

Pupil premium strategy statement – Parc Eglos Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Tamsin Lamb
Pupil premium lead	Vicky Sanderson
Governor / Trustee lead	Peter Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,801
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,801

Part A: Pupil premium strategy plan

Statement of intent

YAt Parc Egloc Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

We ensure that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. We have designed our curriculum to ensure that children in receipt of Pupil Premium, have opportunities to develop into confident, independent and successful learners who will flourish and make a positive contribution to the world.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	Increased numbers of children living in disadvantage have speech and language needs.(Of children identified at baseline assessment in reception 100% FSM)

4	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
5	Attendance levels in our pupils with disadvantage is higher than those living without disadvantage (FSM attendance 88.5% vs Non FSM attendance 95.4%) (FSM PA 41% vs Non FSM PA 17%%)
6.	The gap in attainment between those children in receipt of pupil premium and those not in receipt of pupil is significant in all statutory testing. EYFS GLD FSM vs non-FSM Phonics @ 32 marks + FSM vs non-FSM MTC ave. score FSM vs non FSM KS 2 Reading FSM 60% non FSM 74.5% KS 2 Writing FSM 50% non FSM 78.5% KS 2 Maths FSM 50%non FSM 78.4% KS2 combined FSM 40% non FSM 62.7%

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 enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To raise children's self-efficacy: their belief in their actions makes a difference and therefore they are able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.
To increase attendance % for all children to above 95%	A thorough and consistent approach to attendance management is in place. The differential between those in receipt of PP and those not in receipt of PP will have significantly decreased.

	Individual PA and SA cases will have significantly decreased.
To raise attainment within our disadvantaged group so that it is in line with non-disadvantaged children	<p>Children with disadvantage make accelerated progress from their starting points.</p> <p>Gaps at baseline are closing at the end of EYFS 2</p> <p>There is no gap in achievement at the Y1 PSC</p> <p>The gap between disadvantaged and non disadvantaged by the end of KS2 will be completely closed.</p>

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 st Century skills."	1
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	EEF Improving Literacy studies (giving pupils a reason to write).	1
CPD for teachers and TAs to support quality first teaching in relation to oracy.	<i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i>	2

	ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	<i>“Professional development in speech, language and communication”</i> , publication from The Communication Trust	3
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.”</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	4
CPPD for teachers and TAs in planning and delivering engaging, high-quality learning which excites children into coming to school	DFE Improving School Attendance (2022) <ul style="list-style-type: none"> <i>promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom</i> EEF Closing the attainment gap (2018) – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap	5/6
CPPD for teachers and TAs to ensure attendance is monitored consistently	DFE Improving School Attendance (2022) Every member of staff should know and understand their role in attendance monitoring	5
Attendance leads meticulously follow-up on non-attendance, working with families and wider multi-agency staff where appropriate.	DFE Improving School Attendance (2022) 4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: 5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.	5

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

Budgeted cost: £106301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	3
Precision teaching inputs allows for gaps to be filled quickly. Rigorous planning and monitoring of this strategy means that children move through support quickly	Precision Teaching for maths: An academic critique Nicole Harris ¹ & Sarah Wright ¹	6
SEMH support / Draw and Talk/ Lego Club	Supporting students with SEMH needs: An exploration of teacher student relationships and the use of personalised learning approaches. (2024) Rebecca Halliwell	4
EWO termly meetings to support PA and SA pupils to come to school	DFE Improving School Attendance (2022)	5
1:1 SaLT therapy	<i>"Professional development in speech, language and communication"</i> , publication from The Communication Trust	3
1:1 tuition Read Write inc	<i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i> EEF (Evidence strength 5/5)	6/ 3

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's <i>"Getting Children Reading"</i> strategy John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	2
Support for purchasing uniform and shoes	DFE Improving School Attendance (2022) <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors</i>	4
Support for attending events, trips, visits	<i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors</i>	4
Support for parents: referrals, meetings to promote SEMH, behaviours in the home.	<i>Family factors and student achievement: An avenue to increase students' success.</i> By Christenson, Sandra L., Rounds, Theresa, Gorney, Deborah School Psychology Quarterly, Vol 7(3), Fall 1992, 178-206	All
Access to before and after school clubs to support attendance	DFE Improving School Attendance (2022)	5
Improve the outdoor provision including the PEAP programme resources	Bento and Dias (2017) summarise a body of research that illustrates that play, particularly outdoors, promotes cognitive, physical, social and emotional well being offering the necessary conditions for children to thrive and learn. The outdoor environment in particular can contribute significantly to children's needs for free play.	3
Continue active participation in community traditions (local festivals, parades etc)	Tramonte and Willms (2010) highlight research that illustrates dynamic cultural capital (that enabling cultural interactions) had positive impact on children's reading literacy, sense of belonging at school and occupational aspirations.	

Develop parental engagement – to support learners and families	Parental Engagement framework	
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Total budgeted cost: £103 801

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

ELG = 40% of children in receipt of PPG achieved ELG compared to 88% of children not in receipt of PPG. Whilst this shows a significant gap, it should be noted that the number of children in receipt of PPG was very low, with each child's mark being 20% of the total.

PSC:

@ Y1 40% of pupils in receipt of PPG achieved 32+ marks at PCS compared to 87.2% of children not in receipt of PPG. This group where low in number with each child's mark being 20% of the total.

@Y2 66.7% of pupils in receipt of PPG achieved 32+ marks at PSC retake, compared to 89% of children not in receipt of PPG. This group where low in number with each child's mark being 33.3% of the total.

KS2

Reading = 66.7% of pupils in receipt of PPG achieved EXS(+) at KS 2 SATS compared to 72% of pupils not in receipt of PPG

Maths = 44% of pupils in receipt of PPG achieved EXS (+) in comparison to 73.8% of pupils not in receipt of this grant.

Writing = 55% of pupils in receipt of PPG achieved EXS (+) in comparison to 73.8% of pupils not in receipt of this grant.

With significant gaps in the attainment of our pupils in receipt of PPG and those not in receipt of PPG, our focus remains upon the attainment and progress of these children, with interventions in place to support academic and emotional learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Accelerated read	REN Learn
Maths Whizz	Our People
Little Wandle/ Read Write Inc	Ruth Miskin
Kapow	Kapow Primary Company
Kwenick Kernow - RE	CC
Mastering Number	NCTEM
ParentPay	ParentPay
White Rose Maths	White Rose Maths
1 Decision	1 Decision
Spell Shed	Literacy Shed
TT Rockstars	TTRS

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>		
PPG Service Element Income	£36,040	106 pupils at £340 each
<ul style="list-style-type: none"> • HLTA support for Social, Emotional and Mental Health : £4,716 (inc. employers on-costs) • TA support for Social, Emotional and Mental Health: £11,326 (inc. employers on-costs) • TA support for academic input: £8,220 (inc. employers on-costs) • Specialist behaviour support: £1,800 • Termly meet and greets £516 (inc. employers on-costs) • Sundry resources: £1500 Minibus training • £250 (2x members of staff) • Minibus hire: £250 (allowing for 1x hires to Culdrose events) 		
The impact of that spending on service pupil premium eligible pupils		
<ul style="list-style-type: none"> • Pupils are supported when parent/s are deployed. 		

- Children are able to engage in learning because of the SEMH support provided during deployment inc pre and post deployment.
- Individuals have received more bespoke support in terms of emotional regulation, this allows them to re-engage with learning.
- Families are brought together to build supportive relationships, to support one another – school facilitates these opportunities.
- Small groups are supported as necessary, to fill gaps and make accelerated progress.

EYFS:

92% Pupils in receipt of SPPG achieved a Good Level of Development, compared with 84% of pupils not in receipt of this grant.

PSC

In year 1 93% Pupils in receipt of SPPG achieved the PSC, compared with 79% of pupils not in receipt of this grant.

In year 2 PSC retakes 100% Pupils in receipt of SPPG achieved the PSC retake compared with 60% of pupils not in receipt of this grant.

KS2

Reading

95% Pupils in receipt of SPPG achieved the expected standard (+) in KS 2 reading SATS, compared with 61% of pupils not in receipt of this grant.

Writing

100% 95% Pupils in receipt of SPPG achieved the expected standard (+) in KS 2 writing SATS, compared with 73% of pupils not in receipt of this grant.

Maths

100% of 95% Pupils in receipt of SPPG achieved the expected standard (+) in KS 2 Maths SATS, compared with 61% of pupils not in receipt of this grant.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.