

# 2022-2025 Pupil premium strategy statement - Egloskerry Primary

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 (2021/22) had within our school.

## School overview

Detail	Data
School name	Egloskerry Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	22 pupils - 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Rachel Davey
Pupil premium lead	Rachel Davey
Governor / Trustee lead	Local Governing Body Governor overseeing PP: Carla Barnard <a href="mailto:cbarnard@launcestoncollegemat.org.uk">cbarnard@launcestoncollegemat.org.uk</a>

## Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£24,995
Recovery premium funding allocation this academic year	£2,211
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,206

## Statement of intent

At Egloskerry Primary School, all pupils, regardless of background or need, develop excellence in teaching and learning in foundation subjects. All pupils are taught a wide enough vocabulary to ensure they achieve as well as they could do. They also develop language about metacognition so that they can be equipped with the skills they need to become intrinsically motivated, independent and successful learners. Pupils develop a love of learning through the application of our ICARE characteristics, they learn to be; Inquisitive, Collaborative, Aspirational, Reflective and Enthusiastic!

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Metacognition</u></b> <ul style="list-style-type: none"><li>• Pupils not consistently showing 100% Attention - behaviour for learning.</li><li>• At times pupils do not show the determination to work on their own and they depend on the support of other adults.</li></ul>
2	<b><u>Curriculum</u></b> <ul style="list-style-type: none"><li>• Some parents/carers lack interest or understanding in core and foundation subjects, thus limiting future educational choice and career path</li><li>• EPS pupils require wider foundation subject attainment, progress knowledge and 'passion', interests, aspirations e.g. I'm a historian, scientist etc</li></ul>
3	<b><u>Oracy</u></b> <ul style="list-style-type: none"><li>• All pupils (including those with PP/SEND) are to be given more independence with learning and taught a wide enough vocabulary to ensure they achieve as well as they could do.</li><li>• Reading at home continues to be limited, especially for our most disadvantaged pupils.</li><li>• Lack of first hand experiences also limits what PP children have to write/talk about.</li></ul>
4	<b><u>Early Identification of PP &amp; Disadvantage</u></b> <ul style="list-style-type: none"><li>• Pupils are starting schools/ the next phase of their education with a growing range of communication and language needs</li></ul>

## 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.

Challenge	Intended outcome	Success criteria
1	<p><b><u>Teaching (Metacognition)</u></b></p> <ul style="list-style-type: none"> <li>● All pupils show 100% Attention via FOCUS</li> <li>● The needs of all pupils (including those with SEND) are well identified.</li> <li>● Pupils have a wide enough technical vocabulary to ensure they achieve as well as they could do in a range of subject areas. Including SHAPE and STEPS.</li> <li>● Pupils show the determination to work on their own and they do not depend on the support of other adults.</li> <li>● Social and Emotional development of the whole child via rich experiences to develop their frame of reference.</li> </ul>	<ul style="list-style-type: none"> <li>★ FOCUS tracker</li> <li>★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc)</li> <li>★ PP pupils perform as well as their non-PP counterparts.</li> <li>★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP).</li> <li>★ Lesson Observations evidence independence (PP Vs non-PP)</li> <li>★ 100% of PP pupils are involved in school trips and experiences via funding support.</li> </ul>
2	<p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"> <li>● Rich subject knowledge - all subject areas.</li> <li>● Robust tracking and assessment of Foundation Subjects; quick comparison of PP Vs non-PP.</li> <li>● Increased pupil engagement and confidence in a range of subjects</li> <li>● Improved staff subject knowledge and confidence.</li> <li>● Improved pupil application of subject specific vocabulary.</li> <li>● Improved awareness and aspiration of careers choices and options.</li> </ul>	<ul style="list-style-type: none"> <li>★ Arbor MIS set up to compare PP Vs non-PP</li> <li>★ Arbor to track foundation subjects</li> <li>★ Oracy project, or equivalent, to evidence progress in this area</li> <li>★ Careers theme in learning to evidence aspirations</li> </ul>
3	<p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>● All pupils (including those with PP/SEND) are more independent with learning and have a wide, subject specific vocabulary. STEPS &amp; SHAPE</li> <li>● Transition links and pre-school.</li> <li>● The Literary Canon is embedded and links meaningfully to the Thematic curriculum. All families can access HQ texts at home.</li> <li>● Reading Recovery schemes explored to support Y1 Phonics Screening check and those entering Y2 requiring intervention</li> </ul>	<ul style="list-style-type: none"> <li>★ Oracy project, or equivalent, to evidence progress in this area.</li> <li>★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP).</li> <li>★ Speedbacks evidence independence (PP Vs non-PP)</li> <li>★ Early intervention with transition into EYFS</li> <li>★ All families accessing HQ texts at home (physical or virtual)</li> </ul>
4	<p><b><u>Early Identification of PP &amp; Disadvantage</u></b></p> <ul style="list-style-type: none"> <li>● Improved links with pre-schools and early identification of disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>● Transition paperwork, Home School Agreement &amp; website includes a section on disadvantage and indicators (other than FSM).</li> </ul>

## Activity in this academic year (2022/23)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Evidence base from EEF T&L Toolkit [HERE](#)

**Teaching - Budgeted cost: £14,995 (FSM) + £2,211 (recovery) = £17,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff Time &amp; Organisation:</b> Appropriate staffing support for effective class structure, bespoke support in class and teacher time to support quality wave 1 teaching.	To deliver Targeted Academic support (see below), Various, e.g behaviour interventions/RWI or equivalent/quick maths/Oracy support EEF Recommended Strategy: Feedback/Teaching assistant interventions/Small Group Tuition/Oral Language Intervention	1, 2 & 3
<b>CPD:</b> *High quality, subject based Development (including support of ECT/NQT) *Development of Subject Leadership (EYFS) *Curriculum Development – PTI Hub	<i>EEF: What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis:</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a> <i>EEF: Quality Assurance of Teachers' Continuing Professional Development:</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a>	1, 2 & 3

**Targeted academic support - Budgeted cost: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Addressing the vocabulary gap:</b> · Improving tier 3 vocabulary by ensuring that key vocabulary is specifically taught in every curriculum subject. eg civilisation, piety, predator. · Improving tier 2 vocabulary by ensuring	Evidence & Approaches within Wave 1 quality teaching o New Phonics & Early Reading Routine - Sept 2022 Launch (Read Write Inc led) o Teaching focus on reading fluency / comprehension, not just as well as decoding o Reading to be included within wider curriculum subjects o Activities to build cultural capital (decolonising curriculum) and extend vocabulary	1, 2 & 3

that reading is prioritised. Specific strategies include:-		
<p><b>Addressing the academic gap in Maths:</b></p> <p>We have implemented key systems within our school to ensure mastery for all (see evidence and approaches)</p>	<p>Direct Instruction materials used consistently and exclusively (no other planning)</p> <p>*RECAPS</p> <p>*Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches</p> <p>*Children are not taught something which they are not ready for – pit stops and quick maths sessions ensure that children have the prerequisites</p> <p>*Children don't 'practise it wrong' – mid lesson pit stops ensure that children don't move guided practice to independent practice before they are ready (Small Steps)</p> <p>*Children aren't expected to master more than one step at a time – small step planning using White Rose Maths and materials from the NCETM (National Centre for Excellence in Teaching Maths)</p> <p>*Children who have not understood a concept are supported by the teacher – classroom assessment and routines ensure that the teacher can focus on the children who most need support.</p>	1, 2 & 3
<p><b>Connections in/out of class:</b></p> <p>Linking small group work/1:1 into Whole Class Teaching via:</p> <p>*1:1 support for targeted pupils (Closing The Gap and Pre Teach)</p>	<p>EEF Recommended Strategy:</p> <p>Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring</p>	1, 2 & 3
<p><b>Resources:</b></p> <p>Appropriate funding of educational programmes e.g. Nesy reading and spelling, Fiction Express and TT Rockstars.</p>	<p>EEF Recommended Strategy:</p> <p>One-to-One Tuition/Small Group Strategy</p>	1, 2 & 3

### Wider strategies - Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Social &amp; Emotional Support via rich, immersive and inclusive experiences for all including:</b></p> <ul style="list-style-type: none"> <li>• Trips</li> <li>• In school experiences</li> <li>• Uniform</li> </ul>	<p>Uniform: EEF evidence is weak  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>  Trips &amp; Experiences (including OUtdoor Adventurous)  EEF evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p><b>SEND &amp; Pupil Premium:</b>  SLA school support from an educational psychologist/EWO to work closely with pupils, parents and staff of PP children. Including behavioural support. Reports fed back to teachers and parents and informed action plans (RON).</p>	<p>Various &amp; TBC:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	All
<p><b>Reading at Home</b>  Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)</p>	<p>EEF: Parental Engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	All
<p><b>Careers &amp; Aspiration</b>  Continue to develop curriculum linked to careers and aspiration - including Gatsby Benchmarks and Primary Careers Framework - new for Sept 2021.</p>	<p>EEF: Aspiration Intervention  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1, 2 & 3

**Total budgeted cost: Budgeted cost: £27,206**

*Total 2022/23 Funding/Carry forward: £27,206*

## Part B: Review of outcomes in the previous academic year

### Funding overview 2021/22

Detail	Amount
Pupil premium funding allocation this academic year	£20,452
Recovery premium funding allocation this academic year	£2,700.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,459.50
<b>Actual Spent</b>	£22,459.50

### Pupil premium strategy outcomes

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

#### Teaching:

- Oracy and Behaviour Routine developed (relaunch in Sept 2022). Primary Attainment review led to alterations to school day timings to allow greater emphasis on phonics/early reading and maths recall/key number facts.

#### Targeted Academic Support:

- Our newly appointed SEN and Inclusion Coordinator reviewed our Phonics teaching and approach during the Summer term. From September EPS, with our Primary Cluster Schools, will be following Read Write Inc as the Phonics programme, using 'Cued Articulation' to develop phonological strategies.
- Curriculum now effectively shared between Primary Cluster Schools with clear Middle/subject Leadership. Curriculum themes are now aligned so resources, knowledge and time are better shared.
- Maths lessons now all follow White Rose. This needs to be further developed in Sept 2022 as pupils are not secure with their ARE and expectations (as well as meeting National Maths benchmarks for 2021).

#### Wider Strategies:

- The vast majority of pupils now follow our Uniform policy. This gives a sense of pride and belonging. From September 2022 there will be significant focus on this in weeks 1-4 of the Autumn term, particularly for the new intake.
- All pupils, including the most disadvantaged, were involved in a range of trips and experiences (Dartmoor, Eden, Visitors, Careers development etc)
- Phonics and Early Reading parent workshop very well attended (75% - including all apart from one PP family). Those unable to come, teacher phone call home to discuss.
- New role across Primary Cluster - SEN & Inclusion, to support the most disadvantaged.

## Catch Up strategy outcomes

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

Teaching:

- CPD to support intervention (Phonics).
- Attainment review - structure of school day and intervention timings.
- Teacher CPD (PTI) on curriculum development strategies for foundation subjects (lost CPD time during Covid).

Targeted Academic Support:

- Maths intervention/small group work now all follow White Rose. This needs to be further developed in Sept 2022 as pupils are not secure with their ARE and expectations (as well as meeting National Maths benchmarks for 2021).

Wider Strategies:

- New role across Primary Cluster - SEN & Inclusion, to support the most disadvantaged. This also includes transition into the school/Reception phase.

## For info: School Led Tutoring outcomes

This details the impact that our School Led Tutoring activity had on pupils in the 2021 to 2022 academic year.

Teaching:

Existing teacher trained to be a mentor to support Y6 booster sessions, outside of whole class teaching time.



## 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*

<b>Programme</b>	<b>Provider</b>
Fiction Express	Fiction Express
SCARF	Coram Life Education

