Pupil Premium strategy statement – Evington Valley Primary School

This statement details our school's use of Pupil 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	338 (315 exc. F1)
Proportion (%) of Pupil Premium eligible pupils	16.8% (53)
Academic year/years that our current Pupil Premium strategy plan covers **(3 year plans are recommended)**	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Adrian Manning, Headteacher School Governors
Pupil Premium lead	Mr Adrian Manning, Headteacher
Governor / Trustee lead	Mrs Sue Welford

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£77,265 (PP) + £5,260 (PLAC) = £82,525
Pupil Premium funding carried forward from previous years *(enter £0 if not applicable)*	£7,832
Total budget for this academic year	£90,357

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:

- Irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas
- 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. High-quality teaching is at the heart of our approach. This impacts on closing the disadvantage attainment gap and also benefits non-disadvantaged pupils. We set aspirational learning targets, at least in line with or better than peers, for our disadvantaged pupils.

Pupil Premium funding will be used to:

- Support improvements in Quality First Teaching (QFT), using up to date research evidence.
- Remove barriers to learning which impact on progress, behaviour and attendance
- 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 will:

- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified

- Adopt a whole school approach in which all staff are responsible for the outcomes of disadvantaged pupils and raising the expectations of what they can achieve.

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. The school has also invested in an online FSM checking portal which highlights families who become eligible throughout the year.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many pupils enter the school with skills, including Oracy, that are well below that which is typical for their age in all areas.
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.
6	Many children live in families where there are financial constraints which lead to an inability to purchase resources or pay for trips that will support and enhance the child's learning.

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 are 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.
To enable pupils to have access to resources and opportunities that support and enhance their learning.	Disadvantaged pupils are provided with resources, e.g. study books, and trips are funded by the school in order to enhance their learning.

Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,375

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 - 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: £56,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Teachers and Teaching Assistants 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
Contingency plan: costs for training and resourcing interventions as informed by pupil data over the year, 1:1 support needs	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: £18,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Welfare Officer (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 (updated 2024)	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, 5, 6
Resources to be purchased to support teaching and learning of Reading in KS1 and KS2	EEF Guidance reports	1, 2, 3
Resources to support Home Learning/Study Support	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: £90,357

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 above their peers. Year 6 children are performing in line in with their peers. Communication between home and school for vulnerable families was positive. Attendance data for the Pupil Premium cohort (93%) is in line with the whole school (92%).

Pupil Premium Evaluation		EVPS *Pupils eligible for pupil premium*	National Average *All pupils (2024)*
Year 1	Phonics Check	100% (84% all pupils)	-
KS1 Assessments The figures show the percentage of children who achieved ARE or above	Reading	70% (47% Non-PP pupils)	-
	Writing	80% (58% Non-PP pupils)	-
	Maths	90% (70% Non-PP pupils)	-
KS1 Assessments – Greater Depth The figures show the percentage of children who achieved above ARE	Reading	30% (12% all pupils)	-
	Writing	0% (0% Non-PP pupils)	-
	Maths	0% (17% all pupils)	-
		ARE	
KS2 Assessments The figures show the percentage of children who achieved ARE or above	Reading, Writing & Maths	77% (75% all pupils)	61%
	Reading	92% (93% all pupils)	74%
	Writing	77% (75% all pupils)	72%
	Maths	92% (91% all pupils)	73%
KS2 Assessments – Greater Depth The figures show the percentage of children who achieved above ARE	Reading, Writing & Maths	0% (2% all pupils)	8%
	Reading	15% (42% all pupils)	29%
	Writing	0% (2% all pupils)	13%
	Maths	38% (42% all pupils)	24%

(See also Evington Valley Pupil Premium Strategy Evaluation 2024 – 2025)

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