

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 CP School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 – 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sam Mitchell Head Teacher
Pupil premium lead	Sam Mitchell Head Teacher
Governor / Trustee lead	Resources committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,245
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	£19,245

Part A: Pupil premium strategy plan

Statement of intent

At Egerton, we are ambitious for all children to **Learn** personal, social and academic skills and knowledge, **Achieve** their potential in all aspects of their lives and **Aspire** to bright futures both in careers and relationships in the modern world we live in.

When children secure a place at our school, we firmly believe that children belong at Egerton, and **in belonging here, every child is given the opportunity to succeed.**

Our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	The school's attainment data consistently shows performance above local and national averages in statutory testing with no trends in non-disadvantaged pupils performing better than disadvantaged. However, our internal assessments and pupil progress meetings are detailed and identify emerging needs along with gaps in knowledge in reading, writing and maths and this is more prevalent among our disadvantaged learners in comparison to their peers. In addition, non-disadvantaged pupils perform more consistently at the higher standard in reading, writing and maths than disadvantaged pupils,
2	We have noted an increasing number of pupils entering school with under developed oracy skills and vocabulary gaps and this is more prevalent among our vulnerable pupils than their peers.
3	We have identified an increase in Early Help work for those pupils who have social and emotional issues. These challenges particularly affect our non-disadvantaged pupils more than disadvantaged pupils.
4	While our attendance data is consistently above the national expectations internal monitoring demonstrates that vulnerable pupils are more likely to require more rigorous monitoring of their attendance to ensure that they access the full curriculum offer and educational entitlement.
5	We have focused on equal opportunity for all pupils and especially enhancing the quality of after school clubs and activities. As a result, many children access additional opportunities beyond the school day. Registration demonstrates that pupils who are disadvantaged don't always access these opportunities as often as their non-disadvantaged peers.

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
To maintain high standards of academic achievement in reading, writing and maths, particularly for disadvantaged pupils.	2027-2028 % achieving ARE combined is % achievement in reading is above national % achievement in writing is above national % achievement in maths is above national There are no significant gaps between the disadvantaged and non-disadvantage groups. % of pupils achieving the Age-Related Expectation in phonics by the end of Year Two is above national average. % of disadvantaged pupils achieving the higher standard in RWM at the end of KS2 is in line with national
Improved oral language skills and vocabulary among all pupils and especially those who are disadvantaged.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To achieve and sustain improved SEMH provision for all pupils in our school, particularly disadvantaged pupils.	By the end of 2028 the school has maintained high standards of SEMH support. All pupils, including those from disadvantaged backgrounds, have access to the Early Help Process when need identified and are able to utilise the targeted support from in school pastoral involvement or other agencies appropriate to need. Qualitative data from pupil and parent questionnaires and teacher observations

	Provision mapping identifies emotional regulation needs and targets support such as zones of regulation, pastoral support, nurture group and sensory circuits in the sensory room.
To sustain above national average attendance for all pupils particularly disadvantaged pupils.	Overall school attendance to be above the national attendance rates. -Overall absence to be no more than 3% for all pupils. - Disadvantaged attendance rates to be no more than 1% above non-disadvantaged. - for the whole school percentage of persistently absent pupils to be no more than 3%
Ensure all children in receipt of Pupil Premium have access to all wider opportunities and encouraged to take part. Engaging families facing challenging circumstances.	All children in receipt of PPG have an opportunity to participate in an out of school club or activity.

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: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that quality First teaching is embedded throughout all classes and subjects including: Continued implementation of Supersonic phonics Continued Implementation and training for mastering number and the NCETM curriculum Whole school approach to implementing pedagogical approaches across school following CPD and revision of teaching and learning policy.	High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key. https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy?x-craft-live-preview=4b213607b0ca7298c425ce59b9a512319fffe91f81236c30e002a5b3111b439dsbiglyqmye Phonics approaches develop pupils' knowledge and understanding of the relationship between written symbols and sounds. The evidence can be used by teachers and school leaders. To plan and deliver whole-class, systematic phonics programmes, ensuring that all children build strong foundations in reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Mastering Number supports children through a learning trajectory in number sense, as highlighted in the EEF's systematic review of mathematics in the Early Years and Key Stage 1 (Hodgen et al., 2020). This is particularly relevant for addressing the attainment gap, as studies show that children from disadvantaged backgrounds often have weaker number skills (Elliott and Bachman, 2018). https://educationendowmentfoundation.org.uk/projects-and-	1

	evaluation/projects/mastering-number-trial Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	
Fund teacher release time and further training to support improved teaching of oracy initially in EYFS and across school.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions can be an effective approach for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
All subject leaders are provided with the continued time to lead their subject implementation effectively to ensure the whole curriculum is ambitious, broad, sequenced effectively and adapted to meet all pupils needs.	Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A blend of group tuition, mentoring and 1:1 tutoring for pupils who have gaps in knowledge. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Small group interventions to ensure solid foundations of key skills. Individual provision plans specifying individual key skills targets	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £9145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin support, HT and Medical lead to work together to identify patterns in	Missing hours of school or persistent lateness of some disadvantaged and vulnerable children is having a direct impact on their achievement. Intervention with these families beyond school has proven to be an effective strategy of improving attendance and punctuality.	1, 2,3,4

attendance and tackle non attendance through monitoring, Early Help, health plans and home visits.	The government has published extra guidance to assist schools in improving attendance and ensuring children are in school and achieve the targeted 96% attendance rate. <u>Improving School Attendance</u>	
Behaviour support intervention from pastoral staff in school and trained external professionals to support the wider behaviour needs of children, support with assessment early intervention, provision and Early help (SEND, Medical, EH and Behaviour Support)	Both targeted interventions and universal approaches can have positive overall effects: <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u>	3
Update training of Senior Mental Health Lead in school with further support and opportunities provided for children to improve mental health	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. <u>https://www.gov.uk/guidance/senior-mental-health-lead-training</u>	3
Pupils are supported to access opportunities beyond the school day in order to support their development	The curriculum provided by schools should extend beyond the academic, technical or vocational. <u>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#grade-descriptors-for-personal-development</u>	5

Total budgeted cost: £19,245

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using statutory performance data and our own internal assessments.

80% of pupils met GLD at the end of EYFS in comparison to 68% nationally. In this cohort, the disadvantaged group was not significant to report on.

In phonics, 100% of disadvantaged pupils left KS1 having met the national expectation in phonics. 83% of Year One pupils overall met the expected standard in the phonics screening check. In this cohort, the disadvantaged group was not significant.

Between Year One and Year Five, 70% of disadvantaged pupils achieved ARE or above in reading, 60% of disadvantaged pupils achieved ARE or above in writing and 50% of disadvantaged pupils achieved ARE or above in Maths. This demonstrates that our non-disadvantaged pupils outperform the disadvantaged and our internal assessment systems and identification of emerging need is crucial to target support.

At the end of KS2, 100% of disadvantaged pupils achieved the ARE in Reading, Writing and Maths. For this cohort, the disadvantaged pupils outperformed the non-disadvantaged in reading, writing and maths.

Overall persistent absence was 1.8% with 0.9% of pupils disadvantaged and the same % non-disadvantaged. Overall attendance was above national at 96.7% with the disadvantaged pupils 1.1% below at 95.6%. While this isn't significant, the hard work to support attendance of all pupils, especially those who are disadvantaged must be maintained by the school.

Pupil behaviour remains calm, focused and purposeful in classrooms. Observations of pupils and working with families at Early Help ensures that emerging social and emotional and SEND needs are identified swiftly and appropriate support provided. The impact of this work on our most vulnerable children is significant.