

Egginton Primary School

Pupil Premium Strategy Statement 2022 to 2025



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 had within our school.

School overview

Detail	Data
School name	Egginton Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	23.2% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	April 2023
Date on which it will be reviewed	September 2023
Statement authorised by	J.Cunningham
Pupil premium lead	J.Cunningham
Governor / Trustee lead	H.Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,203
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	£22,203

Part A: Pupil premium strategy plan

Statement of intent

At Egginton Primary School, we strive to ensure all of our children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We encourage them to reach their full potential and fulfil our school motto of 'To be all that I 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.

We recognise that living in a rural area, many of our pupils do not have wider cultural experiences. High quality teaching is our priority and will have the most impact on improving attainment through using the funding to offer support for those pupils needing it, using our own committed staff, who know the children well, and arranging additional visits and visitors will supplement the curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit **all** pupils in our school.

The plan is itemised for 2022/23, however, the current aim is for a similar pattern to follow for the next 2 years. This strategy will be reviewed and updated if amendments need to be made. We will respond to individual needs, use internal data and national initiatives.

To ensure the strategy is effective and pupils are benefitting we will:

- Ensure high quality teaching where pupils are challenged in their everyday work
- Ensure additional adult support is deployed to have the greatest impact for all children, not only those who are disadvantaged.
- Assess pupils needs and from the outcome of assessment, ensure the correct support and/or intervention is in place to build on pupils' starting points.
- Ensure additional school activities such as visits and clubs are accessible to all pupils.
- Offer opportunities for rounded development through our links with outside agencies e.g –
- SoccerStars, Derbyshire Music Partnership
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We will also consider the challenges faced by vulnerable pupils, such as those who have social, emotional and mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 – the majority 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 has historically been a barrier to learning. A number of children have suffered academically due to this therefore school needs to take a more active role in being able to provide the wider support our families need in order to allow the pupils to achieve better academically and develop greater emotional resilience.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Lockdowns, financial insecurity and rural area means many children do not have many enrichment opportunities

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.

For all children to have a better state of well-being and strategies to use to help their mental health, especially disadvantaged and vulnerable pupils.	Children can identify ways to help their own mental health and feel in a better state mentally identified through conversations, well-being questionnaires with pupils and parents/carers and analysis of Pupil Premium Profiles and nurture group achievement.
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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>EEF – Teachers Toolkit – ‘High impact for low cost based on limited evidence.’</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>EEF – Teacher toolkit – ‘Very high impact for low cost based on extensive studies’.</p> <p>High staff to pupil ratios will enable staff to provide effective feedback during lesson time to enable them to make increased academic progress.</p> <p>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.</p> <p>Feedback guidance CPD will be provided to staff through clear policies and opportunities to observe practice both in school and externally</p>	1,2
Purchase of standardised diagnostic assessments.	<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>	1

CPD in whole class reading approach and purchase of rich texts to develop reading comprehension strategies	<p>EEF – Teacher toolkit – ‘Very high impact for very low cost based on extensive evidence’</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	1,2
Develop whole staff CPD opportunities with subscription to the National College	<p>EEF’s ‘Effective Professional Development</p> <p>Professional development may also prove to be a particularly cost-effective strategy when aiming to improve children’s outcomes.</p>	1,2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions – Reading, Number Skills	<p>EEF – Teacher Toolkit</p> <p><i>‘Moderate Impact for moderate cost based on moderate evidence’</i></p> <p>1:1 and small group interventions by Teaching Assistants focusing on Reading, Number skills, Phonics and Writing (KS1)</p>	1,2
Small Group Tuition Teachers to maximise opportunities for small group work throughout the school day.	<p>EEF – Teacher ‘Toolkit – Moderate impact for low cost based on moderate evidence.’</p> <p>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.</p>	1,2
SEND Resources Purchase resources to meet the specific needs of disadvantaged pupils with SEND (Nessy)	<p>EEF guidance report on Special Educational Needs in Mainstream Schools</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p>	1,2

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

Budgeted cost: £4203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Arts Participation Subsidise cost of pupils to participate in additional music tuition or arts and craft clubs. Purchase of 'Sparkyard' subscription to develop music teaching and singing across the school</p>	<p><i>EEF – Teacher Toolkit 'Moderate Impact for very low cost based on moderate evidence'</i> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p>	1,2,4,5
<p>Revision packs for Y2/Y6 Purchase CPG revision guides</p>	<p><i>EEF Toolkit: Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.</i></p>	3,4,5
<p>Parental Engagement Communicate learning achievements in school through regular Class Dojo/ParentMail/phonecall Advice given to parents to help support with reading/homework</p>	<p><i>EEF – Teacher Toolkit 'Moderate Impact for very low cost based on extensive evidence'</i> Parental engagement has a positive impact on average of 4 months' additional progress. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	1,2,3,4
<p>Children First Charity Provide early help for families facing challenges at home My Concern Purchase of safeguarding package to monitor behavioural patterns of all pupils</p>	<p><i>EEF - Supporting pupils' social, emotional and behavioural needs</i> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions and monitor behaviour patterns will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	1,2,3,4

Total budgeted cost: £ 22,203

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level:

- In Y1, 67% of disadvantaged pupils achieved the phonics screening check
- In Y2, 67% of disadvantaged pupils were assessed as working at the expected standard in reading and writing. In mathematics, 100% pupils met the expected or higher standard – 33% achieving the higher standard
- In Y6, 100% of disadvantaged pupils achieved the standard in writing. However, due to unauthorised absence during SATs week, there are no results for Reading or Mathematics

Absence among disadvantaged pupils was 7.5% - 1.9% higher than their peers, but 0.8% lower than the national average in 2021/22. Persistent absence was 24.1% higher than their peers and 15.2% higher than the national average. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly noticeable.

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
Times Tables Rockstars	TT Rockstars

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Due to our small school status (56 pupils on roll in 2022/23) and small cohort of pupils in receipt of Pupil Premium (13 pupils in 22/23) 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.