

Egginton Primary School

Pupil Premium Strategy Statement 2021 to 2024



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	Egginton Primary School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	20.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	R.Kitching
Pupil premium lead	R.Kitching
Governor / Trustee lead	H.Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14450
Recovery premium funding allocation this academic year	£2000
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	£16650

Part A: Pupil premium strategy plan

Statement of intent

At Egginton Primary School we strive to ensure all of our children reach their full potential and fulfil our school motto 'to be all that they can be.' This is in regard to academic achievement but also in regard to personal development and health and wellbeing. We pride ourselves on the positive nurturing relationships that exist within our school and we will build on and utilise these excellent relationships between staff and pupils as well as between the pupils themselves to underpin our pupil premium strategy.

Challenges

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

Challenge number	Detail of challenge
1	Varied Additional needs – 31% of our pupil premium cohort have additional needs that add a further barrier to academic learning
2	Attendance – some of our Pupil Premium cohort historically have lower attendance than pupils not in receipt of Pupil Premium.
3	Family conflict and/or lack of parental support

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
High academic standards across the curriculum as a result of accelerated progress.	National data demonstrates PP pupils are achieving in line or better than non-PP pupils. PP pupils progress from starting points across the academic year/ Key stage is in line or better than non-pp pupils. Pupil premium pupils' achievement is in line with or exceeding national averages.

High rates of attendance in PP cohort	PP pupils' attendance is in line with or better across the academic year/ Key Stage than non-PP pupils
PP cohort are fully involved with the wider aspects of school life and this is contributing well to their personal development.	PP pupils are represented on school council, eco-committee, school teams and partake in extra curricular opportunities including instrumental performances/ tuition and extra-curricular clubs.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional qualified teaching assistants in the classroom to support with Collaborative Learning between groups of pupils.	<p><i>EEF – Teachers Toolkit – ‘High impact for low cost based on limited evidence.’</i></p> <p>High staff to pupils ratios in each class will enable staff to have more opportunities to support and monitor Collaborative learning approaches within the classroom between groups of pupils. This strategy helps to promote a love of learning at Egginton which in turn also helps with improved pupil attendance.</p>	1,2
Additional qualified teaching assistants in the classroom to provide high quality Feedback to pupils.	<p><i>EEF – Teacher toolkit – ‘Very high impact for low cost based on extensive studies’.</i></p> <p>High staff to pupils ratios will enable staff to provide effective feedback during lesson time to enable them to make increased academic progress.</p> <p><i>Additional feedback will be provided to pupils through structured one to one learning and wellbeing conversations with Headteacher/ Subject Leaders about wider aspects of work.</i></p> <p><i>Feedback guidance CPD will be provided to staff through clear policies and opportunities to observe practice both in school and externally</i></p>	1
Phonics CPD and Resources –	<p><i>EEF – Teacher Toolkit ‘High Impact for very low cost based on extensive evidence.’</i></p> <p>Support for staff to use Bug Club Phonics approved DfE Programme. Whole staff training planned in addition to CPD in the form of internal opportunities to observe peers teaching phonics as well as visits to external schools within the area.</p>	1

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant interventions – Reading, Number Skills	<i>EEF – Teacher Toolkit</i> <i>‘Moderate Impact for moderate cost based on moderate evidence’</i> 1 to 1 and small group interventions by Teaching Assistants focusing on Reading, Number skills, Phonics and Writing (KS1)	1
Small Group Tuition Teachers to maximise opportunities for small group work throughout the school day.	<i>EEF – Teacher Toolkit – Moderate impact for low cost based on moderate evidence.’</i> High staff to pupil ratios will enable opportunities for focused group sessions on specific aspects of the curriculum. In Key Stage 2 This will include extending our more able learners through modelling and teaching the skills to solve more complex maths problem solving challenges as well as focusing on small group advanced comprehension skills of inference.	1

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

Budgeted cost: £ 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts Participation	<i>EEF – Teacher Toolkit</i> <i>‘Moderate Impact for very low cost based on moderate evidence’</i> To encourage positive attitudes to learning and well being, we plan to subsidise cost of pupils in receipt of Pupil Premium wishing to participate in additional music tuition or arts and craft clubs.	2,3
Parental Engagement -	<i>EEF – Teacher Toolkit</i> <i>‘Moderate Impact for very low cost based on extensive evidence’</i>	2,3

	<ul style="list-style-type: none">- Additional time spent by teachers and teaching assistants to communicate learning achievements in school through regular Class Dojo/ Phone call communication- Advice given to parents to help support with Reading	
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Total budgeted cost: £ 16650

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Attendance of our cohort of pupils in receipt of pupil premium was in line with the overall school cohort (this does not include the period of Government directed national closure from January 21 to March 21).

PP cohort (11 pupils) attendance for 20/21 – 95.31%

Whole school attendance (64 pupils) – 97.5%

Progress from starting points

Despite the disruption caused by the Covid pandemic, the majority of our Pupil Premium cohort made at least expected progress in Reading, Writing and Maths based on their starting points at the beginning of the year and this was reflected in end of year Teacher Assessment and standardised tests (Pira and Puma).

During the period of national lockdown, our staff made supported our Pupils entitled to PP in a wide variety of ways including offering places in school, creating bespoke learning packs for pupils to engage in at home, additional phonecalls and additional 1 to1 and small group video sessions via MS Teams to support both learning and wellbeing. As a result, engagement in Remote Learning from our PP cohort was comparatively high.

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
X Table Rockstars	TT Rockstars
Spelling Shed	Education Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Due to our small school status (63 pupils on roll in 2021/22) and small cohort of pupils in receipt of Pupil Premium (13 pupils in 21/22) it is difficult to ascertain meaningful trends in data analysis. Our pupils are all viewed very much as individuals with unique learning styles, strengths and areas for development. We pride ourselves on our caring, nurturing family ethos and we strongly believe all pupils in our Pupil Premium cohort benefit from this in terms of academic support as well as health and wellbeing.