

# Pupil premium strategy statement – Parc Eglos Primary School

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	38 Ever 6 pupils
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	November 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	£56,240
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 ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£56,240

## Part A: Pupil premium strategy plan

### Statement of intent

At 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 within 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.

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum.

We are committed to developing and maintaining high quality teaching at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

### 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 50% 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 94.5% vs Non FSM attendance 97.1%) (FSM PA 8/38 21% vs Non FSM PA 23/379 6%)
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. With the exception if PSC
7.	Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers.
8.	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

## 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
<b>To enrich and broaden our children's understanding of cultural diversity within Britain and around the world</b>	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.
<b>To decrease the word-gap between children living with disadvantage and their peers.</b>	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.

<b>To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.</b>	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
<b>To raise children's self-efficacy: their belief in their actions makes a difference and therefore they are able to succeed.</b>	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.
<b>To increase attendance % for all children to above 95%</b>	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.
<b>To raise attainment within our disadvantaged group so that it is in line with non-disadvantaged children</b>	Children with disadvantage make accelerated progress from their starting points. Gaps at baseline are closing at the end of EYFS 2 There is no gap in achievement at the Y1 PSC The gap between disadvantaged and non disadvantaged by the end of KS2 will be completely closed.
<b>To Improve phonics and reading attainment for disadvantaged children.</b>	Outcomes inline with or above national average.
<b>To improve links between school and support networks within the community.</b>	Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.

## 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"> <li>-planning Lyfta into school assembly plans</li> <li>-introducing 'Lyfta time' to enable classes to 'explore' on a regular basis</li> </ul>	hundred recommended resource "helps teachers to nurture empathy, active citizenship and 21 <sup>st</sup> 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
CPD for teachers and TAs to support quality first teaching in relation to direct vocabulary teaching	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i></p> <p>ROYAL COLLEGE OF SPEECH &amp; LANGUAGE THERAPISTS</p>	2
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.	<p><i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success."</i></p> <p><i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p> <p><i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i></p>	4
CPPD for teachers and TAs in planning and delivering engaging, high-quality learning which excites children into coming to school	<p>DFE Improving School Attendance (2022)</p> <ul style="list-style-type: none"> <li>• <i>promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom</i></li> </ul> <p>EEF Closing the attainment gap (2018)</p> <p>– the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap</p>	5/6
CPPD for teachers and TAs to ensure attendance is monitored consistently	<p>DFE Improving School Attendance (2022)</p> <p>Every member of staff should know and understand their role in attendance monitoring</p>	5
Attendance leads meticulously follow-up on non-attendance, working with families and wider	DFE Improving School Attendance (2022)	5

multi-agency staff where appropriate.	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.	
Teacher CPD in teaching of reading (post phonics)	EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.	7.
Additional set of RWI phonics programme ditty Book Bag Books purchased. RMT Portal and Leadership Development	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	7/6

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted interventions for speech and language, directed by a Speech and Language Therapist.</b>	EEF Guide to the Pupil Premium 'Menu of approaches'.	3
<b>SEMH support / Draw and Talk/ Lego Club</b>	Supporting students with SEMH needs: An exploration of teacher student relationships and the use of personalised learning approaches. (2024) Rebecca Halliwell	4

<b>EWO termly meetings to support PA and SA pupils to come to school</b>	DFE Improving School Attendance (2022)	5
<b>1:1 SaLT therapy</b>	<i>“Professional development in speech, language and communication”, publication from The Communication Trust</i>	3
<b>1:1 tuition Read Write inc</b>	<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.’ EEF (Evidence strength 5/5)</i>	6/ 3/7
<b>Reading fluency small group and 1:1</b>	<i>“A fluent reading style can support comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.”</i> <i>EEF Improving Literacy in Key Stage 2</i>	6/7
<b>Handwriting small group practise</b>	<i>Handwriting activates a broader network of brain regions involved in motor, sensory, and cognitive processing. Handwriting remains an important tool for learning and memory retention.</i> <i>Life (Basel)</i> <i>. 2025 Feb 22;15(3):345.</i> <i>doi: <a href="https://doi.org/10.3390/life15030345">10.3390/life15030345</a></i> <b><i>The Neuroscience Behind Writing: Handwriting vs. Typing—Who Wins the Battle?</i></b>	6

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

Budgeted cost: £2340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Parent workshops for children in EYFS, to raise the importance of reading with young children.</b>	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
<b>Support for purchasing uniform and shoes</b>	DFE Improving School Attendance (2022) <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors</i>	4
<b>Support for attending events, trips, visits</b>	<i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors</i>	4
<b>Support for parents: referrals, meetings to promote SEMH, behaviours in the home.</b>	<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
<b>Access to before and after school clubs to support attendance</b>	DFE Improving School Attendance (2022)	5
<b>Improve the outdoor provision including the PEAP programme resources</b>	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
<b>Continue active participation in community traditions (local festivals, parades etc)</b>	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	3



	occupational aspirations.	
<b>Develop parental engagement – to support learners and families</b>	Parental Engagement framework	4
<b>Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.</b>	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	8

**Total budgeted cost: £56,240**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS GLD FSM 79% vs non-FSM 87% - this is a **significant improvement** in terms of attainment for PP vs non PP from 23-24 data wherein only 50% PP achieved GLD

Phonics @ 32 marks + FSM 100% vs non-FSM 97% - again a **significant improvement** on 23/24 data wherein only 40% of pp achieved their PSC

MTC ave. score FSM 18.2 vs non FSM 22.2 this is also an **improvement** on the 23-24 pp ave. of 17 points

KS 2 Reading FSM 60% non FSM 69% - this is a decline from 66.7% in 23-24

KS 2 Writing FSM 50% non FSM 65% - this is a decline from 55.6% in 23-24

KS 2 Maths FSM 50% non FSM 72% - this is an **improvement** for PP from 44.4% in 23-24

KS2 combined FSM 40% non FSM 51% - this is a decline from 44.4% in 23-24

Pupil conferencing of pp pupils in 24-25 evidenced that they were enjoying school and felt a sense of belonging. They liked the Paul Dix Ready, Respectful, Safe rules, and they understood our school values.

Pupils reported enjoying the reading lessons, and the support some of them had to improve in reading (citing RWInc) was helpful.

Writing remained hard for some of these pupils, with handwriting being the barrier for many of those children conferenced – though at the start of 25-26 handwriting improvements were beginning to be obvious to all children.

### 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)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>	
PPG Service Element Income	£36,050
<ul style="list-style-type: none"> <li>• HLTA support for Social, Emotional and Mental Health : £4,816 (inc. employers on-costs)</li> <li>• TA support for Social, Emotional and Mental Health: £11,326 (inc. employers on-costs)</li> <li>• TA support for academic input: £8,320 (inc. employers on-costs)</li> <li>• Specialist behaviour support: £1,800</li> <li>• Termly meet and greets £566 (inc. employers on-costs)</li> <li>• Sundry resources: £1500</li> <li>• Minibus training £100 (1x members of staff)</li> <li>• Minibus hire: £150</li> </ul>	
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>	
<ul style="list-style-type: none"> <li>• Pupils are supported when parent/s are deployed.</li> </ul>	

- 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.