

Pupil Premium Strategy



Approved by: Full Governing Board	Date: 17/9/25
Signed by: A English	(Chair)
Last reviewed on: Sep 25	
Next review: April 26	

Pupil premium strategy statement – Evergreen 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	204
Proportion (%) of pupil premium eligible pupils	116 pupils 59.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024 October 2025
Statement authorised by	Judith Benson
Pupil premium lead	Katy Bennett
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,140
Recovery premium funding allocation this academic year	£13,920
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£15,692
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£206,752

Part A: Pupil premium strategy plan

Statement of intent

At Evergreen Primary School we target the use of Pupil Premium Grant funding to

- ensure that our disadvantaged pupils receive the highest quality of education to develop and apply their knowledge, skills and understanding to enable them to achieve and become active citizens of the future.

We recognise that all our pupils have additional and often complex needs and on top of these disadvantaged children can face an even wider range of barriers which may impact on their learning.

We endeavour to take advantage of every opportunity to broaden our curriculum, enrich learning and prepare our children for their next steps, to celebrate and nurture talents and to encourage our pupils to be confident contributors to society.

Our ultimate objectives are:

- To remove barriers to learning
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- To equip pupils with the knowledge and skills required to learn how to learn.
- For pupils to develop their own voice, and to use their own voice.
- For pupils to become confident contributors to society, to be valued, respected and accepted, to be listened to and understood.
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- To ensure our children's health and wellbeing to enable them to access learning at an appropriate level.
- For pupils to develop the confidence to be able to access a wide range of opportunities to develop their knowledge and understanding of the world around them.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide pupils with evidence-based approaches and strategies to address their barriers to learning
- Provide targeted intervention and support to quickly address identified gaps in

learning and personal development including the use of small group work and 1:1 tuition

- Target funding to ensure that all pupils have access to activities within the wider community including trips, residential and quality first hand learning.
- Provide opportunities for all pupils to participate in enrichment activities including wow days in school.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. While the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in reading outcomes.
2	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally more likely to have complex language difficulties compared to non-disadvantaged pupils in our school. This often leads pupils to become frustrated and dysregulated at school and at home. Pupil voice is very important to us and we want our pupils to know we value their contributions to school improvement. Improving communication skills for all will be our main priority this academic year.
3	Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support with social and emotional understanding and regulation skills. Pupil premium pupils require planned opportunities to regulate themselves through sensory diets.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Many of our pupil premium pupils do not have the range of rich and varied experiences meaning knowledge of the world is limited. Some parents struggle to find appropriate out of school activities for their children to access or have limited finances, time and transport options available.
5	Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support with physical development due to the impact their SEND has on their fine and gross motor skills. Many of our pupil premium pupils require planned opportunities to develop their physical skills.

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
<p>1. To maximise pupil progress and achievement from their individual starting points.</p>	<p>Baselines will show accurate starting points for all pupils in a range of subject areas.</p> <p>Individualised curriculum targets and EHCP targets set on PLG's and quality evidence collected to show progress over time.</p> <p>Progress updated on curriculum trackers half termly.</p> <p>Quality first teaching evident in lesson observations and learning walks.</p> <p>Pupils will learn to read and write through a synthetic phonic approach – Read Write Inc. Attainment in reading and writing will raise for all pupils.</p> <p>Pupils on the Next Steps curriculum pathway will continue to develop their problem-solving and reasoning maths skills through White Rose.</p> <p>Improved outcomes and engagement in CLL.</p> <p>Improved outcomes and engagement in Maths.</p> <p>Increased independence in learning.</p> <p>Pupils will be provided with an appropriate learning environment following evidenced based approaches.</p> <p>Pupils with Autism taught by staff skilled in ASC approaches.</p>

	<p>Learning activities linked to British Values and RRS.</p> <p>Staff have allocated time to evolve the curriculum with the needs of the pupils in mind.</p> <p>Pupil engagement will increase due to the progressive and exciting curriculum offered.</p> <p>Bespoke and targeted interventions planned for identified pupils to support areas of underachievement.</p> <p>Data collection will show a trend of raised attainment in all subject areas over time.</p>
<p>2. To improve communication skills and provide a voice for PP pupils with complex communication needs.</p>	<p>Identified pupils with complex communication difficulties to use Grid and TD Snap to make independent choices and communicate with peers, adults and their families at school and at home.</p> <p>Improved expressive and receptive communication skills.</p> <p>Pupils will have improved social interactions with peers and adults.</p> <p>Pupils will have improved engagement and access to learning.</p> <p>Pupils will have improved emotional wellbeing and less incidents of frustration or challenging behaviour.</p> <p>EHCP targets linked to communication on EHCP's will be met.</p> <p>Pupils will have a voice and share their views on school improvement.</p>

<p>3. To provide planned opportunities for PP pupils to have their emotional and sensory needs met.</p>	<p>Connecting with Children – Listening Matters sessions offered to identified pupils to raise self-esteem, confidence and self-worth.</p> <p>Identified pupils accessing music therapy sessions to improve communication skills, enhance self-awareness and emotional regulation, improve concentration and attention and independence.</p> <p>Identified pupils with complex emotional needs and sensory processing difficulties to have individualised OT targets / sensory diet in place from Future Steps.</p> <p>All staff trained in the Zones of Regulation and pupils using this resource to identify their feelings and emotions.</p> <p>Regulation strategies linked to the Zones of Regulation will be used as a consistent approach across school.</p> <p>Pupils are regulated and ready to engage in their learning.</p>
<p>4. To provide PP pupils with a wider range of community experiences and enrichment activities.</p>	<p>Trips, visits and visitors planned to broaden our pupil's interaction with the local community and wider world.</p> <p>A wide range of extra-curricular activities will be offered to broaden our pupil's experiences.</p> <p>Social skills, independence, resilience and perseverance as well as team work and collaborative learning will be developed.</p> <p>Discounts will continue to apply to pupil premium families for the Year 6 residential.</p> <p>Pupils will show improved confidence and independence in the wider world.</p>

	<p>Opportunities to practise social and communication skills in real life situations.</p> <p>Activities linked to PFA outcomes.</p>
<p>5. To provide planned opportunities for PP pupils to access physical interventions.</p>	<p>Pupils will have improved physical wellbeing and skills.</p> <p>Pupils will show an improved understanding of healthy eating and healthy lifestyles.</p> <p>Identified pupils will have a lower BMI.</p> <p>Pupils will show raised self-confidence and self-esteem.</p> <p>Enhanced outdoor experiences.</p> <p>Enhanced PE / Outdoor Education provision.</p> <p>Activities linked to PFA outcomes.</p>

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: £50,000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Improve communication for all through individualised PLG outcomes.</p>	<p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression. Communication is a prime area of learning and development in the Statutory Framework for the Early Years Foundation Stage.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p>	<p>1, 2</p>
<p>Continue to develop reading for pleasure across school through the development of new reading areas around school.</p>	<p>Reading for pleasure has been defined by the National Literacy Trust as “reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it” (Clark and Rumbold, National Literacy Trust, 2006).</p> <p>The process of reading for pleasure has also been described as a form of play that ‘allows us to experience other worlds and roles in our imagination’ (Nell, 1988 – cited in Clark and Rumbold, 2006), and a creative activity or active process (Holden, 2004; Pullman, 2004 – cited in Clark and Rumbold, 2006)</p> <p>https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p> <p>https://home.oxfordowl.co.uk/reading/reading-for-pleasure/</p>	<p>1, 2</p>

<p>Embed the use of White Rose Premium resources for pupils working on the next steps maths pathway to ensure a consistent approach across school.</p>	<p>The DfE maths guidance aims to bring coherence to the national curriculum by demonstrating progression from Year 1 to Year 6 in maths.</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>www.whiterosemaths.com</p>	<p>1, 2</p>
<p>Continue to provide support and enable access to learning across school using ICT.</p>	<p>The DfE has set digital and technology standards for schools. These standards should be used to support your school to use the right digital infrastructure and technology. Meeting these standards can help make more informed decisions about technology, which will lead to safer, more cost-efficient practices and new learning opportunities for students.</p> <p>https://www.gov.uk/government/collections/using-technology-in-education</p> <p>www.discoveryeducation.co.uk</p> <p>www.busythings.co.uk</p> <p>www.purplemash.com</p> <p>www.helpkidzlearn.com</p> <p>www.osmouk.com</p>	<p>1, 2, 5</p>
<p>Subject Leaders to review and adapt medium term plans in response to the changing cohorts across school.</p>	<p>Ofsted have carried out a range of curriculum subject reviews and agree that in order to provide a high-quality education, a progressive curriculum must be in place with new learning building on previous learning.</p> <p>Curriculum research reviews - GOV.UK (www.gov.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Provide 1:1 and small group interventions to identified PP pupils who show gaps in their learning or areas of underachievement</p> <p>To purchase appropriate resources to deliver high quality interventions.</p>	<p>Individual and small group targeted intervention programmes show that they have the potential for the largest impact on attainment, especially when linked to classroom teaching and targeted at pupils specific learning needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)</p> <p>Small group tuition has an average impact of four months progress across the course of a year. (EEF)</p> <p>Feedback from some pupils who attend intervention with Miss Harbisher:</p> <p><i>I feel good, I learn how to care for people and how to save the world. It feels special to me.</i></p> <p><i>I love lunch time club.</i></p> <p><i>It's peaceful there. I am getting better at maths.</i></p> <p><i>It's kind of quiet. I learn how to do capital letters.</i></p> <p><i>We play games and I take a friend.</i></p> <p><i>I did some writing and read it to my friend – she loved my poem.</i></p> <p><i>She's incredible! I have been learning about clocks. I learnt half past and quarter to.</i></p> <p><i>We build Lego. It's quiet. I built Hogwarts. It took ages!</i></p>	<p>1, 2, 3, 5</p>

	<i>Lunch time club, iPad. Miss Harbisher.</i>	
To provide a voice for PP pupils with complex communication difficulties through the use of technology.	<p>Everyone should be given the opportunity and tools they need to communicate effectively. Our PP pupils with complex needs use Grid or TD Snap on their AAC device to use at school and at home to ensure they have a voice and can make independent choices. This also enables them to access learning and their curriculum pathway more independently.</p> <p>https://acecentre.org.uk/?gclid=EAlaIQobChMI_pKsvfSg-wIVB-3tCh13sQRXEAAAYASAAEgJI1_D_BwE</p> <p>https://apps.apple.com/gb/app/grid-for-ipad-aac/id1064332378</p>	1, 2, 3, 5
To further develop our outdoor classroom area to provide an additional learning environment for PP pupils to improve their physical and sensory regulation as well as their curiosity for the world around them.	<p>All children should be given the opportunity to experience lessons beyond the classroom. Taking the curriculum outdoors can have a considerably beneficial impact on the learning and development of pupils. From enhancing problem solving skills to communication and resilience, outdoor learning provides endless opportunities for exploration, experimentation and contextual learning.</p> <p>https://www.lotc.org.uk/?gclid=EAlaIQobChMItLXUvfag-wlVis3tCh2CqxY1EAAYASAAEgJ34fD_BwE</p> <p>https://ltl.org.uk/outdoor-learning-training/online-training/?gclid=EAlaIQobChMItLXUvfag-wlVis3tCh2CqxY1EAAYAiAAEgILZ_D_BwE</p>	1, 2, 3, 4

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge numbers addressed
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<p>To continue to provide Listening Matters to identified PP pupils.</p> <p>To purchase additional play equipment for use during sessions.</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Listening Matters is a specialised play based therapy programme which is targeted at pupils with particular social or emotional needs and can lead to gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning/technical-appendix</p>	<p>1, 2, 3</p>
<p>PP pupils will have their sensory needs assessed and addressed by Future Steps including regulation strategies to support ACE’s.</p>	<p>Future Steps work alongside individuals, families, schools, social workers, and local authorities across the country, to provide support to individuals from birth into adulthood.</p> <p>They are experienced in treating individuals with a range of complex difficulties and conditions and providing assessments, 1:1 and group treatment programmes.</p> <p>https://futurestepsot.co.uk/</p>	<p>1, 2, 3, 5</p>
<p>To continue to provide physical interventions to identified PP pupils.</p>	<p>OFSTED state that “A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.”</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study</p>	<p>5</p>
<p>To continue to provide all PP pupils with</p>	<p>Durham Music Service offers a wide range of enrichment opportunities to further enhance our music provision.</p>	<p>1, 2, 3, 4</p>

<p>quality music sessions from the Durham Learning Service.</p> <p>Identified PP pupils to access music therapy sessions – 2 days of therapy available this year.</p>	<p>https://www.durhammusic.org.uk/</p> <p>The DfE sets out guidance - The 2021 Model Music Curriculum (MMC) sits at the heart of the Government’s agenda for supporting curriculum music in schools during Key Stages 1, 2 and 3. The curriculum development has been teacher led, with input from leading musicians and education sector bodies.</p> <p>https://www.gov.uk/government/publications/teaching-music-in-schools</p> <p>www.charanga.com</p>	
<p>Enhanced trips and visits to experience cultural capital and to build up life skills and knowledge.</p> <p>Contingency fund to part subsidise educational visits, Year 6 residential and transport costs.</p>	<p>Research by Lareau and Weininger (2003) shows that there are a range of barriers to pupil and parental cultural capital experiences which can affect the current and future socio-economic possibilities of our pupils if schools were not to recognise this and put plans in place to enhance the curriculum.</p> <p>https://www.presentica.com/doc/11601450/cultural-capital-in-educational-research-a-critical-assessment</p> <p>https://www.durham.gov.uk/media/3064/Educational-Visits-Off-Site-Activities-and-On-Site-Adventures-Policy-and-Guidance/pdf/EducationalVisitsPolicy2022.pdf?m=637962627630930000</p>	1, 2, 3, 4, 5
<p>To continue to provide curriculum enrichment through the provision of WOW days in all subject areas.</p>	<p>Our WOW Days provide pupils will valuable life skills, self-esteem and confidence, social skills and resilience in an innovative and exciting way. We aim to develop the whole child with support from their families. This approach develops our community and family links as well as embedding British Values, RRS outcomes and culturally rich learning opportunities.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2, 3, 4, 5

Total budgeted cost: £205,000