



Egerton Church of England Primary School

Together, we inspire, nurture and thrive.

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	Egerton CEP School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024 – July 2025 Sept 2025 – July 2026 Sept 2026 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Julia Head
Pupil premium lead	Julia Head
Governor lead	Ed Schryver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,130
Recovery premium funding allocation this academic year	£0
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	£57,130

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and self-esteem, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school. We consider fully the needs of Egerton children in our decision-making.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 children flourish.

Ultimate Objectives

- To ensure a high quality education for every learner
- To provide targeted academic support for pupils who are not making the expected progress
- To address non-academic barriers to attainment such as attendance and behaviour supporting our children's health and wellbeing to enable them to access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged children's' outcomes, are challenged in the learning that they are set and raise expectations of what they can achieve.
- To narrow the attainment gap between disadvantaged and non-disadvantaged children.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing small group work focussed on overcoming and closing gaps in learning, including running wellbeing/nurture groups.
- Ensuring momentum is maintained in the teaching of early reading and phonics using the Read Write Inc. Scheme.
- That quality first teaching remains a priority in school with CPD matched to staff needs
- 1-1 support

- Behaviour and self-regulation support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve at least age related expectations.
- Supporting and assisting payment activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To use our whole school pastoral approach to support the wellbeing and nurture of children.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- To encourage parents/carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.
- Additional teaching and learning opportunities provided for children.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium by the school throughout the year, and allows us to be critical and confident that pupils are being given opportunities to excel.

At Egerton CEP School, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. All families eligible for FSM will automatically take them up with an opt out approach should they not wish to receive them. We support, and work with, our families in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	Some children are not achieving age related expectations in reading, writing and maths due to gaps in knowledge or other significant need (SEND, attendance)
2	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and after school clubs is prohibitive for some families.
3	Speech, language and communication referrals from staff to SENCO show an increased number of pupils with speech, language, communication and oracy difficulties
4	The EMOTIONAL WELL-BEING of our disadvantaged children continues to be a barrier to learning. Show weaknesses in learning behaviours, emotional well being and self regulation. Some children physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	A proportion of PP children have poor ATTENDANCE. 7/40 have attendance less than 90%, which equates to 17.5% (compared to 17/40 (42.5%) children in 2024-2025)
6	Lower Cultural Capital which means some of our children lack opportunities to encounter a range of experiences outside of school. Due to financial constraints, some children are unable to access some EXTRA-CURRICULAR ACTIVITIES that may improve their self-esteem, sense of belonging and feeling of inclusion.
7	14 of our 40 (35%) children eligible for Pupil Premium finding are also on our SEND register

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
<p>Disadvantage plays no part in the increase of KS1 and 2 attainment and progress in reading, writing and maths.</p> <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>Pupils will acquire better phonics knowledge,</p>	<p>Children to achieve age related expectations in reading, writing and maths- at least 47.5% across RWM (an increase of 12.5% from 2024-2025)</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children. No (or negative) attainment gap between disadvantaged and non-disadvantaged pupils by end of KS2</p> <p>Targeted pupils receive additional high quality same day intervention and/or</p>

<p>fluency and comprehension skills. (reading)</p> <p>Pupils will improve their understanding and ability to construct effective sentences whilst using higher level vocabulary. (writing)</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.</p>	<p>small support group interventions that are planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.</p> <p>Consistent implementation of excellent practice and high expectations across the school for writing.</p> <p>TA employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.</p>
<p>Financial support to cover the cost of school visits and out of school activities and for some families to purchase school uniform improves mental well-being, cultural capital and self-esteem along with sense of belonging of disadvantaged children.</p> <p>Children will have the opportunity to experience a wide range of extra-curricular activities.</p>	<p>Disadvantaged children take part in events, educational school visits/trips and residential visits.</p> <p>Disadvantaged children have access to out of school clubs and music lessons.</p> <p>All disadvantaged children have the correct school uniform and PE kit.</p> <p>Disadvantaged children will attend schools clubs/extra-curricular activities, where appropriate.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils. Improved Speech and language provision and diagnosis which will lead to pupils accessing learning</p>	<p>Children's needs are identified and addressed effectively because of bought in assessments, leading to trained TAs delivering S&L interventions.</p> <p>Assessment and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and KS1.</p> <p>Continued success in the delivery of the NELI programme (Nuffield Early Language Intervention).</p>
<p>To achieve and sustain improved well-being, resilience and emotional regulation of all our children in Egerton CEP School, particularly our disadvantaged children.</p>	<p>Sustained high levels of wellbeing and emotional regulation demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, staff questionnaires, parent/carer surveys,

	<p>staff observations, LAC monitoring visits, IA visits.</p> <ul style="list-style-type: none"> • All staff continue to consistently model our Christian values and use our behaviour management approach, reviewed when appropriate to meet the needs of our children. • Nurture and pastoral intervention (trained staff) will successfully support individual and groups of children where appropriate. • Consistent and progressive teaching of Kappow PSHE curriculum to develop habits which build resilience, self-esteem and confidence.
A proportion of PP children have poor ATTENDANCE. 7/40 have attendance less than 90%, 17.5%	42.5% of disadvantaged children to achieve 95% attendance by end of 25/26 (17/40 children)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 42,971.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths: Whole school to adopt the White Rose Curriculum. (£264)</p> <p>Maths Lead and another teacher to continue to participate in the Teaching for Mastery programme. (£1100)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	1, 5, 6, 7

<p>Continue the delivery of Times Tables Rock Stars across Year 2 to Year 6 (£113.15)</p> <p>Fund use of Maths.co.uk to accurately assess and provide detailed gap analysis. (£344)</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://trockstars.com/case-studies/</p> <p>https://www.maths.co.uk/</p>	
<p>Reading: Embed the teaching of RWI and Fresh Start interventions across the school. School funds the scheme, training for new staff, resources and release time for English Lead to coach staff, assess all EYFS and KS1 children, plus and ensure interventions are correctly delivered. (£3700)</p> <p>CPD: Understanding the Reading Framework – Continued Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund subject leaders and teachers release time to embed key elements of guidance in school and to access resources and CPD (£2500).</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	<p>1, 3, 4, 5, 6, 7</p>
<p>To continue to improve provision in EYFS and Y1 to improve outcomes and promote speaking, listening, communication and Oracy building through implementing a</p>	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school.</p> <p>EEF suggest targeted communication support may be a promising approach to narrow these inequalities.</p>	<p>1, 3, 4, 5, 6, 7</p>

core word of week by Sensory Classrooms. Resources to promote talk and reading (£850)	https://educationendowmentfoundation.org.uk/early-years/toolkit	
Full time supply teacher employed to cover LS Phase Leader release time. (£6,000) Full time TA remunerated to cover Year 6 class while US Phase Leader has release time. (£4,600)	High quality teaching, consistency and continuity provided in both EYFS and Year 6 class to enable both Phase Leaders to carry out leadership responsibilities thereby providing whole school impact.	1, 2, 3, 4, 5, 6, 7
Three extra full time and one part-time teaching assistants employed to enable 4/7 classes to have two TAs. (£23,500)	Extra adult resource enables targeted interventions to be carried out on a regular basis so that there is significant impact on children's progress.	1, 2, 3, 4, 5

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

Budgeted cost: £9,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
One extra TA employed to support one PP child with complex SEND in Year 1 class. (£6,500)	Extra adult resource enables targeted interventions to be carried out on a regular basis so that there is significant impact on child's progress. It also provides 1:1 support during break and lunchtime periods.	1, 2, 3, 4, 5, 7
Ensure formative and summative assessment systems identify specific areas of struggle in reading, writing and maths for individual children and for groups of children and use to inform	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

quality first teaching, same day interventions as well as targeted interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Nuffield Early Language Intervention (NELI) (£550)	<p>EEF (+6) The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/early-years-intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (£360)	<p>EEF Guidance reports on Targeted Academic Support.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 3
Appropriately deploy staff to support disadvantaged pupil’s pastoral needs. - 1:1 lunchtime support led by staff in school - Lunchtime Quiet Club in place led by staff in school (£1500)	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4, 5, 7
Reading Books to ensure the books link to RWI and quality books for KS2	Use of reading interventions to hone reading skills with practice comprehension tasks	1, 3

pupils which link to the curriculum. (£927)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all PP pupils gain access to trips, visits, visitors, extra-curricular activities and are given the chance to learn how to play a musical instrument. Subsidised trips, visits/visitors, experiences and extra curricular activities for PP children. (£1,778)	Sutton Trust Research PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: <ul style="list-style-type: none"> • Transport to competitions/trips • Horse riding lessons • Gymnastics Club • Music lessons • Residential visits where financial support is offered to cover some costs. 	2, 4, 5, 6
Financial contribution to Teamtheme towards the cost of enabling disadvantaged pupils accessing out of school and holiday clubs (£1056)	Sutton Trust Research	2, 4, 5, 6
Continue to provide school's seamless approach to children's mental health, wellbeing and emotional regulation through Zones of	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Regulation and Emotion Coaching. (£456)		
After School Club provides a range of extra-curricular activities for all children including those in receipt of PP. (£348)	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	6
Lego Therapy Time to Talk Access to a play therapist if appropriate (£60 per hour) (£3400 allocated initially, 1:1 sessions)	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These interventions are targeted at small groups / individuals with particular social and emotional needs with the aim to promote greater engagement with learning.	4, 7
Embedding principles of good practice set out in the DfE's ' Working Together to Improve School Attendance ' advice. This will involve training and implementation of the new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absences.	1, 5
Access to extra-curricular clubs (£150)	Provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6
To work reactively with families and provide bespoke support.	SLT to provide effective support so that families in need are well supported and there is evidence of impact in improving engagement /outcomes (inc. management	1, 2, 3, 4, 5, 6, 7

	of early help referrals etc) and that parental partnership opportunities are developed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Provide effective outreach pastoral support. (£340)	Provide effective outreach pastoral support so that children are settled in class, teachers/TAs have the skills to support them and progress is being made. Pay for counselling where it will support improvement in mental health. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Provide effective safeguarding support for PP pupils so all pupils make expected progress and meet academic targets.	DSLs to provide effective support for PP pupils, working with school staff and outside agencies to ensure all pupils are well supported and there is evidence of impact in improving outcomes.	4, 5

Total budgeted cost:

Teaching	£42,971.15
Targeted academic support	£9,837.00
Wider strategies	£7,528.00
Total	£60,336.15

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	All	FSM	National
EYFS GLD	59.1%	33.3%	68.3%
Y1 Phonics Screening	85.7%	66.7%	79.9%
Y2 Phonics Retakes	66.7%	50%	50.1%
Y6 Reading	63.6%	50%	75%
Y6 GPS	59.1%	50%	72.6%
Y6 Writing	68.2%	50%	72.2%
Y6 Maths	72.7%	100%	74.1%
Y6 RWM Combined	54.5%	0%	62.1%

Analysis of 2024/25 Results

Our internal assessments and statutory data reveal significant attainment gaps between our disadvantaged pupils and their peers:

Early Years Foundation Stage Only 33.3% of our FSM-eligible pupils achieved a Good Level of Development compared to 59.1% of all pupils and 68.3% nationally. This indicates that our disadvantaged pupils are not arriving at Year 1 with the foundational skills needed to access the curriculum at age-appropriate levels, particularly in communication, language and early literacy.

Phonics While 85.7% of all Year 1 pupils met the expected standard in phonics screening, only 66.7% of FSM pupils achieved this. By Year 2, 50% of FSM pupils passed the phonics retake compared to 66.7% of all retake pupils, suggesting that early reading interventions need strengthening for our disadvantaged learners.

Key Stage 2

At the end of KS2, disadvantaged pupils (3 pupils) achieved:

50% in reading (compared to 63.6% all pupils; 75% nationally)

50% in GPS (compared to 59.1% all pupils; 72.6% nationally)

50% in writing (compared to 68.2% all pupils; 72.2% nationally)

100% in maths (compared to 72.7% all pupils; 74.1% nationally)

Most significantly, 0% of our FSM pupils achieved the combined RWM standard compared to 54.5% of all pupils and 62.1% nationally. This indicates that while individual subject attainment shows some pupils meeting standards, no disadvantaged pupil achieved across all three areas.

Area of Strength

Our maths outcomes for disadvantaged pupils are exceptional, with 100% achieving the expected standard - significantly above whole school (72.7%) and national (74.1%) figures. This demonstrates that when targeted support and quality-first teaching are effectively implemented, our disadvantaged pupils can excel. We will analyse the approaches used in maths to identify transferable strategies for other subjects.

Priorities for Improvement

Based on this analysis, our key priorities are:

- Narrowing the attainment gap in EYFS, particularly in communication and language development
- Strengthening early reading and phonics provision for disadvantaged pupils in KS1
- Improving reading, writing and GPS outcomes for disadvantaged pupils at KS2
- Ensuring disadvantaged pupils achieve the combined standard by addressing barriers across all subjects
- Replicating the successful approaches used in maths teaching across the curriculum

Externally provided programmes

Programme	Provider
Times Table Rockstars	TTRS
Read Write Inc	Oxford Owl, RWI
Spelling Shed	Edshed
Kapow	Kapow
Speech Link	Speech Link Multimedia
Widgit	Widgit Software
Forest School	Teamtheme Kent
Numbots	Maths Circle
Maureen Gordon Counselling	The Hope Tree
Play therapy	Debbie Groombridge
Gymnastics	Kestrel Gymnastics
Horse Riding	Cobbs Meadow
Music Lessons	Ted Medhurst

