

EVPS Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eggbuckland Vale Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended-you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Susie Wilson
Pupil premium lead	Susie Wilson
Governor / Trustee lead	Gary Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£101, 130

Part A: Pupil premium strategy plan

Statement of intent

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At EVPS, 28% of our pupils from disadvantaged (15%) or service backgrounds (13%).

Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.

When making decisions about using Pupil Premium funding, we consider the context of our school and the subsequent challenges faced. This is considered alongside research conducted by the EEF. We have identified barriers to learning for our disadvantaged children which include: less support at home, delayed language and communication skills, lack of confidence, and attendance and punctuality issues.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

School Context

Eggbuckland Vale serves an area with higher-than-average service families, with approximately 14% of the children coming from a service family. The school has a specialist centre for deaf children and a higher than national average number of pupils with EHCPs (7%). The number of children across the school with an identified SEND need is currently 32% (including pupils with an EHCP, receiving school support and being monitored). Through the needs analysis for vulnerable groups, a number of children have been identified as young carers.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are making slower progress in writing and reading compared to non-disadvantaged pupils.
2	The number of disadvantaged pupils achieving greater depth in writing and reading is low in every year group.
3	Oracy skills for disadvantaged pupils is lower than non-disadvantaged pupils.
4	Emotional resilience of pupils identified as vulnerable is lower than other pupils and this affects their ability to make academic progress.
5	Attendance of disadvantaged groups is below that of other children, including persistent absenteeism.

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
Progress of disadvantaged pupils in writing and reading is accelerated to reduce in school gaps in attainment (including phonics).	Writing and reading outcomes (including phonics) are in line with national expectations at Year 2 and Year 6.
An increasing number of disadvantaged pupils achieve the greater depth standard in writing and reading.	Writing and reading greater depth outcomes are in line with national expectations at Year 2 and Year 6.
All pupils display improved oracy and language skills.	All pupils, including disadvantaged pupils demonstrate good oracy and can articulate their knowledge and understanding
Through the TIS (Trauma Informed Schools) approach, pupils' wellbeing is supported. This leads to	Observations show that pupils' emotional resilience is improving. Pupils are engaged in their learning as evidenced by their academic progress.
Improved attendance for all pupils (including disadvantaged) leads to improved attainment.	Attendance at, or close to, 96%; persistent absenteeism to be reduced to 12% or lower.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school reading approaches – including the teaching of reading comprehension through using a daily reading approach.</p> <p>Whole school approach to the discrete teaching of reading and the use of Accelerated Reader.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that having an approach to teaching reading comprehension as a whole class is most effective. Supported by the use of AR to develop a love of independent reading and to assess progress. AR evidence is not as conclusive. However, school staff support the views expressed in the report that it does have an impact on pupil engagement.</p>	1, 2
<p>The teaching of phonics in a systematic way, supported by early intervention of pupils who are identified as having low language levels on entry.</p> <p>We invest in the Essential Letters and Sounds phonics programme.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Evidence that a systematic phonic scheme that has complete fidelity between the teaching of the phonemes and the books used for practice has been released by the DFE – the updating of school resources and training are a priority to ensure this is implemented.</p>	1, 2
<p>A focus on oracy to develop a dialogic approach to learning – helping pupils to</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that oral language interventions, including dialogic activities</p>	3

<p>rehearse understanding, develop vocabulary and understanding.</p> <p>On-going staff training – with outside providers where possible as well in house.</p>	<p>such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of individualised computer programmes to support pupils in areas where individual instruction is needed.</p> <p>Nessy – reading/grammar for pupils with specific language difficulty</p> <p>Spelling Shed – all levels of spelling</p> <p>Sats Bootcamp – all aspects of end of KS practice</p> <p>TT Rockstars - KS2</p>	<p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>The use of technology to support pupils according to their needs as identified by their assessments and teachers. A range of programmes available to ensure the right approach for the right pupil. EEF identify this as an effective way to support individualised instruction.</p>	1, 2, 3, 5
<p>Pupils identified by assessments to receive tutoring from a HLTA or a teacher.</p> <p>An additional adult to provide small group support throughout the Spring and Summer Terms for a part of each day.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group or individualised, targeted support for pupils has been shown to be an effective method of helping pupils to reduce the gap (reading and writing).</p>	1, 2, 3

<p>The use of early language interventions (e.g. BLAST).</p> <p>Early identification of speech and language issues – with programmes supported by SP/Lang therapists delivered by teaching assistants.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>Early intervention for pupils with low language levels has the most impact for ensuring they are able to catch up and stay with their peers.</p>	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support in each phase.</p> <p>Groups and individual support available for those with emotional needs – with highly skilled practitioners, including a counsellor. Support for Young Carers and pupils of service personnel.</p> <p>Trauma Informed Schools (TIS) whole school training.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that pupils can't make academic progress if they are emotionally not in a place to learn. Time spent on developing pupils' awareness and understanding of their emotional state and how to regulate their feelings will have an impact on their academic outcomes.</p>	<p>4 – addressed directly (all addressed indirectly as a result of improved mental health)</p> <p>5-leading to improved attendance.</p>
<p>FSA (Family Support Advisor) to support families improve attendance.</p>	<p>Attendance group to identify families who need support.</p> <p>Continuation of support by FSA.</p>	4, 5

Total budgeted cost: £ 101,130

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 2023 to 2024 academic year.

Year 6 outcomes	% of children meeting the expected standard or above	% of Pupil Premium children meeting the expected standard or above (all)	% of Pupil Premium children meeting the expected standard or above (disadvantaged pupils)	% of Pupil Premium children meeting the expected standard or above (service pupils)
Reading	71%	80%	71%	85%
Writing	69%	55%	29%	70%
Maths	81%	60%	43%	70%
RWM Combined	59%	45%	14%	62%

Our assessments show that disadvantaged pupils' outcomes are lower in all subjects in most year groups. This data is complicated in some year groups by small numbers and the number of pupils who have a significant identified SEND need.

Leaders facilitated experienced teaching staff to deliver high quality interventions and tutoring to targeted pupils eligible for DPP and service PP funding. This support included sessions with small groups of children and 1 to 1.

Teaching assistants were employed to support pupil premium children with interventions to improve rates of progress. Leaders ensured that all teachers and teaching assistant received training in the delivery of interventions to target vulnerable children. With the large overlap of DPP and SEND pupils, this has included the use of targets on pupils' individual education plans.

Through rigorous pupil progress meetings, leaders ensured the highest expectations of all children, regardless of need or barrier. This guarantees quality first teaching to make every learning opportunity count.

The aspect of our previous strategy that has been most successful is the support for pupils' wellbeing and mental health. Our current strategy is building on and developing from this success by embedding our relationship policy and advanced training by Trauma Informed

Schools (TIS). We employ a Family Support Advisor four days a week to support our children with their social and emotional barriers to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELS	Knowledge Schools Trust/ Oxford University Press
Nessy	Nessy Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium is not separated from the main pupil premium fund. It is used to support the wider strategies – ensuring pastoral support is available to pupils whose parents are members of the armed forces. We have support groups for pupils and the Family Support Advisor works closely with families to support them through deployments. This enables us to identify pupils who need additional curricular and wellbeing support.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupils' academic outcomes are in line or above all pupils. Wellbeing observations show pupils making progress in their emotional resilience.