

# Pupil Premium Strategy Statement for Eversley 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	401
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Penny Pepper <i>Headteacher</i>
Pupil Premium lead	Penny Pepper <i>Headteacher</i>
Governor lead	Jenny Rawe

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£208,585
Recovery Premium funding allocation this academic year	£0
Pupil Premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£208,585</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Eversley Primary School our intention is that all pupils, irrespective of their background and the challenges that they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy Plan is to support all disadvantaged pupils to achieve these goals, including those who are already high attainers.

We understand that the disadvantages that pupils face are broad and varied. We assess our children's needs – academic, social and emotional - and consider the challenges faced by all our pupils. The activities and approaches outlined in this statement are intended to support the needs of all our pupils, whether they are specifically disadvantaged or not.

High quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research and evidence show that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting non-disadvantaged pupils. Implicit in the intended outcomes of this strategy is that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

We recognise that for some pupils there are still after-effects of the Covid-19 pandemic on pupils' learning due to the disruption to their early years. National data shows that the learning of disadvantaged pupils more adversely affected compared to their non-disadvantaged peers. This strategy includes provision to support pupils who have been disrupted most by these circumstances and will endeavour to help these children close the attainment gap with their peers.

Our approach in our Pupil Premium Strategy Plan is based on observations, assessments and discussions with key stakeholders, which have informed the approaches we are adopting to specifically meet the needs of our school, namely:

- recovery of early years learning and skills disrupted due to the pandemic;
- recognition that many of our disadvantaged pupils begin school with poor language skills and for some these disadvantages can last throughout their time in primary school;
- the importance of pupils' social, emotional and mental wellbeing in being able to access their learning in class, in other words being 'ready to learn'.

Our approach will continue to be responsive to developing needs across groups of children or individuals. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work they are given
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 underdeveloped oral language and vocabulary gaps among many disadvantaged pupils. These are evident from children starting school in Reception and through to Key Stage 2 and in general are more prevalent amongst our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by lack of social interaction and early years provision to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations in reading, writing and maths.</p>
4	Our assessments, observations and discussions with pupils have identified a range of social, emotional and mental wellbeing issues for many pupils as a result of the disruption to education caused by the pandemic. These challenges have particularly affected disadvantaged pupils, including their attainment, resilience and confidence.
5	<p>Our attendance data for the academic year ending July 2025 shows that attendance amongst disadvantaged pupils was 2.4% lower than our non-disadvantaged pupils.</p> <p>56% of persistent absence last year is from disadvantaged pupils. Our observations and assessments show that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral and language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work completed in books and on-going formative assessment.
Improved reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils	Key Stage 2 writing outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils	Key Stage 2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• emotionally literate pupils that are able to talk about and manage their emotions effectively</li> <li>• improved levels of resilience and confidence as observed by teachers, resulting in improvement in attainment</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £89,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle leader to support SLT in monitoring, evaluating and supporting high quality teaching across the school.	Pedagogical leadership has been shown to be important for promoting better academic outcomes for pupils: <a href="#">Leading for Impact   AITSL</a>	3
Purchase of new books and training to support the teaching of our phonics scheme and reading project resources.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Release time for two teachers to oversee and implement Reading Project across the school to support reading comprehension.	Reading comprehension strategies have high impact on improving progress and attainment in reading, alongside phonics it is a crucial component of early reading: <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Fund   EEF</a>	1
Purchase of Accelerated Reader to assess and evaluate pupils' reading comprehension.	Reading comprehension strategies have high impact on improving progress and attainment in reading, alongside phonics it is a crucial component of early reading: <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Fund   EEF</a>	3
Purchase of online resources to supplement the offer of homework provided by school.	Homework linked to classroom work can be effective in improving outcomes for pupils: <a href="#">Homework   Toolkit Strand   Education Endowment Fund   EEF</a>	3
Whole school CPD for teachers in curriculum for English and Maths and release time for subject leaders to monitor and evaluate.	Amended and updated English and Maths curriculum to be delivered to support catch-up learning for all pupils, focussing on a mastery approach Curriculum re-designs have drawn upon evidence-based approaches: <a href="#">Mastery Learning   Toolkit Strand   Education Endowment Fund   EEF</a>	3

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

Budgeted cost: £76,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards one FT equivalent teacher in Year 6 and one PT 0.6 teacher to support inclusion and enable smaller teaching groups.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in smaller groups: <a href="#">Reducing class size   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Academic Mentor to run small group and 1:1 intervention to target catch-up learning in reading and writing as a result of disruption to education caused by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Contribution towards additional support staff in Reception and 1:1 support in other classes, targeted to support learning in class and provide additional educational interventions.	When deployed effectively, evidence shows that teaching assistants can provide a large positive impact on learner outcomes: <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Additional teacher in Inclusion Centre to run language skills interventions in Key Stage 1 to help improve speaking and vocabulary skills to improve reading and writing.	Alongside phonics and reading comprehension strategies, oral language interventions and direct teaching help to develop pupils' vocabulary development: <a href="#">Oral Language Interventions   Toolkit Strand   Education Endowment Fund   EEF</a>	1

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

Budgeted cost: £42,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Learning Mentor and additional teacher in Inclusion Centre to support children with managing distressed behaviours.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour Interventions   Toolkit Strand   Education Endowment Fund   EEF</a>	4
Release time for training and planning for the SENCO to introduce Trauma Perception Training across the school to support pupils' emotional and mental wellbeing.	Well-designed and well-implemented social and emotional skills development programmes have been associated with a positive influence on school engagement and academic attainment: <a href="#">Social and Emotional Learning   Education Reviews   Education Endowment Fund</a>	4
Subscription to Thrive to access action planning tool and resources to support teachers in supporting the emotional needs of pupils for half of the year before winding the provision down in favour of TPP.	Well-designed and well-implemented social and emotional skills development programmes have been associated with a positive influence on school engagement and academic attainment: <a href="#">Social and Emotional Learning   Education Reviews   Education Endowment Fund</a>	4
Employment of weekly Play Therapist to support identified pupils struggling with mental and emotional wellbeing.	Well-designed and well-implemented social and emotional skills development programmes have been associated with a positive influence on school engagement and academic attainment: <a href="#">Social and Emotional Learning   Education Reviews   Education Endowment Fund</a>	4
Employment of weekly counsellor to support identified pupils struggling with mental and emotional wellbeing.	Well-designed and well-implemented social and emotional skills development programmes have been associated with a positive influence on school engagement and academic attainment: <a href="#">Social and Emotional Learning   Education Reviews   Education Endowment Fund</a>	4
Contribution towards Wellbeing Assistant to carry out personalised therapy programmes and group interventions.	Well-designed and well-implemented social and emotional skills development programmes have been associated with a positive influence on school engagement and academic attainment: <a href="#">Social and Emotional Learning   Education Reviews   Education Endowment Fund</a>	4

Attendance rewards and incentives to help promote good and regular attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Working together to improve school attendance</a>	5
Support for individual pupils in extra-curricular activities.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to support pupils to access and benefit from attending extra-curricular activities with their peers.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £195,380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of Key Stage 2 in the academic year 2024-25, attainment by disadvantaged pupils in reading, writing and maths was 42% compared to 62% of all pupils. The attainment gap was largest in reading. Disadvantaged pupils did less well than their peers across all subjects. Achievement of a Good Level of Development at the end of Reception, the Year 1 Phonics Check and end of Key Stage 1, show attainment of disadvantaged pupils at Eversley to be below that of their non-disadvantaged peers. 72% of pupils achieved GLD whilst 46% of disadvantaged pupils reached this expectation. 59% of disadvantaged pupils achieved the phonics check compared to 72% of all pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our attendance data for the academic year ending July 2025 shows that attendance amongst disadvantaged pupils was 1.7% lower (better than 2.4% last year) than our non-disadvantaged pupils. Overall attendance last year was 94.6%, comparable to national and attendance of disadvantaged pupils was 92.9%, which is lower than pre-Covid years but both figures an improvement on last year. Persistent absence across the school was 14.6% (previous year 15.1%). 56% of persistent absence is from disadvantaged pupils. Our observations and assessments show that absenteeism is negatively impacting disadvantaged pupils' progress.

Our assessments and observations indicate that pupil behaviour, well-being and mental health have been significantly impacted over the past few years, primarily due to Covid-19 related issues. The impact has been more acute in disadvantaged pupils. This is why there is a strong focus on supporting our pupils' emotional and mental well-being over the coming years.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted learning for all pupils across all subjects. As evidenced in schools across the country, disadvantaged pupils were affected more adversely by enforced school closures and the move to remote learning as they were not able to benefit from previous Pupil Premium funded improvements to teaching and targeted interventions as planned.

Current investment has shown a longer-term impact on our older pupils who have been at Eversley for longer (and benefitted from funding prior to the pandemic). Pupil Premium funding will be used this year to support those younger pupils earlier on in their education addressing the gaps in learning and social and emotional needs that we are observing when they start school. Progress is being made towards some outcomes of our strategy and further work over the coming years will address the remaining areas, particularly around acquisition of phonics knowledge.

We have reviewed our strategy plan and made changes to how we intend to use some of this budget for this academic year.

## 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
The Thrive Approach	Thrive