

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Egremont Primary School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	62%
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	December 2021 December 2022 December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Body
Pupil premium lead	L Flynn
Governor / Trustee lead	A Hale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,980
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 248, 295

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
 - Increased number of PP children attaining RWM at the end of KS2
 - Increased number of PP children attaining EXS and GDS at the end of KS2
 - Increased number of GLD PP children at the end of F2 and increased number of EXS at KS1
 - Opportunities for parents and carers to develop literacy and numeracy skills to support own children
 - Increased attendance rates for pupils eligible for PP.
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
 - Secure understanding of the children and their families.
 - Good home / school relationships and engagement with a wide range of agencies.
 - Multi agency approach to ensure support opportunities are maximised
- *What are the key principles of your strategy plan?*
 - To narrow the attainment gap with PP and non-PP children whilst mindful of the barriers that challenge this
 - To continue to be knowledgeable of working poor families and barriers to learning, alongside that of PP

Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language skills on entry and continuing throughout KS1 – impacting on phonics and reading, including comprehension. The wider impact across the curriculum is also evident.
2	Poor core skills in basic literacy and in maths – evidenced on entry through baseline entry testing in Foundation 2. This is a barrier to succeeding at KS1 and KS2.

3	Children’s reading ability and pupil voice show that opportunities for reading development at home are missed by a large majority of children especially those who are disadvantaged.
4	Deprivation is impacting on basics such as access to food and utility services and also experiential learning and access to resources to support learning and engagement outside of school
5	Access to Early Help and engagement with services prior to children becoming school age – and continuing throughout school. This is impacted further because of the local demographics. A higher number of children including those who are disadvantaged have experienced the toxic trio and social care involvement from Wirral Social care is high.
6	Attendance – school attendance and attendance at appointments with wider services
7	Pupils have limited opportunities to access wider capital culture experiences outside of school
8	There is evidence that disadvantaged children have difficulties with strategies to support their own mental health, wellbeing and self-regulation.
9	There is a high number of SEND pupils who are also disadvantaged who are struggling to access NHS services in a timely manner. This is having a direct impact on their learning and provision.

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
To improve reading, writing and maths outcomes for disadvantaged pupils	KS2 reading, writing and maths outcomes by 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To Improve progress and outcomes for all children at greater depth standard	The progress of disadvantaged pupils working at the greater depth standard will increase across each year group in school. The percentage will depend on the year group.
Improved provision of family learning workshops to identified families	The implementation of family learning workshops will be well established across the academic year. Attendance will be consistent and growing.
High quality EYFS and KS1 provision and will improve reading attainment among disadvantaged children:	Phonics and KS1 reading outcomes in 2024 show that the 70% of disadvantaged pupils meeting the national standard is at least at in line with national expectations with their none disadvantaged peers

<p>To support pupils with their mental health and resilience</p>	<p>Over the course of two years 100% of disadvantaged children will access support to build resilience. This could be an internal provision through the school class-based lessons, nurture base sessions or in the sensory room. Or external from the ADHD Foundation, CAMHS or MTCT. School will also have members of staff who will be trained mental health first aiders.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained attendance demonstrated by: the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished. The percentage of all pupils who are persistently absent being below the national average.</p>
<p>To accelerate pupil progress through short, focused interventions to reduce the impact of national lockdowns</p>	<p>60% of disadvantaged pupils to achieve age related expectations in Summer 2024 internal testing</p>
<p>To offer all disadvantaged children the opportunity to increase their cultural capital through targeted activities</p>	<p>100% of disadvantaged children to have the opportunity to attend wider school opportunities including: forest school, at least 1 extracurricular activity club after school or lunchtime and school trips.</p>
<p>Improved oral language skills and vocabulary among disadvantaged children means that they are able to access the curriculum</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils, which has made a positive impact in all areas of the curriculum. This can be assessed through case studies of children's SALT assessments.</p>
<p>Continued high expectations of SEND provision, which clearly identifies needs of pupils with SEND across the whole school.</p>	<p>All disadvantaged children with SEND will make good progress due to of high-quality teaching and targeted interventions.</p>

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: £124,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher provision to reduce class sizes in all year groups with high levels of disadvantaged pupils.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. EEF small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Additional class teacher provision to reduce class in morning lessons for KS2 for additional support to allow for small class sizes	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. EEF small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Employment of additional teaching assistants to provide small group tuition/individual support in phonics, reading, English and maths	EEF document - 'Effective Professional Development' EEF small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
A structured approach to vocabulary and language acquisition throughout school.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,4

<p>To implement and then embed a more structured approach to grammar and sentence level work through high quality CPD (Mitch Hudson)</p>	<p>Using a recognised training provider, following extensive research into different approaches, to meet the needs of staff and children in relation to sentence level work</p> <p>EEF Summary recommendations – improving literacy in KS2</p>	<p>1, 2, 3</p>
<p>CPD from the ADHD Foundation</p>	<p>Using a recognised training provider to deliver whole staff CPD to support children’s needs.</p> <p>Whole-staff CPD (evidencebased.education)</p>	<p>8,9</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund 2 x teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments NTS and NVR tests each year to track progress and gap analysis</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Early Career Teachers – the quality of teaching and learning will be targeted through training and mentor support following the Early Career Framework</p>	<p>DfE Early Career Framework</p> <p>Early career framework - GOV.UK (www.gov.uk)</p>	<p>1,2,3,7</p>

<p>Continue to purchase the resources (including home reading books) and support for training for staff of a DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,7</p>
<p>Pedagogical support – employment of lead practitioners to embed questioning and retrieval across the curriculum</p>	<p>Rosenshine’s Principles of Instruction Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p>	<p>2,3,7</p>
<p>Embed high impact learning approaches, based on Cognitive Science Evidence CPD for all staff in understanding memory, metacognition and cognitive science research- Purchase of National College subscription</p>	<p>The EEF states: ‘Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.’ Education Endowment Foundation EEF Whole-staff CPD (evidencebased.education)</p>	<p>1,2,3,7</p>
<p>Embed high impact learning approaches, based on Cognitive Science Evidence CPD for all staff in understanding memory, metacognition and cognitive science research- Tom Sherrington training for all teaching staff</p>	<p>The EEF states: ‘Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.’ Education Endowment Foundation EEF Whole-staff CPD (evidencebased.education)</p>	<p>1,2,3,7</p>

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and reading support sessions targeted at disadvantaged pupils who require further phonics support. Additional staff to deliver sessions.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Rebecca Pearson Speech and language specialist team- to improve speech sounds, vocabulary acquisition and conduct assessments for disadvantaged pupils who have relatively low spoken language skills. We now have 2 therapists working for 2 full days in school (equivalent cover of 4 days of support per week)</p>	<p>Targeted speech and language interventions by trained therapists can have a positive impact on attainment.</p> <p>In class interventions will also be conducted under the advice and guidance of the team.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,7</p>
<p>2x staff in school to deliver tutoring during the school day. School led tutoring and additional boosters to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

<p>Before and after school tutoring sessions led by school staff.</p> <p>School led tutoring and additional boosters to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Targeted handwriting intervention to address specific weakness for identified children – gross and fine motor</p>	<p>Research-led intervention (Teodorescu) for identified pupils</p> <p>EEF Summary recommendations – improving literacy in KS2</p>	<p>2</p>

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture base provision built within school. Nurture provision sessions delivered every afternoon for groups of targeted pupils by two staff members focusing on positive mental health strategies and life skills.</p>	<p>The DFE has funded a member of staff to train in mental health.</p> <p>The DFE case for improving mental health</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6,7,8</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. A member of staff monitors absence, liaises with Early Help and Early Intervention and supports parents.</p>	<p>The DfE guidance states that schools that have significantly reduced levels of absence and persistent absence have seen improvement in results.</p> <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>5,6</p>
<p>Purchase of school uniform, PE kits and an emergency fund for families in needs</p>	<p>Pupils have to feel safe and secure in school to learn well. At times families need emergency help with gas, electricity and food.</p>	<p>4</p>
<p>Fund in school to support experiential opportunities for children across the school</p>	<p>Pupils have opportunities that take them beyond their lived experiences and builds cultural capital.</p>	<p>7</p>
<p>Additional Educational Psychologist time to improve the provision of our children who need the support of an EHCP.</p>	<p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>9</p>
<p>Art and Forest school sessions delivered to targeted year groups across school to provide positive strategies for mental health and the development of spoken language.</p>	<p>The DfE has funded a member of staff to train in mental health.</p> <p>The DfE case for improving mental health</p> <p>Oral development</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,7,8</p>

<p>MTCT counsellor and ADHD Foundation counsellor employed to support disadvantaged pupils who are finding they need support with their mental health</p>	<p>The DFE has funded a member of staff to train in mental health. The DFE case for improving mental health</p>	<p>8,9</p>
<p>8 members of staff in school are trained mental health first aiders.</p>	<p>The DFE has funded a member of staff to train in mental health. The DFE case for improving mental health</p>	<p>8,9</p>

Total budgeted cost: £ 255,295

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 2022 to 2023 academic year.

Y6 Outcomes:

Subject	Attainment	Progress
Reading	70% ARE	+2.3
Writing	70% ARE	+0.2
Maths	75% ARE	+3.3
Combined	59% ARE	

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
Read Write Inc	Ruth Miskin
ADHD therapy	ADHD foundation
Speech and Language therapy	Rebecca Pearson SALT Company
Counselling service	MTCT

