# 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 all pupils who are in receipt of Pupil Premium funding last academic year.

## School overview

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| **Detail** | **Data** |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 9.43% |
| 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 | 30.6.2025 |
| Date on which it will be reviewed | 30.6.2026 |
| Statement authorised by | Craig Todd |
| Pupil premium lead | George Brindle |
| Governor / Trustee lead | Rachel Faris |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,555.04 |
| 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* | £38,555.04 |

# Part A: Pupil Premium strategy plan

## Statement of intent

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| At Eccleston Primary School, 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, given their starting points and abilities. The focus of our pupil premium strategy is to support our pupils to achieve that goal, including progress for all levels of attainers. The activity we have outlined in this statement is also intended to support the needs of all of our children, regardless of whether there are barriers or not, whilst closing any gaps that may exist.  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.  Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing need supportive interventions.  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 with high expectations underpinning everything we do. * act early to intervene at the point need is identified and use our assessments to support follow-up actions. * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve discussed at various key points throughout the academic year, including Pupil Progress Meetings. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Our attainment data, taken from assessments and teacher judgment, shows that around 50% of our disadvantaged pupils are ‘Working Towards’ the expected standard in writing. In the academic year 2024/25, we introduced a new approach to writing, making it led by high quality texts and focussing on improving the children’s stamina and grammatical understanding, as these have been identified as barriers to their success. This has qualitatively improved the children’s writing, however the content remains below the expected standard for some of our children.  This will feed into the number of children achieving WTS across core subjects and our desire to convert more children from WTS to EXS in reading and maths too. Our previous data has been strong, however, with more specific enhancements in appraisal, marginal gains can be made with intentional improvements to practice. |
| 2 | Our attendance data last year indicates that attendance among disadvantaged pupils has been between 1 - 1.5% lower than for non-disadvantaged pupils.  17.3% of disadvantaged pupils have been ‘persistently absent’ compared to 5.5% of their peers during that period. There have been some signs of low level EBSA and we are supporting a number of families in this regard. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 3 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to perceived bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support with our partner Compass Bloom remain relatively high. Around 25 children received support in the academic year 2024/25, (8 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions or tailored 1:1 support. This is to support our children’s regulation in preparation for learning and giving them the metacognitive skills across the board to help themselves and when to ask for help. |

## 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.

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| **Intended outcome** | **Success criteria** |
| Improved writing outcomes amongst disadvantaged pupils (1) | 16/20 (80%) of our Pupil Premium children are achieving expected standard in writing, increasing this and demonstrating progress amongst our children. This must consider the children with SEND and are Pupil Premium who have barriers to cognition and learning (4/20 children 20%).  KS2 writing outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.  December 2025 update:  April 2026 update:  July 2026 update: |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (2) | Sustained high attendance by 2026/27 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. * the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2.5% lower than their peers.   December 2025 update:  April 2026 update:  July 2026 update: |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (3) | Sustained high levels of wellbeing by 2026/27 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in perceived bullying and children having a firm understanding of this. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils tracked through Arbor. * ensure that children are proud of their achievements, such as representing school in competitions and at events. * encourage more children to participate in extracurricular opportunities and track this effectively.   December 2025 update:  April 2026 update:  July 2026 update: |
| Intention for 2026 – 2028: Teaching During this period we will:   * Continue to ensure that Quality First Teaching remains a priority * Continue to support families in improving attendance * Assess the impact of metacognitive techniques and how they are supportive children’s wellbeing.   *These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2026 at the latest.* | |

## 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: £ 20,555.04

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Member of SHARES cluster to share best value for CPD. Planned CPD cycle for the year for teachers and teaching assistants. | [Effective Professional Development | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  Sharing the CPD with other professionals supports looking outside our school. Additionally, external trainers can support with motivating teachers and will consider cognitive load. Sharing with our local cluster supports taking context into consideration and use approaches that support our children.  Supporting TA training through regular sessions delivered by Strive SEND, this will continue to upskill and support our most vulnerable children. | 1, 2, 3 |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) (when used in small groups can be +4 months) | 1, 2, 3 |
| Improve the quality of social and emotional (SEL) learning through our PSHE approach.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff through the behaviour curriculum. | 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):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF (+4 months) | 3 |
| Professional development for teachers around teaching and learning, programme mapped across the academic year. | *1. When designing and selecting professional development, focus on the mechanisms*  To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.  *2. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.*  C. Develop teaching techniques — Instruction — Social support — Modelling — Monitoring and feedback — Rehearsal  <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1742207615>  As an SLT, we will build in staff meeting time across the year, including some INSET time, to support staff development around formative assessment, modelling and instruction.  ‘Walk thrus - Tom Sherrington’ will help support teachers develop specific strands of their pedagogy. This will be used following What’s Working Well Walks to enhance practice collaboratively. | 1, 2, 3 |

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

Budgeted cost: £9, 000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE’s guide:  [Tutoring: guidance for education settings](https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf) | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  [One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) (+5 months)  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) (+4 months) | 1, 2, 3 |
| Performance Development - teachers and teaching assistants | Using the Inquiry Question approach will engage staff in current educational research. Staff will be encouraged to target changes to practice in order to further enhance the progress of all of our children, including Pupil Premium children. This will take time in staff meetings and will be part of the appraisal process. | 1, 2, 3 |

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

Budgeted cost: £9, 000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Family Support worker | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance>  The EEF are conducting studies to measure the impact of a family support worker (or similar).  This part-time role would enable more support for our vulnerable families around attendance, Early Help and general school readiness. As a leadership team, we have been required to spend an increasing amount of time on this. To work more strategically, and give our families more support, this role has been brought in for September 2025. | 2, 3 |
| Rock Steady | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=How%20effective%20is%20the%20approach,have%20also%20consistently%20been%20reported>.  Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.  Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.  Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.  WELLBEING: Promotes wellbeing and builds resilience.  CONFIDENCE: Boosts confidence and develops self-belief.  Attainment: Improves children’s memory and focus.  BEHAVIOUR: Develops behaviour regulation and motor skills.  TEAMWORK: Supports life skills, including social skills, listening and teamwork.  PROGRESSION: Offers unique 300  skill music curriculum. | 2, 3 |
| Shine | <https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf>  This approach is child-centred and allows children to explore and experiment with different materials, be creative and interact with other children. The sessions empower children to be their best and help support emotional development. Additionally, this approach will build confidence and make them feel empowered about their strengths and achievements. | 2, 3 |
| Subsidised trips | Children’s University - free trial research project.  EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working. There is a growing appetite to understand whether activities like these can promote improved outcomes, and there is also evidence that children from disadvantaged backgrounds are currently less likely to participate in these types of activities.  This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months’ additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before we can be confident that the results apply to other schools, but they provide initial evidence that well-supported enrichment activities can improve children’s academic and non-cognitive outcomes.  Previous research suggests that the quality of activities, explicit links to learning, and recognition for children’s achievements are important components of extra-curricular activities that aim to improve educational outcomes. The process evaluation provides some evidence that these factors contributed to the success of this intervention. It also found that pressures to meet performance targets, and limited time, were barriers to taking part for some schools.  Although we will not be using Children’s University as a measuring tool, we will internally track the engagement in trips and clubs to close the gap and ensure that our disadvantaged children get the same opportunities that, as a school, we can control. | 1, 2, 3 |

**Total budgeted cost: £** *38,555.04*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| From our internal data, learning walks, observations and intervention feedback, there has been an increase in the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Through pupil progress meetings, staff have been able to showcase the improvements in the groups of children across the academic year. An improved reading teaching sequence from Year 3 - 6, has started to impact the vocabulary skills amongst some of our disadvantaged pupils. This has been demonstrated through pupil conferencing and qualitatively listening to their responses, with the children using key vocabulary in their answers.  Our disadvantaged children have had more opportunities to access wellbeing support, through informal check-ins with staff to more formal support from Compass Bloom - with 5/15 of our disadvantaged children accessing this wellbeing support, along with other children who are not eligible for Pupil Premium funding. We are very proud of the success of this partnership with Compass Bloom and we know that this will enable our children to continue to thrive and metacognitively tackle challenges that they encounter.  As a school, we are on track to meet the majority of the previous strategy 2022-2025, as stated above. Oracy, however, will remain a focus. This is due to a range of reasons, but mainly due to the change of approach to teaching English in the academic year 2024/25. Oracy will be driven as a key area of the School Improvement Plan in 2025/26 due to the new cohorts of children coming through the school, this must remain a priority. Communication and Language is an increasing need within our cohorts of children and a focus on Oracy will support all of our children, not solely our disadvantaged children.  We have observed a change in attendance data over the 2024-25 academic year amongst some of our disadvantaged families and this could become a barrier to educational success. We will be focusing on attendance support over the next strategy to ensure that we are implementing positive approaches to support our families. |

## 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.*

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| **Programme** | **Provider** |
| Rock Steady | Rock Steady Music School Limited |
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