# Pupil premium strategy statement – Eccleston Primary School

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

| **Detail** | **Data** |
| --- | --- |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 8.3% |
| 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)** | 2022-2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Craig Todd (HT) |
| Pupil premium lead | Craig Todd (Current HT) |
| Governor / Trustee lead | Rachel Faris (Chair of Governors) |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £31 340 |
| 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* | £31 340 |

# Part A: Pupil premium strategy plan

## Statement of intent

| 1. At Eccleston Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils’ pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. 2. The ultimate objectives for our pupils who are in receipt of pupil premium are: 3. ***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.*** 4. Almost 30% of our pupils in receipt of pupil premium (in KS2) are not making the progress we would expect, despite specific intervention, and so our strategy for 2022-2025 focuses on the needs of this group. Our SLT works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. 5. ***Improved oral language skills and vocabulary among disadvantaged pupils*** 6. Cultural capital takes one tangible form: a pupil’s vocabulary. The size of a pupil’s vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. A small group of our KS2 pupils are not making the progress we would expect. We will continue to promote the love of reading for the sake of reading – encouraging all pupils to see reading as something other than a functional activity. It is the responsibility of every adult working in a school to show that reading because we like reading is one of the hallmarks of civilised adult life. |
| --- |

## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1  Outcomes | There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. |
| 2  Vocabulary | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among a small group of our disadvantaged pupils than their peers - poor language and communication skills. |
| 3  Pastoral and extra-curricular activities | Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.  Not all PP children have the opportunity to engage in wider extra- curricular activities before or after school - ensure all PP children have access to wider experiences and facilities that all other children access. |

## 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** |
| --- | --- |
| 1 To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.  Measure through: learning walks, on-going formative assessment, summative assessments including standardised national tests, pupil book study and pupil progress meetings. |
| 2 Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including learning walks, pupil book study and ongoing formative assessment.   * Phonics and Reading leads to continue mentoring staff in phonics and rapid catch-up * Reading lead to map out reading progression document from Years 2 – 6 and audit texts required * Subject leaders to evaluate tier 3 subject specific vocabulary in all subjects across the curriculum. * High expectations for the use of tier 3 vocabulary is evident in all lessons. * Learning walks and pupil book study will demonstrated Tier 3 vocabulary embedded, understood and applied in context. |
| 3  To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations * A further increase in participation in enrichment activities, particularly among disadvantaged pupils   Subsidised school trips to enable enrichment of the curriculum and maintain their wellbeing. |

## 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: £2700

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Writing will be a key priority on the School Improvement plan 2024 - 2025.   * Change of approach will lead to high quality texts being the focus for writing. This will help raise aspirations for children who would normally not access this material. * Particular focus on small group children in receipt of pupil premium funding not making progress in reading | See Improving Literacy in Key Stage 2: Recommendation 4 and 5 linked to writing.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 2 |
| Teaching staff to be trained to deliver the LCC approach to teaching writing, including more opportunities for modelling, review and editing alongside writing for a purpose. | <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>  Focus on Quality First Teaching being the single most important lever in improving children’s attainment.  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ EEF | 1 and 2 |

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

Budgeted cost: £26 800

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Effective deployment of staff, Teaching Assistants to support key children and year groups.  Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning. | ’ EEF research guidance:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes. | 1, 2 and 3 |
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Headteacher and Deputy Head Teacher  Pupil progress meetings termly  Regular monitoring of targeted interventions | EEF Toolkit guidance:  <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support>  ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’ | 1, 2 and 3 |

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

Budgeted cost: £1 840

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Whole staff training on behaviour management and trauma informed approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1, 2 and 3 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |

**Total budgeted cost: £31 340**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| Data from national assessments, internal summative assessments and teacher judgement has been used to assess where our disadvantaged children are working in comparison to their non-disadvantaged peers.  Our Year 6 data 2023-23 showed that across Reading, Writing and Maths 66.7% of PP children achieved Expected Standard (EXS), whereas 82.8% of non-PP children achieved Expected Standard. One of the children in the PP group who did not achieve EXS was a child with SEND linked to cognition and learning. 100% of our PP children achieved EXS in maths, 66.7% achieved EXS in reading and 100% achieved EXS in writing. This illustrates the need for support to continue around reading. However, based on the knowledge of upcoming cohorts, writing has been an issue and basic skills have been lacking and concepts not retained as well as the most recent Year 6 cohort.  Across the school it has become clear that a gap remains between PP and non-PP children. In the majority of our classes, this links to PP children who also have SEND. Pupil progress meetings addressed this and supported staff in targeting support for these children in closing the gap. This gap will continue to be targeted to close this year as last year it has been successful within maths and writing (Y6).  In LKS2, there are a number of PP children who may be impacted by punctuality and attendance as they may be missing key learning. This will be monitored more closely in the upcoming academic year.  Eccleston Primary School now enters the final year of the three year strategy and the targets have been adapted to meet the needs of the cohorts of children who need this support. |
| --- |

## Externally provided programmes

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

| **Programme** | **Provider** |
| --- | --- |
|  |  |
|  |  |

## Service pupil premium funding (optional)

| *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** |
| --- |
|  |
| **The impact of that spending on service pupil premium eligible pupils** |
|  |