead learners, etc)
To extend science and cultural opportunities	All children to experience programmes and learning activities which broaden their horizons and build a strong culture and science capital.

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLCN training</i>	Documents such as 'Why Closing the Word Gap Matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1
<i>CPD – Raising attainment in writing</i>	Highly effective teaching can impact significantly on those pupils from a disadvantaged background (1.5 years) – The Sutton Trust 2011. Teachers prepare quality resources including, key vocabulary prompts and writing frames.	4
<i>CPD – Emotional Wellbeing</i>	The EEF states that 'social and emotional skills are essential for children's development. They support effective learning and are linked to positive outcomes in later life'. The EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	3
<i>Emotional Literacy Support Assistant</i>	As per the EEF, schools approaches to self-regulation have a low cost but a high	3

<i>(ELSA) training</i>	impact with the potential of +7 months gained (recent data). As per the EEF, small group tuition has shown to have a potential of +4 months in attainment levels.	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £33,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Speech, Language and Communication programme</i></p> <p>Our internal programme is facilitated by teachers and a teaching assistant, whose training has included attending certified ELKLAN training and Talk Boost. Children are assessed using the 'WellComm' tool, and The Communication Trust Progression Tool and a structured speech, language and communication programme is planned and delivered to meet individual needs.</p>	<p>Children who have good speech, language and communication skills are able to articulate their thoughts and feelings, as well as communicate in a variety of settings or with different communication partners. Speech, language and communication skills support phonic awareness, reading, spellings and writing development. Research shows that children who are able to express their feelings have increased independence and self-esteem and can keep up with other children in their learning. Playground friends and Peer mediators regularly practise and apply their communication skills, empathy and their ability to talk to different audiences.</p>	1
<p><i>Reading Ambassador programme</i></p> <p>Our Reading Ambassador works with a selected cohort and plans a bespoke programme depending on the need. This can include: phonic support, increasing vocabulary, building confidence and attitude to reading, comprehension and reading strategies, and prosody.</p>	<p>'Teaching children to read as well as possible produces advantages for the individual. Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.' (The Reading Framework, July 21)</p> <p>Learning to read is a complex process, involving not just the ability to decode, but being able to understand and make sense of text – thereby being able to reflect and learn from it.</p> <p>The impact of reading frequently cannot be overstated. A child who reads for 5 minutes a day will be exposed to 282,000 words per year and is more likely to be in</p>	4

	<p>the 50<sup>th</sup> percentile on standardized tests. By comparison, a child who reads for 20 minutes a day will read 1.8 million words a year and be more likely to reach the 90<sup>th</sup> percentile. (Nagy, Anderson and Herman, 1987).</p> <p>Reading to a child also has a huge impact - as well as inspiring children to read independently, reading aloud to a child improves their listening skills and comprehension, it expands their vocabulary and imagination. (School Library Association)</p>	
<p><i>Intensive support programmes</i></p> <p>These programmes target learning gaps based on assessment outcomes in reading, writing and maths. Those who are judged to be working below ARE (age related expectation) are eligible for support.</p>	<p>Intensive support programmes help pupils to overcome barriers to learning, which results in increased levels of confidence and progress through the curriculum. Targeted intervention is facilitated by our extended teaching team who ensure there is continuity, progression and levels of challenge.</p>	4
<p><i>Tuition programmes</i></p> <p>This activity involves a teacher and/or teaching assistant giving a pupil intensive individual support. The approach allows the teacher/teaching assistant to focus exclusively on the needs of the learner. Tuition also offers greater levels of interaction and feedback.</p>	<p>One-to-one or small group (maximum 3 pupils) tuition provides targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF states that primary age pupils can progress by +6 months over a school year. Short, regular sessions over a set period of time appear to result in optimum impact.</p>	4
<p><i>Maths Master</i></p> <p>Pupils are selected to participate in the sessions based on their times tables knowledge. The sessions are delivered weekly for a short amount of time to develop fact fluency. The sessions are facilitated by a teaching assistant who inspires and instils a 'love of maths'.</p>	<p>EEF research supports this approach as it can enable pupils to make effective progress by providing intensive, targeted support. Children who participate in small group sessions demonstrate greater levels of interaction and feedback compared to whole class teaching.</p>	4

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

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Magician sessions</i> Children have the opportunity to work individually or collaboratively on their performance skills. Games are played which build confidence and develop understanding of vocabulary, sequencing of information and conversational skills.</p>	<p>Academic outcomes, responses in pupil and parent questionnaires and the PASS survey results show a boost in self-confidence, improved social skills and problem solving, as well gaining a fulfilling hobby. The programme also supports short and long term memory, as card tricks are practised and refined for performance.</p>	<p>3,7</p>
<p><i>Gardening Club</i> The power of nature to nurture is the main purpose of the Gardening group. Children are given the opportunity to cultivate plants and vegetables, planting and feeding them to ensure they grow. The design of the activities enables children to be calm and reflective as well as enjoy being in a different environment to the classroom.</p>	<p>Engagement in gardening activities promotes social relationships, emotional and mental well-being and reduces levels of anxiety. It can also improve cognitive and educational outcomes in children. Research carried out in our setting proved that being closer to nature had a significant impact on behaviour in the classroom. Children showed higher levels of motivation and a reduction in disruptive behaviour. Transforming areas of the school grounds has provided wonderful learning opportunities and instilled a sense of purpose and pride. Children also develop their speech and language as they discuss the activities. The 'Learning through Landscapes' project has enabled pupil premium pupils to learn about different types of soil, biodiversity and habitats. The project culminated in a celebration event where pupils showcased their achievements. The event was well attended by parents. Further project work is planned for this academic year focused on Climate.</p>	<p>3,7</p>
<p><i>Creative professionals</i> The school utilises a variety of external and internal professionals to promote a greater variety of artistic and creative activities</p>	<p>EEF highlights the benefits of participation in the arts for improving core academic attainment, particularly in literacy and mathematics. Drama and role play has proven to develop engagement and oral language before a writing task. There is intrinsic value in teaching pupils creative and performance</p>	<p>3,4,7</p>

including drama and dance.	skills and ensuring that disadvantaged pupils access a rich and stimulating art education. The school's partnership with The Shakespeare North Playhouse provides links to creative professionals to support the performing arts as well as regular opportunities to visit the theatre.	
<i>Choir sessions</i>	Singing improves confidence by raising self-esteem, as well as aiding musical understanding and developing listening skills. Singing to children has a proven link to educational success in later life. Singing is the most basic form of interpersonal, social and cultural communication. The school choir has gone from strength to strength over the past 3 years. Children display high levels of enthusiasm and engagement during the sessions, which is then evident on return to the class setting.	3,7
<i>Wellbeing Counsellor and Attendance champion</i>	Pupil premium children were highlighted as a vulnerable group within the persistent absence data. 'Supporting the Attainment of Disadvantaged Pupils' (Nov 2015) clearly states that children have to be in school before they can access their learning. The role of the school's Wellbeing Counsellor ensures that there is support in place to intervene swiftly and address barriers to attendance. A robust action plan ensures the programme remains on track and success is celebrated.	2,3,6
<i>Adult Advocate groups</i>	"Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be." Rita Pierson. This initiative has proven to support children with their emotional well-being and enjoyment of school. Results from the PASS survey show a positive shift from red to green in the following areas: attitudes to learning, attitudes to teachers and perceived capability.	1,3,7
<i>Before and after school clubs and lunchtime clubs</i>	A range of before and after school clubs and lunchtime clubs are provided to enhance ARCS Curriculum. Attendance of clubs by Pupil Premium children is monitored by the leadership team and support provided to make all accessible.	3,7

	<p>A more diverse programme of clubs has been organised including opportunities to learn another language and play board games.</p> <p>All pupils who attend clubs can participate in Evelyn's University, which is based on the original Children's University. This is proven to be highly effective in the following areas:</p> <p>Attendance - Children who participate in CU activities have, therefore, better attendance records than children in the same school who do not participate. This has been a consistent finding from 2007 to the present.</p> <p>Attainment -There is evidence that children attain more highly than their non-CU counterparts but that there is a positive correlation between the length of time children are involved with CU activities and their performance in tests and exams.</p> <p>Attitudes - Changes in attitudes for Children's University attendees has been a consistent finding over the last five years.</p> <p>Adventure surmounting obstacles, testing you against more ambitious challenges, has been shown to encourage determination and perseverance</p>	
<i>Residential and educational visits</i>	<p>A cultural entitlement programme ensures that all children from a disadvantaged background can attend educational visits and residential trips. This also secures the achievement by all pupils of the school's Student Exit Profile, which incorporates social, emotional, cultural, spiritual, and moral development as well as academic achievement.</p>	3,7
<i>Additional educational resources</i>	<p>Children who are disadvantaged are provided with resource packs to ensure that they have the required equipment to complete homework tasks and enter Headteacher challenges and Radio Evelyn competitions.</p>	4,5,7
<i>Family Learning</i>	<p>'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.' (Family Learning Network, 2016). We work in partnership</p>	6

	with the Family Learning Team in Knowsley to offer a range of informative and exciting projects that involve families learning together.	
<i>Parental Engagement opportunities</i>	Parents, carers and families are by far the most important influences in a child's life. We recognise the vital role parental support plays at all stages of a child's education. Case studies completed in school underpinned the belief that children who make 'good progress' or 'better than good progress' are actively supported by parents. Opportunities to participate in their child's target setting sessions and learning tutorials enable parents to be able to meaningfully engage in their child's learning and life at school, whilst enhancing their own educational skills and employment opportunities.	6

**Total budgeted cost: £83,500**

## 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 2023 to 2024 academic year.

In the academic year 2023-2024, the Year 2 cohort had the largest number of pupil premium children (9) in comparison to other year groups. Attainment overall was lower than that of non-disadvantaged pupils in reading, writing and maths. Assessments conducted at the beginning of the year highlighted gaps in phonic knowledge, limited vocabulary, recall of times tables facts, spelling, punctuation and grammar rules. Interventions targeting speech and language, phonics, reading, writing and times tables were successful in securing improved pupil outcomes at the end of the academic year. A strong emphasis on children's well-being was prioritised through a rich PSHCE programme and support provided by the school's ELSAs (Emotional Literacy Support Assistants). Peace and Harmony sessions enhanced this further, building children's resilience and a positive attitude to school and learning. However, progress was not accelerated sufficiently to close the gap completely.

At the end of Key Stage 1, out of a cohort of 9 pupil premium children, 56% attained the age-related expectation in reading, 44% in writing which were both slightly lower than non-disadvantaged pupils. However, 78% of pupil premium children attained the expected standard in maths which was in line with the non-disadvantaged group. 100% of pupil premium children had improved their reading age by at least 6 months from their starting point. This was testament to the support provided by the school's resident Reading Ambassador as well as small group tuition and precision teaching. Attainment in spelling, punctuation and grammar (SPAG) was lower with 34% attaining the expected standard. Achievement for all pupil premium children was measured as being at least good from the pupils' starting point at the beginning of Year 2.

Performance at the end of Year 3, was consistent across Reading, Writing and Maths with 43% reaching the age-related expectation. This was slightly lower than attainment of non-disadvantaged children. In Year 4, performance was stronger within Maths with 50% attaining the expected standard at the end of the year. Support provided by our Reading Ambassador and Maths expert in residence, accelerated progress in the Autumn term, where pupil premium pupils were taken out regularly to improve their decoding, comprehension skills and times tables facts. 25% of pupil premium pupils attained the age-related expectation in Reading and 38% in Writing. Bespoke programmes to raise confidence and self-esteem including sessions with the magician ensured that children had resilience and a positive mindset. The principles of high-quality teaching continue to ensure greater equity between those from a disadvantaged and non-disadvantaged background. Pupil premium children benefitted from weekly gardening sessions where they were able to develop their communication skills and problem solving as well as improving their well-being. Although it was difficult to measure this quantitatively, pupils showed increased levels of concentration and enthusiasm on return to class.

In Year 5, 2 out of the 4 pupils attained the age-related expectation in reading, 25% in writing

and 25% in maths. High-quality teaching continues to underpin the positive outcomes for this group as well as improved parental involvement.

**At the end of Key Stage 2, 100% of Year 6 pupil premium children attained the expected standard in Spelling, Punctuation, Grammar, Reading, Writing and Maths. These results are testament to the bespoke interventions that have been planned and delivered throughout the pupils' journeys through Evelyn CP School.**

High-quality interventions which targeted gaps in knowledge and understanding were delivered from the beginning of the year. Data analysis from summative assessments as well as formative strategies were utilised to plan bespoke programmes which were tailored to meet the diverse needs. All interventions were modified during the year following key assessment points. Parental engagement was maximised through participation in their child's target setting discussions as well as 100% attending the annual parents' evening.

## Further information

The school choir which consists of pupils from all backgrounds was highly successful in improving pupils' confidence and self-esteem. Opportunities for the choir to participate in community events were embraced and 100% of pupil premium children took part.

Attendance of extra-curricular activities are monitored by our Pupil Premium Champion to ensure that barriers are eliminated and children from a disadvantaged background have full access.

Adult advocate groups in KS2 continue to enhance our pastoral offer and benefit pupils from all backgrounds.

Results from the school's Student Exit Profile and PASS survey continue to improve and are a benchmark of the success of ARCS curriculum.