Pupil Premium strategy statement – Evington Valley Primary School

This statement details our school's use of Pupil Premium (and Recovery Premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	359 (317 exc. F1)
Proportion (%) of Pupil Premium eligible pupils	17% (55)
Academic year/years that our current Pupil Premium strategy plan covers **(3 year plans are recommended)**	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	School Governors
Pupil Premium lead	Mr Adrian Manning
Governor / Trustee lead	Mr Raju Ahmed

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£88,800 (PP) + £5,140 (PLAC) = £93,940
Recovery Premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil Premium funding carried forward from previous years *(enter £0 if not applicable)*	£435
Total budget for this academic year	£94,375

Part A: Pupil Premium strategy plan

Statement of intent

Evington Valley Primary School's vision statement is Caring and Learning Together, and we promote high achievement, fairness and equality of opportunity for all our learners. We are committed to providing a setting in which all pupils, including those classed as vulnerable or disadvantaged, can:

- Develop social, emotional, physical and spiritual wellbeing
- Create a caring and respectful attitude and approach to others and the environment
- Develop independent and collaborative approaches to learning
- Have access to an enriched and stimulating environment, inside and out.

Pupil Premium funding is allocated to evidence-based approaches and interventions with these aims in mind. We also set aspirational learning targets, at least in line with or better than peers, for our disadvantaged pupils.

Pupil Premium funding will be used to:

- Remove barriers to learning which impact on progress, behaviour and attendance
- Support improvements in Quality First Teaching (QFT), using up to date research evidence.
- Carry out small group catch up sessions, targeted interventions and 1:1 work
- Work with families to improve children's punctuality and attendance
- Work with families to help them to support their children at home
- Support the physical and mental wellbeing of children who have been through or who are more vulnerable to Adverse Childhood Experiences (ACEs)

Progress of Pupil Premium children, alongside other data such as attendance and take up of extra-curricular activities, is monitored throughout the year. The Pupil Premium Evaluation report is shared with Governors each year.

We actively encourage the take up of FSM, promoting it in a sensitive and supportive manner, highlighting the benefits in the school newsletter and in parent induction meetings.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils enter the school with skills well below that which is typical for their age in all areas. This includes Oracy skills.
2	Children do not always have exposure to a wide variety of life experiences that allow them to experience the vocabulary required to access aspects of the curriculum
3	Children do not always have access to quality reading materials or models of good reading outside of school.
4	Many of the pupils live in multigenerational households where space is a premium. Finding a quiet time and place to complete home learning tasks can be difficult, and support for more challenging tasks is not always available.
5	Many children do not have easy access to enrichment activities which can be beneficial to their physical and mental wellbeing.

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
Quality First Teaching is consistently delivered in all subjects and supported by improved resources	Progress is at least good in all subjects across the primary curriculum. Outcomes for KS1 and KS2 in Maths, Reading and Writing have returned to pre-pandemic levels (above national average)
To close the attainment gap between Pupil Premium and non-Pupil Premium Pupils, with a significant number of all pupils making more than expected progress in all year groups.	
Pupils' social, emotional and physical needs are met, enabling them to participate fully in all aspects of school life	Pupil/ parent surveys, and teacher observations demonstrate sustained participation in a range of activities Sustained high attendance and a drop in persistent absenteeism.
To achieve and sustain improved Oracy skills for all pupils, in particular our disadvantaged pupils	Pupils demonstrate fluency and confidence in Oracy activities. Sentence stems and Oracy principles embedded throughout school. Continuous provision/learning environment has

	enabled gaps to be closed in language development and there is evidence of accelerated progress in other areas of communication, language and literacy.

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: £15,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development to improve Quality First Teaching for all Staff - External educational consultant to work with identified teachers - Teaching Assistant training including phonics, support for SEND pupils, structured learning - National College Membership	Education Endowment Foundation Teaching and Learning Toolkit EEF Guidance reports Research into the quality of teaching on learning Sutton Trust (2011) Education Policy Institute (2020)	1, 2

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

Budgeted cost: £55,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Teachers to work with targeted small groups	EEF Guidance reports EEF Selecting Interventions Toolkit EEF Toolkit: Small group tuition +4 months Current and historical school improvement and pupil performance data	1, 2, 5
Literacy Lead to carry out coaching programme with groups of pupils and individuals	EEF Guidance reports EEF Selecting Interventions Toolkit EEF Toolkit: Small group tuition +4 months Current and historical school improvement and pupil performance data	1, 2
Maths Lead to carry out coaching programme with groups of pupils and individuals	EEF Guidance reports EEF Selecting Interventions Toolkit EEF Toolkit: Small group tuition +4 months Current and historical school improvement and pupil performance data	1, 2
Contingency plan: costs for training and resourcing interventions as informed by pupil data over the year, 1:1 support needs including School Led Tutoring Programme	To be informed by Education Endowment Foundation Teaching and Learning Toolkit EEF Guidance reports, including EEF guide: Making a difference with effective tutoring EEF Selecting Interventions Toolkit EEF Toolkit: Small group tuition +4 months Current and historical school improvement and pupil performance data	All

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

Budgeted cost: £23,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (1 day per week)	EEF Guidance reports, including working with parents to support children's learning Current and historical school improvement and pupil attendance data Also guidance: Working together to improve school attendance DfE September 2022	2, 3, 4,5
Trips, visits and visitors – organised trips linked to curriculum. Financial support for trips for pupil premium children	EEF Guidance reports, including EEF Toolkit Arts participation Current and historical school improvement and pupil attendance data Qualitative data from Pupil/ Parent Questionnaires	2, 3, 4, 5
Arts participation: including trips, visits and access to specialist, quality resources	EEF Guidance reports EEF Toolkit Arts participation	1,2,5
Resources to be purchased to support teaching and learning in the F1 and F2 unit Updating and refreshing F1/ F2 learning environment	EEF Guidance reports including Improving Mathematics in the Early Years and Key Stage One and Social and Emotional Learning	1, 2, 3, 4, 5
Resources to support Home Learning	EEF Guidance report; Working with parents to support children's learning	3, 4
Contingency fund for acute issues.	To be informed by Education Endowment Foundation Teaching and Learning Toolkit	All

Total budgeted cost: £94,375

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Monitoring activities confirmed that teaching in all classrooms was at least good. Data and book trawls show that pupils were making good progress from their Autumn starting points. Year 2 Pupil Premium children are performing roughly in line with or slightly above their peers. Year 6 children are performing above their peers in reading, but below in writing and roughly in line in maths. Communication between home and school for vulnerable families was positive on the whole. Attendance data for the Pupil Premium cohort (92%) is in line with the whole school (93%).

Pupil Premium Evaluation		EVPS *Pupils eligible for pupil premium*	National Average *All pupils (2024)*
Year 1	Phonics Check	90% (80% all pupils)	-
		ARE	
KS1 Assessments The figures show the percentage of children who were working just below age related expectations (ARE) and those who achieved ARE or above	Reading	67% (71% Non-PP pupils)	-
	Writing	67% (63% Non-PP pupils)	-
	Maths	67% (69% Non-PP pupils)	-
KS1 Assessments The figures show the percentage of children who achieved above ARE	Reading	17% (13% all pupils)	-
	Writing	0% (3% Non-PP pupils)	-
	Maths	17% (8% all pupils)	-
		ARE	
KS2 Assessments The figures show the percentage of children who were working just below age related expectations (ARE) and those who achieved ARE or above	Reading, Writing & Maths	50% (63% all pupils)	61%
	Reading	93% (78% all pupils)	74%
	Writing	50% (70% all pupils)	72%
	Maths	79% (83% all pupils)	73%
KS2 Assessments – Greater Depth The figures show the percentage of children who achieved above ARE	Reading, Writing & Maths	7% (4% all pupils)	-
	Reading	29% (39% all pupils)	-
	Writing	14% (7% all pupils)	-
	Maths	21% (26% all pupils)	-

(See also Evington Valley Pupil Premium Strategy Evaluation 2023 - 2024)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils
n/a