

Pupil Premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 pupil premium spending had within our school.

School Overview

Detail	Data
School name	Eversholt Lower School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gaynor Miller
Pupil premium lead	Gaynor Miller
Governor / Trustee lead	Mike Preen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
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	£

Part A: Pupil Premium strategy plan

Statement of intent

We intend that all of our pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. We aim to do this by ensuring that all pupils are supported to develop a positive attitude to learning. Our approach to pupil premium is determined by assessing each pupil individually rather than making assumptions about the impact of their disadvantage. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high-attainers.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied, and there is no "one size fits all".

For our pupils to reach their full potential, we maintain high academic development expectations, including their social, emotional, physical and behavioural growth. We will work so that there is fair and equal opportunity for all, regardless of age and stages of development. We will endeavour to ensure that any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible so that these children are not disadvantaged by their circumstances.

We ensure our approaches are effective and complement each other to help pupils excel. These needs may be combined to find common challenges or based on individual needs. High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are involved in the (RADY) project Raising Attainment of Disadvantaged Youngsters. This is reflected by ensuring that our focus on the attainment of disadvantaged pupils closes gaps between our disadvantaged pupils and their non-disadvantaged peers both in terms of attainment and holistic opportunities and experiences by focusing on equity, not equality.

We will: raise expectations, raise awareness and raise aspirations;

We also believe engagement of our PP/vulnerable families is key and continue to develop our communication with these families whilst being mindful of protecting these families from any stigmatisation or stereotyping.

Through robust diagnostic assessment carried out by class teachers, discussions on provision and impact will be discussed during half termly Pupil Progress Meetings (PPMs). We can ensure our approach to supporting our disadvantaged pupils is responsive to common challenges and individual needs. We will ensure that all teaching staff are involved in analysing data and identifying pupils to be fully aware of strengths and weaknesses across the school.

This list is not exhaustive and will change according to our disadvantaged pupils' needs and support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Internal monitoring over recent years has indicated this is a strength (around a 1- 2% difference between PP attendance and the whole school). However, we feel this should remain a focus during 2021-2022 and a rise in Covid cases locally and within the school.</p> <p>Data for the 2019-20 academic year has not been released due to the impact of coronavirus. Research indicates that absenteeism negatively affects all pupil's progress, inclusive of disadvantaged pupils'</p>
2	<p>Attainment</p> <p>Internal assessments, observations and feedback from families highlight an impact on our PP pupil's education and well-being (levels of emotional resilience, self-belief and attitudes) over the last two years due to the impact of Covid 19 and school closures. This is also true for some 'other' children. In some cases, this has led to significant learning gaps leading to pupils falling further behind ARE.</p>
3	<p>Language skills and vocabulary</p> <p>Assessment and observations indicate increased oral language issues and vocabulary gaps within EYFS, which impacts progress and attainment in that and years beyond.</p>
4	<p>SEMH and Wellbeing</p> <p>School monitoring, observations, and family feedback have indicated issues around basic, emotional, physical and mental health needs that impact readiness for learning and self-esteem.</p> <p>Internal monitoring from pre-2020-2021 indicated that PP children were disproportionately under-represented across wider school opportunities such as school representation and extra-curricular club attendance.</p>
5	<p>Additional needs</p> <p>Internal monitoring and observations highlight how many of our PP children also have additional needs such as SEND/EAL/LAC/Safeguarding concerns.</p>
6	<p>Parental engagement and support</p> <p>Internal monitoring (and restrictions due to COVID 19) highlights reduced parental engagement and support among disadvantaged pupils. Due to restrictions and limitations in support the school could offer during National Lockdowns and partial school closures, we also continue to see issues around parenting involvement.</p>

Intended outcomes

This explains the outcomes we aim for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance</p> <p>To achieve and sustain improved persistent absentee figures for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance % for all pupils is no less than 96%, and the attendance gap between disadvantaged pupils and

	<p>their non-disadvantaged peers continues to be in line with one another.</p> <ul style="list-style-type: none"> • PP attendance is at least as good, if not better, than the rest of the school and as good as LA/NA
<p>Attainment</p> <p>Improve disadvantaged pupil attainment at the end of each academic year in reading, writing and maths.</p>	<p>Outcomes show that:</p> <ul style="list-style-type: none"> • All gaps have closed/reduced significantly between PP and non-PP (excluding those with significant SEND) pupils in reading, writing and maths in each year group.
<p>Language skills and vocabulary</p> <p>Improved oral language skills and vocabulary in EYFS and KS1, which lead to improvements in KS2 for all children but particularly disadvantaged pupils.</p>	<p>Assessments and observations see:</p> <ul style="list-style-type: none"> • A significant improvement in disadvantaged pupils' oral language skills and vocabulary acquisition. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
<p>SEMH and Wellbeing</p> <p>All children's, particularly disadvantaged children's, basic, emotional, physical and mental health needs are being met, ensuring readiness for learning, high levels of self-esteem and greater levels of emotional resilience.</p>	<p>Sustained levels of well-being evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil's voice, parent surveys and teacher observations • Fewer referrals are being made for pastoral support • There will be an equitable approach to supporting our disadvantaged pupils across the whole curriculum and in regards to cultural capital • There will be a proportional representation of disadvantaged children in opportunities across the school such as school council, play leaders, extra-curricular clubs, music lessons etc
<p>Additional needs</p> <p>Disadvantaged pupils can access appropriate, evidence-based, highly effective provisions and/or external services to make accelerated progress.</p>	<p>Monitoring and analysis of provisions and external services used/accessed indicate that:</p> <ul style="list-style-type: none"> • All are effective. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Parental engagement and support</p> <p>Parents feel well supported to meet all the needs of their children both academically, socially and emotionally.</p>	<ul style="list-style-type: none"> • Greater involvement/participation of disadvantaged pupil's parents at school events such as parent drop-ins and workshops • Qualitative data from parent surveys/voice and teacher observations

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year groups to make suitable curriculum adaptations due to the continued impact of COVID 19	The EEF 'High-Quality Teaching' states that 'Curriculum adaptation and enhancement is core to school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.'	2, 3, 4, 5
Introduction of NELI in EYFS with specific training to develop oracy	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation The EEF 'Preparing for Literacy' states that we should 'Prioritise the development of communication and language.'	2, 3, 4, 5
To ensure EYFS and KS1 school reading books are all closely aligned with the phonics long-term plan and books are at an appropriate level to support phonic development.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF The EEF 'Improving Literacy in KS1' states, 'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.'	2, 3
Enhancement of our maths teaching and curriculum through working with BEST academy to embed Teaching for Mastery across all year groups.	The EEF 'Improving Mathematics in the Early Years and Key Stage 1' states, 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and effective mathematical pedagogy.' Improving	2, 5

	Mathematics in Key Stages, 2 EEF Mastery learning approaches are deemed to provide +5 months impact on pupil achievement.	
School to become part of the RADY programme, with year 4 being the focus	The EEF 'High-quality teaching' states, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' This is a programme that the LA has supported.	1, 2, 3, 4, 5, 6
Rewriting of the behaviour policy and continued whole staff training on behaviour management approaches to develop our school ethos and continue to improve behaviour across the school with a consistent approach – emotion coaching	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over a year – 'Improving Social and Emotional Learning in Primary Schools'	2, 4
Further develop support for children's basic, emotional, physical and mental health needs at lunchtimes by training LSAs in becoming play leaders.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can effectively support improvements to their learning by +4 months.	4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve oral and language skills for pupils in Early Years Foundation Stage and Year 1.</p> <p>One to one, paired work/ small group for targeted pupils.</p> <p>Interventions include 'Lift off to Language and 'ELklan' led by Teachers/ Teaching Assistants for six weeks intervention- Small group work. EYFS and Key Stage</p> <p>1 TA's to provide 1:1 and small group intervention for targeted pupils.</p> <p>Activities will be based on</p>	<p>Developing pupils' expressive and receptive language skills within a small group setting leads to improved communication, self-confidence, and engagement in their learning and positively impacts their ability to write confidently.</p> <p>EEF toolkit states an effective way to accelerate pupils' progress is to run small group support with high-quality delivery.</p> <p>Phonics approaches have been consistently effective in supporting younger readers to master the basics of reading.</p>	2, 3

<p>individual children's needs and will involve practical activities to focus on developing fine motor skills, maths, phonics and handwriting.</p> <p>Embedded in the EYFS curriculum is a key focus on developing and using new vocabulary in particular topic vocabulary, maximising the verbal communication between staff and children.</p>		
<p>Rates of attainment and progress for all PP children (Years 1 to 4) in reading, writing and maths.</p> <p>High-quality delivery of the intervention and booster groups.</p> <p>Teachers/ Teaching Assistants provide targeted intervention on either a 1:1 or small group basis based on PP support plans and pupil targets.</p> <p>Resourcing of this provision</p>	<p>Providing extra support to pupils is vital in raising attainment and sustaining pupil progress.</p> <p>Impact of excellent TA's on behaviour management and support.</p> <p>Impact of feedback on rates of progress.</p> <p>Outcomes for pupils in future years following targeted support are identified as part of pupil progress reviews.</p> <p>The EEF toolkit states small group interventions are effective when delivered by highly qualified trained staff.</p>	
<p>Emotional support for some PP children to ensure emotional difficulties are addressed and not detrimental to their academic progress.</p> <p>All children will benefit from a whole-school approach to behaviour and well-being.</p> <p>The whole school approach to emotional well-being supports intrinsic motivation and engagement with learning.</p> <p>Early identification of pupils who need support.</p> <p>Whole staff CPD to share good practices and strategies that can be used in the classroom.</p> <p>Provide continued support and training for staff in regards to children's social and emotional well being</p>	<p>A wide range of evidence finds that a greater level of learning is achieved when pupils are self-motivated, self-confident and happy and feel safe.</p> <p>Strategies across the school will focus on well-being, growth mindset, resilience and self-confidence.</p> <p>The EEF toolkit states that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment.</p> <p>Supporting pupils' emotional development and well-being is key to reducing barriers for learning, impacting attitudes, behaviour and attendance, and academic progress.</p> <p>NFER suggests that children's underlying issues need to be addressed to learn.</p> <p>Their emotional well-being needs to be well looked after and their self-esteem high to maximise their readiness to learn.</p>	

<p>Reflection and mindfulness, mediation and yoga.</p> <p>Provide Lunchtime/ After school clubs to give pupils the opportunity to feel part of a nurtured group and develop life skills such as gardening, cooking, and physical activity to increase energy levels and mental well-being.</p>		
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates and decreased rates of lateness to school.</p> <p>Office staff to monitor children, follow up quickly on absences and lateness, and report to Headteacher.</p> <p>Early identification and response to triggers.</p> <p>Regular liaison with EWO.</p> <p>Good working relationship with school staff and parents so that additional resources can be offered to support our most disadvantaged pupils, e.g. Subsidy of trips, clubs and school dinners</p>	<p>Children need to be in school in good time to ensure they get the most out of every session and are ready to learn.</p> <p>Children need to be in the right mindset to be ready to learn.</p> <p>Addressing attendance is identified as a key step by the NFER.</p> <p>NFER recognise that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting a provision in place to overcome these, and reviewing strategies</p>	
<p>Varied and enrichment opportunities are offered to PP children who may be disadvantaged in a range of moral, spiritual, social or cultural opportunities and experiences</p> <p>Minimising the economic hardship meeting pupil's basic needs</p> <p>Contributions to trips (including residential) and other extra-curricular activities, music and sport.</p>	<p>Positive impact on self-esteem, happiness, integration and life experiences.</p> <p>EEF research shows positive benefits; sports participation and arts (+2mnts), metacognition and self-regulation (+7months).</p> <p>The NFER recognises that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning, putting a provision in place to overcome these, and reviewing these strategies.</p> <p>Studies on adventurous and outdoor learning interventions consistently show positive benefits to academic learning.</p>	

<p>Contributions towards 'Wrap around Care' breakfast and after school care.</p> <p>To ensure pupils are fully equipped for school and reduce the barriers to attending school</p>	<p>Evidence also suggests the impact on non-cognitive outcomes such as self-confidence and self-esteem increase.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details our pupil premium activity's impact on pupils in 2020 to 2021 academic year.

- Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.
- Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas and strategies to varying degrees.
- As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. They could not benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.
- The impact was mitigated by our resolution to maintain a high-quality curriculum throughout the periods of partial closure, offering places to some of our disadvantaged pupils in our vulnerable pupil provisions and providing technology and resources to support learning from home.
- When pupils returned to school, we identified that many children had gaps in their learning, which was heightened for the disadvantaged pupils who had not been in school.
- We adopted a recovery curriculum to close those gaps and used pupil premium funding for targeted interventions where required delivered by employing a TA to provide additional help in the afternoons to address key areas directed by the class teachers.
- Our observations indicated that pupil behaviour, well-being, and mental health were significantly impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We ensured that we provided well-being support for all pupils.
- Through assemblies and PSHE work, we set about reminding the pupils of expectations and providing them with the social skills to get along.

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
RADY	Challenging Education
Nessy	Nessy Learning