

2024-2027 Pupil premium strategy statement - Egloskerry Primary

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 (2023/24) had within our school.

School overview

Detail	Data
School name	Egloskerry Primary
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	12 pupils - 16.7% (Sept 2024:)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2024
Statement authorised by	Lynsey Slater
Pupil premium lead	Lynsey Slater
Governor / Trustee lead	Local Governing Body Governor overseeing PP:

Funding overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£13,173 11 Ever6 = £10,360 , 2 Service children = £283 1 Looked after child £2530.
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	£13,173

Statement of intent

At Egloskerry Primary School, all pupils, regardless of background or need aspire to our values; dream big, be kind, be your best and love reading. Egloskerry Primary School works tirelessly to support all children to develop mastery skills in reading, writing and mathematics, which in turn, underpin excellence in the foundation subjects and provide a firm foundation for life.

We aim for all pupils to reach the expected levels of development, in Early Years, Phonics, maths mastery, writing and reading.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Metacognition</u></p> <ul style="list-style-type: none"> • Pupils not consistently showing 100% Attention - behaviour for learning. • At times some pupils do not show the determination to work on their own and they depend on the support of other adults.
2	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Maths teaching, particularly in mixed age classes, has not supported all children to attain the expected level • Not all children have met the expected standards of reading at the end of primary school, missing key benchmarks throughout their primary school career • Knowledge and vocabulary within the wider curriculum is missing, therefore some children do not have a firm foundation on which to build. • EPS pupils require their horizons being opened to them and to have knowledge and opportunities to experience a range of careers eg. The Greenpower Goblin Project, Lego League
3	<p><u>Oracy and vocabulary</u></p> <ul style="list-style-type: none"> • 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. • Reading at home continues to be limited, especially for our most disadvantaged pupils. • Lack of first hand experiences also limits what PP children have to write/talk about.
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> • Lack of awareness of PP 'FSM' and confusion with UIFSM with starting school. • Pupils are starting schools/ the next phase of their education with a range of communication and language needs

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><u>Teaching (Metacognition)</u></p> <ul style="list-style-type: none"> All pupils show 100% Attention via FOCUS The needs of all pupils (including those with SEND) are well identified. Pupils have a wide enough tier 2 and 3 vocabulary to ensure they achieve as well as they could do in a range of subject areas. Pupils show the determination to work on their own and they do not depend on the support of other adults. Social and Emotional development of the whole child via rich experiences to develop their frame of reference. 	<ul style="list-style-type: none"> ★ FOCUS tracker ★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc) ★ PP pupils perform as well as their non-PP counterparts. ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Lesson Observations evidence independence (PP Vs non-PP) ★ 100% of PP pupils are involved in school trips and experiences via funding support.
2	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> All children make exceptional progress in maths fluency All children read widely, enjoying a wide variety of texts in school and at home, through our reading curriculum Children demonstrate a rich subject knowledge - all subject areas. Children are supported to activate prior knowledge on which to build future learning Improved staff subject knowledge and confidence. Improved pupil application of tier 2 and 3 vocabulary. Improved awareness and aspiration of careers choices and options. 	<ul style="list-style-type: none"> ★ All children meet maths mastery, working at the correct developmental stage ★ All children to be reading at or above chronological reading age ★ All children to meet the expected standards in reading and writing ★ All staff to have increased knowledge and confidence in teaching all subject areas, through CPD programme and support materials. ★ All children to Dream Big, thinking about a range of different careers choices and pathways
3	<p><u>Oracy</u></p> <ul style="list-style-type: none"> All pupils (including those with PP/SEND) are more independent with learning and utilise tier 2 and 3 vocabulary well Children in EY and KS1 have a broad access to stories, poems, rhymes and songs to develop vocabulary Transition links with pre-school age children are strengthened, with a focus on oracy The reading spine is embedded and develops children's knowledge, and appreciation, for a range of different authors and texts Reading Recovery schemes are implemented to support Y1 Phonics Screening check and those entering Y2 requiring intervention 	<ul style="list-style-type: none"> ★ Children use a range of tier 2 and tier 3 vocabulary in speech and writing ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Speedbacks evidence independence (PP Vs non-PP) ★ Early intervention with transition into EYFS ★ All families can access a range of reading books at home
4	<p><u>Early Identification of PP & Disadvantage</u></p>	<ul style="list-style-type: none"> • Transition paperwork, Home School Agreement & website

	<ul style="list-style-type: none">• Improved links with pre-schools and early identification of disadvantage	includes a section on disadvantage and indicators (other than FSM).
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Activity in this academic year (2024/25)

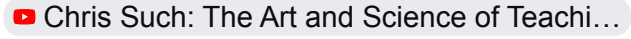
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Evidence base from EEF T&L Toolkit [HERE](#)

Teaching - Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Time & Organisation: 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/DI maths remedies/Oracy support EEF Recommended Strategy: Feedback/Teaching assistant interventions/Small Group Tuition/Oral Language Intervention	1, 2 & 3
CPD: *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> Characteristics of Effective Teacher Professional Development EEF <i>EEF: Quality Assurance of Teachers' Continuing Professional Development:</i> Teachers' continuing professional development EEF	1, 2 & 3

Targeted academic support - Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing the vocabulary gap: · 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 that reading is prioritised.	Evidence & Approaches within Wave 1 quality teaching o Consistency in Phonics & Early Reading Routine - (Read Write Inc led). Training of all staff in Read Write Inc o Teaching focus incorporating simple view of reading in all activities reading fluency / comprehension, not just as well as decoding o Reading to be included within wider curriculum subjects o Implement role out of reading spine	1, 2 & 3

<p>Specific strategies include:-</p> <ul style="list-style-type: none"> - 5 a day - Books @ bedtime - Talk through stories - Phonics to fluency - Lexia Core 5 - Fluent Readers - Reading Spine 	<p>EEF research and Nationally Leading Practice: Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF </p>	
<p>Addressing the academic gap in Maths:</p> <p>We have implemented key systems within our school to ensure mastery for all (see evidence and approaches)</p>	<p>Direct Instruction Maths materials used consistently and exclusively (no other planning). *RECAPS *Low Floor/High Ceiling, Teach to Top, Small Steps, Mixed Ability groupings, Concrete Abstract Pictorial approaches *Children are not taught something which they are not ready for – consistent recapping of fundamental knowledge within DI lessons, pit stops and quick maths sessions ensure that children have the prerequisites *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) *Children aren't expected to master more than one step at a time – small step planning using Direct Instruction Maths and materials from the NCETM (National Centre for Excellence in Teaching Maths) *Children who have not understood a concept are supported by the teacher – classroom routines ensure that the teacher can focus on the children who most need support. Evidence base: Project Follow Through</p>	<p>1, 2 & 3</p>
<p>Connections in/out of class: Linking small group work/1:1 into Whole Class Teaching via: *1:1 support for targeted pupils (Closing The Gap and Pre Teach)</p>	<p>EEF Recommended Strategy: Individualised Instruction/Feedback/Teaching assistant interventions/Metacognition and Self Regulation/Mentoring</p>	<p>1, 2 & 3</p>
<p>Resources: Appropriate funding of educational</p>	<p>EEF Recommended Strategy: One-to-One Tuition/Small Group Strategy</p>	<p>1, 2 & 3</p>

programmes e.g. Fast track tutoring (RWI), maths remedies, Lexia Core 5, RWI Fresh Start, and TT Rockstars.		
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Wider strategies - Budgeted cost: £3,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & Emotional Support via rich, immersive and inclusive experiences for all including: <ul style="list-style-type: none"> • Trips • In school experiences • Uniform 	Uniform: EEF evidence is weak School uniform EEF Trips & Experiences (including Outdoor Adventurous) EEF evidence: Outdoor adventure learning EEF	
SEND & Pupil Premium: 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).	Various & TBC: Teaching and Learning Toolkit EEF	All
Reading at Home Support via reading materials but also modelling how to read with children (Phonics, Reading workshops)	EEF: Parental Engagement Parental engagement EEF	All
Careers & Aspiration Continue to develop curriculum linked to careers and aspiration - including Gatsby Benchmarks and Primary	EEF: Aspiration Intervention Aspiration interventions EEF	1, 2 & 3

Careers Framework - (Sept 2021).		
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Total budgeted cost: Budgeted cost: £13,173

Total 2024/5 Funding: £13173

Part B: Review of outcomes in the previous academic year

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£22,698
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	£22,698

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 20234 academic year.

Challenge	Intended outcome	Success criteria
1	<p><u>Teaching (Metacognition)</u></p> <ul style="list-style-type: none"> All pupils show 100% Attention via FOCUS The needs of all pupils (including those with SEND) are well identified. 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. Pupils show the determination to work on their own and they do not depend on the support of other adults. Social and Emotional development of the whole child via rich experiences to develop their frame of reference. 	<ul style="list-style-type: none"> ★ FOCUS tracker ★ Speedbacks (teacher obs) to identifying teaching sequence (Recaps, Model, Practice etc) ★ PP pupils perform as well as their non-PP counterparts. ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Lesson Observations evidence independence (PP Vs non-PP) ★ 100% of PP pupils are involved in school trips and experiences via funding support.
2	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> Rich subject knowledge - all subject areas. . Increased pupil engagement and confidence in a range of subjects Improved staff subject knowledge and confidence. Improved pupil application of subject specific vocabulary. Improved awareness and aspiration of careers choices and options. (DfE Careers Project) 	<ul style="list-style-type: none"> ★ Arbor MIS set up to compare PP Vs non-PP ★ Oracy project, or equivalent, to evidence progress in this area ★ Careers theme in learning to evidence aspirations
3	<p><u>Oracy</u></p>	<ul style="list-style-type: none"> ★ Oracy project, or equivalent, to evidence progress in this area.

	<ul style="list-style-type: none"> • All pupils (including those with PP/SEND) are more independent with learning and have a wide, subject specific vocabulary. STEPS & SHAPE • Transition links and pre-school. • The Literary Canon is embedded and links meaningfully to the Thematic curriculum. All families can access HQ texts at home. • Reading Recovery schemes explored to support Y1 Phonics Screening check and those entering Y2 requiring intervention 	<ul style="list-style-type: none"> ★ Book scrutinies evidence high standards of work and oracy in a range of subjects (PP Vs non-PP). ★ Speedbacks evidence independence (PP Vs non-PP) ★ Early intervention with transition into EYFS ★ All families accessing HQ texts at home (physical or virtual)
4	<p><u>Early Identification of PP & Disadvantage</u></p> <ul style="list-style-type: none"> • Improved links with pre-schools and early identification of disadvantage 	<ul style="list-style-type: none"> • Transition paperwork, Home School Agreement & website includes a section on disadvantage and indicators (other than FSM).

Teaching:

At Egloskerry Primary School, we have focused on the implementation of Athena Learning trust teaching strategies to provide excellent teaching and learning for all children.

- Ensuring disruption free learning through behaviour strategies and the use of the FOCUS routine.

All children have the opportunity to learn in a distraction free environment. This is useful to all, but essential to those children who show gaps in learning when compared to their peers

- Attention is limited.

By ensuring disruption free learning, focusing on the acquisition of core knowledge and using teaching strategies of recap, model, check and practice, enables all learners to access core knowledge and demonstrate understanding.

- Working memory can be overloaded.

We have ensured that core knowledge is identified for all learning, knowledge is explicitly taught through recap, model, check and practice. During 23/24 we have focused on the role of core and hinterland knowledge in our teaching practice, implementing strategies for vocabulary instruction, wider reading, modelling and independent practice to ensure all children can access the breadth of the curriculum.

- Long term memory

Forgetting happens fast; staff know the core knowledge required in each unit of work, and revisit this learning through recaps and checks, to overcome the 'forgetting curve'. Explicit links are made to prior learning to activate children's recall. Ensuring a breadth in reading, vocabulary and stimulus material supports all children, but is essential to those who may have limited breadth of experience outside of school.

Targeted Academic Support:

Whilst our focus, particularly in EYFS and KS1, is now on 'keep up' rather than 'catch up' we recognise that some children may need targeted support to achieve this. This has been achieved by:

- Ongoing assessment of Early Learning Goals, with targeted interventions where identified, to support all children. 100% of children met the expected standard in their EYFS profile
- Regular assessment of phonological awareness to allow targeted teaching of specific sounds to identified pupils. 100% of Year 1 children met the expected standard in their Phonics Screening Checks.
- Reading age assessments for all children post phonics, identifying those children requiring additional support. Introduction of Lexia Core 5 to support individual progress in literacy skills. Children in KS2 working at or above expected level increased from 42% to 88%.
- Maths mastery teaching embedded using NIFDI Connecting Maths Concepts programme of Direct Instruction. Any pupil not achieving mastery (85%) on end of lesson independent work / mastery tests receives bespoke support to remedy errors before moving on.

Wider Strategies:

- All pupils, including the most disadvantaged, were involved in a range of trips and experiences (Dartmoor, London, Curriculum visits, Visitors, Careers development etc)
- Phonics and Early Reading parent workshop well attended. Those unable to come, teacher phone call home to discuss.
- Reading across the curriculum - following an audit of activity using the reading framework, our reading curriculum has been revamped. Core activities include:
 - '5 a day' ensuring children access 5 stories, rhymes, poems or songs every day in EYFS and KS1
 - Talk through stories - explicit vocab and literacy instructions aligned to Ruth Miskin RWI strategy
 - Phonics to fluency - Athena Primary Cluster development of reading skills, for children once they have completed phonics
 - Reading Spine - class reading sets of high quality texts, across KS2
 - Fluent Readers Programme - broadening children's knowledge and cultural capital, by exploring the stories behind some of our world's greatest individuals.

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
Direct Instruction	National Institute For Direct Instruction (NIFDI)
Read Write Inc	Ruth Miskin
Lexia Core 5 literacy	Lexia

