

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Evergreen Academy
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	65.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25, 25-26, 26-27
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Daniel Hartley
Pupil premium lead	Lena Kearsley
Governor / Trustee lead	Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25 900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25 900

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils.

At the heart of our approach is high-quality teaching focussed on areas that pupils require it most, targeted support based on robust diagnostic assessment of need, and giving pupils the skills and motivation to help them access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide pupils with support to develop independent life and social skills and continue to ensure that our pupils develop the skills they need to be successful in their next school.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require in order for them to be successful in later life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by covid and the increase in the cost of living to a greater extent than for other pupils. These findings are backed up by several national studies. This has increased the significant knowledge gaps our pupils had.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</p>
2	<p>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</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</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
For pupils to show clear progress from their individual starting points	By 2026/27 all pupils will demonstrate clear progress from their individual starting points in all subjects as evidenced by school's internal assessment data
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 5 demonstrated by: <ul style="list-style-type: none"><li data-bbox="820 707 1358 808">• qualitative data from student voice, student and parent surveys and teacher observations<li data-bbox="820 831 1321 902">• Increased outcomes from PASS survey
To reduce the gap between disadvantaged and non-disadvantaged pupils in relation to their individual reading ages	By 2026/27 there will be a reduction in the reading age gap between disadvantaged and non-disadvantaged pupils based on NGRT assessment data. There will also be increased progress in reading ages based on individual starting points.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued use of standardized diagnostic tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2

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

Budgeted cost: £ 7400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to deliver structured interventions to improve individual pupils literacy and numeracy skills	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1,2,3
To create opportunities for our pupils to address deficits in their cultural capital	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3

Total budgeted cost: £ 25 900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Last year the pupil premium activity allowed us to continue to fully engage with pupils. We were able to continue to deliver a program of interventions to support pupils both academically and also emotionally.

A range of activities were put in place which allowed pupils the opportunity to gain new experiences. Theme days were delivered to help pupils learn about the world through different types of food.

Diagnostic testing was used to help determine where pupils are with their learning and that information helped to inform targeted academic interventions. This allowed us to meet the needs of newer pupils quicker than previous.

The above resulted in less behavior issues within school and allowed pupil on supportive placements the opportunities to learn different strategies for their return to mainstream.

For permanently excluded pupils they too were able to learn new strategies to allow them when appropriate to return to a mainstream setting or if allocated an EHCP possibly to a special school.