

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Egerton Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022 reviewed and revised.
Statement authorised by	Alison Hooper, Headteacher
Pupil premium lead Headteacher	Elizabeth Broadbent Alison Hooper
Governor / Trustee lead	Liz Elliot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,385 X 13 FSM/E6 £2,410 x 3
Recovery premium funding allocation this academic year	£2,800
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	£25,235 +£2,800

Part A: Pupil premium strategy plan

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Inclusion in all aspects of school life is paramount. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Within this aim is a clear plan to ensure inclusion in all aspects of school life, curriculum and enhanced curriculum. Wellbeing remains a priority with a focus on positive self esteem and mental health and wellbeing.

We will consider the challenges faced by vulnerable pupils (including children with an Education Health Care Plan, children and families supported now or previously by Social Care and children who are identified as a Young Carer).

The strategy and approaches outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The 'Five a Day' Principle has been embedded further this academic year. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 that they're set
- ensure disadvantaged pupils make progress from their starting points
- 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
- ensure pupils have positive wellbeing.

Supporting our decisions through research. Our spending decisions are always based on solid research-based evidence. Our primary source of evidence is the Educational Endowment Fund and the findings within the Teaching & Learning Toolkit and Pupil Premium guidance. The EEF's Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people.

As per Pupil Premium Guide recommendations, we focus on a tiered model of:

- high-quality teaching
- targeted academic support
- wider strategies to support

Challenges

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

Challenge number	Detail of challenge
1	Oral Language Skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, including speech and language and exposure to wider range of vocabulary
2	Phonics Skills. 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	Writing Writing has been impacted for all groups during Covid period nationally. Some children at Egerton need support to move from working towards the standard to meeting the expected standard.
4	Reading. Some children have reduce access to vocabulary rich text, books, libraries and technology. Some children need support to retain/process recall prior knowledge which impacts on their reading attainment.
5	Maths. Baseline assessments show that many children have been impacted during Pandemic period. A significant number PP. This has resulted in significant knowledge gaps leading to pupils falling further behind. This is most significant in the area of Maths and our aim is to close the gap.
6	Wellbeing. All children have been impacted by the Pandemic. Some pupils in receipt of PP Funding need support for their wellbeing and to ensure they have both resilience and support in order to respond to any challenges to ensure they develop as happy, resilient, confident children who are ready to learn.
7	Inclusion. Some children in receipt of PP need additional financial support in order to access school trips, residential, technology and resources.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations show early identification of need. Targeted pupils receive additional speech & language therapy intervention. Parents engaged in development of their child's speech and language. Nuffield Early Language Intervention or Wellcomm Language Interventions show impact from baseline. Improved oral language.
2. Improved phonics skills and attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Pupils identified via Little Wandle Phonics Screen/Assessments Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children have access to specialist dictionaries, organisers and technology to support phonics, reading, spelling, grammar. Including screening tools linked to processing, recall, memory, reading, phonics and spelling. Increased % of PP pupils are working at ARE or above across the school in phonics.
3. Improved writing attainment – moving children from working towards the standard to meeting the expected standard.	<ul style="list-style-type: none"> Those pupils who are working towards the standard or off track from prior attainment (eg previously at expected or greater depth) will receive targeted guidance using diagnostic assessment to carefully target the areas in writing that they need to secure. Increased % of PP children are working at ARE/expected standard or higher.
4. Improved reading attainment for disadvantaged pupils. A reading culture that ensures disadvantaged pupils have access to, read regularly, developing a love of books/reading.	<ul style="list-style-type: none"> A clear focus on teaching of vocabulary throughout the curriculum. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. Children will be identified through PIRA and PM Benchmark (Reading Assessments). Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Increased % of PP pupils are working at ARE or above across the school in reading
5. Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> Children will be identified through daily observations and also use of termly PUMA Assessments to triangulate. Pupils who have 'fallen behind' are identified, supported and tracked closely to ensure that make progress and 'catch up' or exceed prior attainment standards. Support staff and teachers use QFT and targeted approaches to address gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. Pupil KS2 maths outcomes in 2024/25 show that all of disadvantaged pupils met the expected standard
6. To ensure positive wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Sustained high levels of wellbeing from 2021/22 demonstrated by student voice, student and parent surveys and teacher observations. Improved scores (Resilience Screening Tool). From March 2021. Pupil voice evidences that children understand term Wellbeing. Pupils show that they are resilient and able to learn from mistakes.

	<ul style="list-style-type: none"> • PHSE Floor books will show evidence of direct teaching. Mindful moments, pause time and calm me sessions will support. • Forest school sessions and the WOW curriculum support learning and wellbeing.
<p>7. Children access experiences that enrich their learning.</p>	<ul style="list-style-type: none"> • Children will access learning through a range of approaches including enrichment, trips, residential and have the resources they need.

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: Wandle, MNP Resources, Jigsaw PSHE Scheme, Assessment Materials, Neli, Nuffield Intervention and Training. Recruitment and CPD for MHWB Role, Online Subscriptions, (Nessy, Shed, IDL, Rockstars) Library Books. Dictionaries, Technology to support, CPD across all areas.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Five a Day principle and use of High Quality Teaching to raise attainment for all.	<ul style="list-style-type: none"> The five a day principle (Use of Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible Grouping, Technology) are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners. 	1, 2, 3, 4, 5
Provide High Quality Feedback. Embed Formative and Diagnostic Assessment: Purchase of standardized diagnostic assessments. (PIRA, PUMA, GAPS, Rising Stars, REST) CPD Training for staff to support assessment process (diagnostic assessment)	<ul style="list-style-type: none"> Evidence shows that high-quality feedback can lead to an average of eight additional months' progress over the course of a year. 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: Education Endowment Framework Evidence (EEF) https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback 	1, 2, 3, 4, 5
Embed dialogic activities across the school curriculum. CPD Training and release time.	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. 	1, 2, 3, 4, 5
Subscription to Lucid Lass Assessment Tool. Subscription to Nessy/Spelliing Shed Subscription to IDL online. Subscription to Times Table Rockstars. Purchase of Spell-checkers and related technology.	<ul style="list-style-type: none"> Technology can assist teacher modelling. Visualisers, practice, quizzes, speech generating apps, not taking. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. EEF Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital 	2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development 	2, 3,4

Purchase of Specialist Ace Dictionaries	<p>of early reading skills, particularly for children from disadvantaged</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Take part in SUSTAINING MATHS MASTERY PROGRAMME</p>	<ul style="list-style-type: none"> • The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: • EEF guidance is based on a range of the best available evidence: • Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) • Improving Mathematics in Key Stages 2 and 3 	4
<p>A high quality SEL/PHSE/Wellbeing Curriculum will be in place with a spiral curriculum with embedded wellbeing outcomes within, alongside PSHE knowledge. (Jigsaw) SEL Key skills taught in dedicated time and every day teaching, including expanding pupils emotional vocabulary to support them to express emotions. Appointment of Senior Mental Health and Wellbeing Lead and CPD to support this role and team. Targeted support will be provided by Senco and Wellbeing Lead and Emotional Literacy Support Learning Mentor.</p>	<ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel • New Focus on Mental Health and Wellbeing both with the PSHE curriculum and part of KCSIE 2020 (Keeping Children Safe in Education) • https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 	5 1

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

Budgeted cost: TA Support Small Group, NTP Tuition. ELSA Salary, resources and Psy-Tribe Supervision.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration</p>	<ul style="list-style-type: none"> 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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	2
<p>Additional speech and language support and intervention 1:1 and small group. (Wellcomm/Nuffield Early Language Interventions)</p>	<ul style="list-style-type: none"> Sutton Trust: 20% of children may have Development Language Disorder – rising to 50% for Pupil Premium Children. DFE Guidance: NELI – part of Government Strategy 2021 to support catch up and attainment. EEF Evidence: Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	1
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Interventions lead by AG starts 17th November – see Intervention for PP document</p>	<ul style="list-style-type: none"> 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 https://nationaltutoring.org.uk/ 	1, 2, 3, 4
<p>Targeted support from Wellbeing Lead/Emotional Literacy Mentor including 1:1 and small group, sessions.</p>	<ul style="list-style-type: none"> Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel 	5

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

Budgeted cost: Senior Mental Health Lead and Inclusion Role. Financial support to access trips and residentials. Support to ensure access to resources.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Senior Mental Health and Wellbeing Lead.</p> <p>Publication of Termly Wellbeing Letter to support pupils and their families.</p>	<ul style="list-style-type: none"> • DFE Guidance (June 2021) Learning outcomes for senior mental health leads in schools and colleges. • Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): 	5
<p>Targeted support to enhance enrichment and inclusion, access to art trips, residential, enrichment opportunities.</p>	<ul style="list-style-type: none"> • There is moderate evidence that outdoor adventure learning can have a positive impact on attainment. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. • EEF, think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 	6
<p>Targeted support to ensure pupils have the resources they need (uniforms, resources, technology)</p>	<ul style="list-style-type: none"> • Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos. 	1234 6

Total budgeted cost: PP Funding

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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 2020 to 2021 academic year.

Our Assessments for 2021/2022 indicate that pupil premium children's attainment was lower than that of their peers in the core areas of reading, writing and maths. Within the 2021/22 cohort. There was a significant group of children with additional needs (23% with an EHCP plan). Please see Impact Report below. To frame this further - attainment at Egerton (for all groups) was significantly higher both at Key Stage 1 and Key Stage 2 than national – however – as ever - we remain aspirational and therefore want to ensure that our pupil premium children achieve highly.

Diagnostic assessments, indicate that the vast majority of pupil premium children, including pupils with an EHCP, made progress towards national curriculum objectives and achieved increased age related scores in reading, SPAG and maths. (Please see below)

Although overall attendance in 2021/2 continued to be impacted by Covid guidance, this was carefully monitored and a tiered approach to supporting and promoting absence, was established. 9 out of 206 pupils, (4.36%) were identified as persistent absence pupils. Within this context, 5 pupils (2.42%) were in receipt of pupil premium.

Our assessments and observations indicated that pupil, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. All of the pupil premium children receiving emotional literacy (ELSA support) met their intended outcomes.

Impact (Academic Year 2021-2)

Pupil Premium SUMMARY IMPACT REPORT Summer 2022

NC Standard	Reading	Writing	Maths
Expected	45% 9 (7g/2 b)	45% 9 (6g /3b)	40% 8 (7g + 2b)
Working Towards	15% 3 (3b)	15% 3 (1g and 2 b)	25% 5 (1g and 4 b)
Not met GLD 1 EHCP	10% 2 (1g/1b)	10% 2 (1g/1b)	10% 2 (1g/1b)
Working Below 4 EHCP/2 SEN	30% 6 (1g/5b)	30% 6 (1g/5b)	25% 5 (1g/4b)
Progress	Of those not at 'Expected', 81%. 9 out of 11 increased progress/standardised score. Wandle/PIRA Reading.		Of those not at 'Expected', 63%. 7 out of 11 increased progress/standardised score. PUMA Maths

Tuition Impact 2021/22

- 37.5%. 6 out of 16 children, improved and moved to either Greater Depth GD or Expected EXP
- 62.5%. All other children improve significantly and increased their scores but not sufficiently to be moved to EXP or GD

Next Steps Learning

Children	Reading	Writing	Maths
In class targeted support Targeted interventions	All SEN/First Concern (Working Below +Towards)	All SEN/First Concern (Working Below +Towards)	All SEN/First Concern (Working Below +Towards)
Tuition September 22	2 boys in KS2	1 girl and 2 boys in KS2	1 girl and 3 boys in KS2

Next Steps Curriculum and Curriculum Enhancement

- Children working below or working towards the standard will receive High Quality First Teaching and targeted support and intervention using 5 approaches to support.
- Inset Day September 2022 will provide additional EEF Research CPD for this.
- Intervention and Support Map in place for Autumn for children WB/WTS or off track from prior attainment
- Ensure key driver/motivator support for boys reading/writing (texts, genres, scaffolding, vipers strands)
- Identified children from above summary will receive 1:1 or small group tuition in Autumn term.
- All PP Children will be invited to be an area of interest – Ambassador groups.
- All PP children will be supported encouraged to attend trips and residential trips, with reduced costings.
- All PP Children will be prioritised to access after school enrichment clubs.
- All PP children will be offered places at Half Term Multiflex HAF Holiday Activity Fund Club.
- All PP children will have access to bespoke strategies and resources, as identified, from discussion with parents (eg additional school resources, uniforms, technology)
- 5 children need additional liaison and support for attendance. This is monitored and plan in place with Wellbeing Lead.