

Pupil premium strategy statement: 20 - 23

School overview

Metric	Data
School name	Evelyn Street Primary School
Pupils in school	320 plus Nursery
Proportion of disadvantaged pupils	79 25%
Pupil premium allocation this academic year	21/22 - £130,465
Academic year or years covered by statement	2020 - 2023
Publish date	September 2021
Review date	September 2022
Statement authorised by	Mrs J. Hindley
Pupil premium lead	Miss S. Cooper
Governor lead	Ms C. Shankland

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	None available 2021
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score-Teacher Assessment RWM
Meeting expected standard at KS2	76% (11/15)
Achieving high standard at KS2	7% (1/15)

Barriers to future attainment (for pupils eligible for PP)

In-school barrier
Delayed speech and language – poor oracy language skills
Social emotional needs
Disadvantaged pupils low on entry attainment compared to All pupils
External barriers
Challenging home circumstance; complex family circumstances / poor home environment
Low attendance and punctuality
Disadvantaged more able – low family expectations and limited life experiences

Targets for current academic year

Aim	Target	Target date
Progress in Reading	KS1: 6 GD to 8 GD	July 2022
Progress in Writing	4 below/well below to 1	July 2022
Progress in Mathematics	KS1: 7 GD to 8 GD 3 below/well below to 1	July 2022
Phonics	93% (43/45)	July 2022
Other		July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Develop and deepen CT subject knowledge in application of RWM teaching strategies and pedagogies, in order to be for specific to individual cohort needs.
Priority 2	Ensure all EYFS pupils access a language rich environment that support speech & language development.
Barriers to learning these priorities address	Disadvantaged pupils low on entry attainment EYFS, KS1 and KS2 compared to All pupils
Projected spending	£47,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Bespoke planning for individual PP pupils and groups
Priority 2	Improve language and communication skills through bespoke speech and language programmes
Barriers to learning these priorities address	Delayed speech and language- poor oracy language skills
Projected spending	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Support pupil wellbeing, health and pastoral needs
Priority 2	Support and improve children's attendance and punctuality
Barriers to learning these priorities address	Social emotional needs / Low attendance and punctuality Low family expectations and limited life experiences
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and this is rigorously monitored.	Use of INSET days and twilights, with additional cover being provided for/by senior leaders. Use of consultants for bespoke CPD. Weekly offer to TAs from PP lead.
Targeted support	Ensuring interventions are timetabled and enough time is allowed to monitor and evaluate impact.	Working closely with school's SaLT link and implement suitable diagnostic assessments, where possible.
Wider strategies	Engaging the families facing most challenges	Working closely with the school's EWO and Learning Mentor. Implementing blended learning offer to provide greater access to the curriculum.

Review: last year's aims and outcomes

Aim	Outcome
Improve outcomes in reading and writing.	Summer term data shows some impact due to COVID-19 though results were consistent with previous year. This target will be kept within the Teaching priority to further develop and ensure consistency.
Bespoke planning for individual PP pupils and groups	Effective DtD plans in place and regularly reviewed, monitored and evaluated by SLT, including PP lead indicated. Interventions more effective & consistent through the use of the Provision Map online tool. This target will be kept to further develop the strategies used. Also, to support children in recovering the learning time lost during the pandemic through a carefully planned catch up programme.
Support and improve children's attendance, punctuality & access to learning.	Improved levels of attendance for individuals. This will continue to be monitored following the wider reopening of the school. Support will be provided to those children unable to return due to shielding. A blended offer has been implemented to allow those at home to participate in lessons.

