

# Pupil premium strategy statement – Egerton Primary School – updated December 2025

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 outcomes for disadvantaged pupils last academic year.

## School overview (updated for 2025-26)

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Caroline Lowe
Pupil premium lead	Leanne Renton
Governor / Trustee lead	Julie Brinnand

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,365
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£31,365</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Egerton Primary School make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. In the first instance this involves a depth of understanding of our school community and a recognition that disadvantage is not always highlighted by the pupil premium status of each child.

Everything we do in school is aimed at ensuring our under-resourced pupils are successful in terms of progress and attainment, including those who are already high attainers. We make no assumptions about the impact of disadvantage on our children and all our academic approaches are based on diagnostic assessment and early intervention.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have been most impacted by the pandemic. The ideas and approaches outlined in our 3 year plan maintain a focus on all our vulnerable children, whether they are under-resourced or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which under-resourced 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.

To ensure they are effective we will:

- ensure under-resourced 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 under-resourced 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	<p>Oral Language Skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many under-resourced pupils. These are evident from Nursery and in general, are more prevalent among our under-resourced pupils than their peers.</p>
2	<p>Phonics Skills</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Writing</p> <p>Some children at Egerton need support to move from working towards the standard to meeting the expected standard, A higher proportion of boys than girls are not at the expected standard. 31% of boys working just below or well below compared to 16% of girls.</p>
4	<p>Reading</p> <p>Parental engagement with reading is low with some children. Some children do not practice and apply their reading skills outside of school. Some children need support to secure phonics knowledge and reading fluency, which impacts on their reading attainment.</p>
5	<p>Maths</p> <p>Assessments and discussions with teachers show some children lack the basic fluency skills to become successful mathematicians. Some pupils need to develop automaticity, number sense and mathematical reasoning.</p>
6	<p>Wellbeing.</p> <p>Some pupils in receipt of PP Funding need support for their wellbeing and to ensure they have both resilience and support in order to respond to any challenges to ensure they develop as happy, resilient, confident children who are ready to learn.</p>
7	<p>Attendance</p> <p>Our attendance data over from 2024-25 year indicates that attendance among under-resourced pupils has been 8.2% lower than for non-disadvantaged pupils. 31% of under-resourced pupils (using FSM data) have been 'persistently absent' (defined as absence of 10% and upwards) compared to 3.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among under-resourced pupils.	Assessments and observations indicate significantly improved oral language among under-resourced pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among under-resourced pupils.	KS2 reading outcomes in 2026/27 show that attainment at Expected Standard is in line with their non-disadvantaged peers.
Improved maths attainment for under-resourced pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that attainment at Expected Standard is in line with their non-disadvantaged peers.
Improved writing attainment for under-resourced pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that attainment at Expected Standard is in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-resourced pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant reduction in referrals for support</li><li>• a significant increase in participation in enrichment activities, particularly among under-resourced pupils</li></ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed Little Wandle Foundation for Phonics in Nursery – a pre-cursor to our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a high impact for a relatively low cost. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. The Mastering Number program will continue into Year 3. Maths Lead will apply for the KS2 Mastering Number programme.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	5
Appointment of Senior Mental Health and Wellbeing Lead and CPD to support this role and team. Subscription to Kapow PSHE scheme of work.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving social and emotional learning in Primary Schools.</a> New Focus on Mental Health and Wellbeing both with the PSHE curriculum and part of KCSIE 2024 (Keeping Children Safe in Education) <a href="#">Keeping Children Safe in Education</a>	6
Enhancement of our writing teaching and curriculum planning. Evaluate and sustain the implementation of Pathways to	The EEF guidance is based on a range of the best available evidence: <a href="#">EEF Improving Literacy in KS2</a> <a href="#">EEF Improving Literacy in KS1</a>	3

write for Years 1 to 6 and Drawing club in Reception. We will fund teacher release time to continue CPD embed key elements of guidance from the writing lead. Funding to purchase engaging texts.		
Subscription to Times Table Rockstars. Subscription to Boom Reader, digital reading record. Subscription to maths.co.uk (homework and assessment)	Technology can assist teacher modelling. Visualisers, practice, quizzes, speech generating apps, note taking. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. <a href="#">EEF Using Digital Technology to Improve Learning</a>	3, 4, 5

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at under-resourced pupils who require further phonics support. This will be delivered via the Little Wandle Keep up and Catch up programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from under-resourced backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Deliver Wellcomm Communication and Language intervention in Nursery and Reception and the wider school as required.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Development of the Nessy Spelling programme. A significant proportion of the pupils who receive tutoring will	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: <a href="#">One to one tuition   EEF</a> And in small	4, 6

be disadvantaged, including those who are high attainers.	groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on pupil well-being and a new whole school PSHE curriculum with the aim of developing our school ethos and improving emotional and social skills across school. This includes key staff receiving training to deliver the Circle of Friends intervention.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve our pastoral support team developing and implementing procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency fund for individual support.	Based on our experiences we have set aside funding to ensure all children are able to access school trips and activities including music lessons	6
Forest school practitioner to work in school on a weekly basis	Forest Schools and outdoor learning can improve children's mental health and wellbeing.  <a href="#">Forest Schools: impact on young children in England and Wales</a>	6

**Total budgeted cost: £31,365**

## Part B: Review of 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.

Our end of year assessments in July 2025 indicate that pupil premium children's attainment is lower than that of their peers in the core areas of reading, writing and maths.

However the majority of Pupil Premium children have made good progress and secured prior attainment. Some children within this cohort have made accelerated progress. Some children within this cohort have SEND/EHCP level needs and make good progress towards their SMART targets.

Diagnostic assessments, indicate that the vast majority of pupil premium children, including pupils with an EHCP, made progress towards national curriculum objectives and achieved increased diagnostic scores in reading, maths, spelling, grammar and punctuation assessments.

Attendance is carefully monitored with a tiered approach to supporting and promoting absence, this include support for pupils where a mental health issue is affecting attendance.

7.1% of pupils in the school are identified as persistent absence pupils. Within this whole school group 17 pupils – there are 7 pupil premium children. Attendance has affected progress and attendance is promoted and supported through universal and targeted support. Attendance for this academic year has shown improvement with 31% persistently absent compared to 46% in the previous year.

Pupil premium funding is used to provide wellbeing support for all pupils, and targeted interventions where required. All of the pupil premium children receiving emotional literacy (ELSA support) met their intended outcomes.



**PUPIL PREMIUM SUMMARY REPORT**  
**Summer 2025**

Pupils on roll 238	Pupil Premium Pupils (PP) 29 pupils. 15 boys and 14 girls. Within PP Pupil Group – Free School Meals (FSM) 24 pupils		6 PP children at SEN support 3 PP Children at EHCP Support
Attendance	September 2024 to end of July 2025.		PP 88.3% All 96.4%
NC Standard	Reading	Writing	Maths
At Expected (ARE) and Above	PP 52% Non PP 71%	PP 34% Non PP 64%	PP 34% Non PP 68%
Working Below ARE including SEND level of need	7 boys 7 girls 5 at SEN Support. 3 at EHCP.	10 boys 8 girls 6 at SEN Support. 3 at EHCP.	8 boys 9 girls 6 at SEN Support. 3 at EHCP.
Not met GLD at end EYFS 2025	3 pupils	3 pupils	3 pupils
Progress End Autumn 24 to Summer 25.	2 children made more than expected progress. All others on track from prior attainment.	2 children off track from prior attainment. 1 child made more than expected progress. All others on track from prior attainment.	4 children off track from prior attainment. 4 children made more than expected progress.

**Next Steps Pupil Premium STRATEGY STATEMENT update 2025/6**

<b>All Children</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<ul style="list-style-type: none"> <li>All children discussed at termly Pupil Progress Meetings and supported with class termly intervention plan.</li> <li>Use of EEF 5 a day High Quality Teaching Strategies.</li> <li>Attendance monitored and promoted/supported.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support.</li> <li>Early Identification Pathway.</li> <li>Escalation to SEN Support after 12 weeks if no improvement</li> <li>Use of Little Wandle Phonics Program.</li> <li>Little Wandle Keep up and Catch up sessions.</li> <li>High Quality Reading Sessions supported by high quality texts.</li> <li>Use of diagnostic assessments to continue to identify gaps and respond.</li> <li>Whole class Reading fluency intervention from Year 2</li> <li>Reading volunteer programme for identified children</li> <li>Involvement of Parents in supporting phonics/reading.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support.</li> <li>Early Identification Pathway.</li> <li>Escalation to SEN Support after 12 weeks if no improvement</li> <li>High Quality Literacy Resources – Pathways to Write. The Literacy Company.</li> <li>Boys High Interest Texts.</li> <li>Daily Handwriting practice.</li> <li>Focus on fine motor skills.</li> <li>Training to support using metacognitive strategies.</li> <li>Practise through Spelling Shed Program.</li> <li>Termly Moderation to support next steps.</li> <li>Use of diagnostic assessments to continue to identify gaps and respond.</li> <li>Involvement of Parents in supporting fluency practice - handwriting and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Support.</li> <li>Maths No Problem Texts and Concrete Resources.</li> <li>Mastering Number for KS1 and EYFS.</li> <li>Practice through Times Table Rock Stars Program.</li> <li>Use of diagnostic assessments to continue to identify gaps and respond.</li> <li>Involvement of Parents in supporting Maths at home through workshops/shared strategies.</li> </ul>

**Next Steps Curriculum and Curriculum Enhancement - as above and further detail below**

<ul style="list-style-type: none"> <li>Children working below or working towards the standard will receive High Quality First Teaching with targeted strategies drawn from EEF High Quality Teaching/SEND 5 a day approaches. Additional whole class and small group targeted support and keep up and catch up sessions as needed. Progress Reviews monitor progress and plan termly targeted support.</li> <li>Identified children working below (SEN) or working towards (in 2 areas) will have targeted support plans - shared with parents</li> </ul>
<ul style="list-style-type: none"> <li>Pathways to Write. Maths No Problem. Mastering Number. Little Wandle Phonics, Vipers Reading - will provide high quality evidence based approaches and resources to support core curriculum learning.</li> <li>Key driver/motivator support for boys reading/writing (high interest texts, genres, planning, and scaffolding) planned.</li> </ul>
<ul style="list-style-type: none"> <li>All PP children will be supported encouraged to attend trips and residentials, with reduced costings.</li> <li>All PP Children will be prioritised to access after school enrichment clubs.</li> <li>All PP children will be offered places at Half Term Multiflex HAF Holiday Activity Fund Club.</li> <li>All PP children will have access to bespoke strategies and resources, as identified, from discussion with parents (eg additional school resources, uniforms, technology)</li> </ul>
<ul style="list-style-type: none"> <li>Continued liaison and support to promote attendance – linked to our attendance management plan. Awareness and discussions of how attendance impacts learning.</li> <li>Whole School Approach to support Quality First Teaching drawn from evidence based research using impactful strategies, materials, interventions and support.</li> <li>CPD on adaptive teaching and scaffolding strategies</li> <li>PP Lead to attend Pupil progress meetings or hold progress meetings termly with all class teachers.</li> <li>Subscription to boom reader to support and encourage home reading and reading for pleasure.</li> <li>All EYFS children to be screened using the WELLCOMM assessment tool and appropriate intervention put in place.</li> <li>Parental reading volunteers encouraged and implemented in all classes.</li> <li>All children to access Forest School sessions throughout the year.</li> </ul>

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our pupil premium strategy, we evaluated how previous approaches had impacted on children. The successful outcomes for our under-resourced pupils in the last available national tests suggests that a whole school, high quality teaching and intervention approach is essential. Previous approaches at a more bespoke, individual level were not as successful despite the efforts of staff at the time.

Whilst we have used data to highlight challenges the real impact is found in the classroom and at home. Pupil Progress meetings that follow on from standardised testing ensure that pupil voice, parental views and data are triangulated to ensure the most effective approaches are sought.

As a staff and Senior Leadership Team we are grounded in research. The EEF guidance, expert consultants and wider reading have allowed our experienced staff team to ensure the needs of our under-resourced children are met. All approaches are trialled and reviewed and we allow space to have honest conversations around their effectiveness.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.