



Ecclesfield Pupil premium 3 year strategy statement 2024-2027

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

Ecclesfield School overview

Detail	Data
School name	Ecclesfield Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	135 (32.68%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025

Date on which it will be reviewed	November 2026
Statement authorised by	Louise Chadwick
Pupil premium lead	Hannah Travers
Governor	Kevin Corke

Ecclesfield Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,250
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	£ 213,250

Part A: Pupil premium strategy plan

Statement of intent

Every child is recognised as a unique individual. We celebrate and welcome diversity within our school community. We are determined to give every single child the opportunity to develop their full potential and succeed. We do this by ensuring the pupils are immersed in an intelligent, stimulating and broad curriculum, which is delivered within a nurturing environment.

We want all our pupils to become **resilient, compassionate, collaborative and confident** so that they are comfortable with accepting challenges, which become progressively more demanding as they move through school. We use Learning Mindsets (respect, responsibility and resilience) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Well-being is the key to happiness and so we supply our pupils with a wide range of opportunities and memorable, first-hand experiences.

Our curriculum prioritises high quality teaching and a strong, inclusive ethos where all children are supported to achieve their best no matter their starting point. Our **determined ambition** is for all of our pupils to have a **positive mental health and well-being**, to be literate, numerate and have a broad understanding of how and why the world around them works. In this way, we ensure that they are well equipped and prepared for the next phase in their education and life beyond the classroom.

Our curriculum is also integral to school plans for improving education, including **engagement of parents, extended learning opportunities and language and communication**. We aim to foster our pupils' motivation and love of learning which in turn supports their attendance and engagement both within school and through extended learning opportunities.

In achieving the above, our pupil premium strategy will support disadvantaged pupils, and the following will be considered:

- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed using evidence-based tools
- Focus on professional development for all staff in order to ensure high quality teaching
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in phonics, early reading and reading across the school. On entry into our F2 classes, a significant number of disadvantaged pupils arrive below age related expectations in word reading.
2	Our 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 our disadvantaged pupils. On entry into our F2 classes, over 25% of our disadvantaged pupils over the past two years arrived below age related expectations in speech and in listening and attention.
3	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in writing and writing across the curriculum . In particular we have identified transcription skills (handwriting and spelling) being a barrier along with vocabulary (see challenge 2). Over the past two years, on entry into our F2 classes, a large number of our disadvantaged pupils arrived below age related expectations in writing. In previous years, our disadvantaged pupils have not done as well as our non-disadvantaged in writing throughout school.
4	Internal and external assessments indicate that maths attainment among disadvantaged is significantly below national and within school, our disadvantaged pupils have not done as well as our non-disadvantaged generally in maths.
5	Year on year the number of pupils who start school struggling to manage physically, socially, emotionally and with their independence, is increasing. Teacher referrals for support remain relatively high. A number of pupils (which include disadvantaged) receive small group intervention. Teacher referrals are increasing, particularly in our F2 and KS1 classes.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many, notably due to a lack of enrichment opportunities. These challenges particularly affect our disadvantaged pupils.

7	<p>Our attendance data indicates that attendance among disadvantaged pupils is low and lower than non-disadvantaged in the past 3 years, Between 25%and 35%of disadvantaged pupils have been 'persistently absent'. Our observations and assessments indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.</p>
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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
<p>High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on phonics, early reading, reading</p>	<p>Every teacher is supported and prepared in order to achieve the best outcomes for all pupils in early reading, reading and phonics</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in phonics, early reading and reading.</p> <p>Phonics outcomes for Y1 and Y2 will be above national with the gap between disadvantaged and non-disadvantaged closing</p> <p>KS2 Reading outcomes show a greater number of disadvantaged pupils meeting the expected standard</p>
<p>High quality teaching and targeted support enables disadvantaged pupils oral language skills and vocabulary acquisition to improve</p>	<p>Assessment and observation indicate improved oral language skills and use of vocabulary acquisition among disadvantaged pupils. This is evident when triangulating sources of evidence included engagement in lessons, book scrutiny and ongoing formative assessments.</p>
<p>High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on writing (transcription skills and vocabulary)</p>	<p>Every teacher is supported and prepared in order to achieve the best outcomes for all pupils</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in writing.</p> <p>FS writing outcomes show that a greater number of disadvantaged pupils achieve the early learning goal in writing.</p> <p>KS2 writing outcomes show a greater number of disadvantaged pupils meeting the expected standard</p>

<p>High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils in maths</p>	<p>Every teacher is supported and prepared in order to achieve the best outcomes for all pupils</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in maths.</p> <p>FS writing outcomes show that a greater number of disadvantaged pupils achieve the early learning goal in maths.</p> <p>KS2 maths outcomes show that a greater number of disadvantaged pupils meet the expected standard</p>
<p>To achieve and sustain improved attendance amongst the overall unauthorised absence rate for all pupils, particularly for our disadvantaged pupils.</p>	<p>Sustained improved attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 94.5% • To lower the percentage of disadvantaged pupils who are classed as persistently absent by 2%
<p>Early identification and targeted support impacts positively upon pupils' social skills, behaviour and positive mental health and well-being.</p>	<p>Monitoring indicates that 100% of pupils eligible for PP are offered access to at least two different extended learning opportunities throughout the year</p> <p>Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback</p> <p>The number of behaviour incidents with this group of pupils declines over the academic year</p> <p>Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning</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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching; Early reading and phonics Enhance the teaching of early reading for all pupils through a systematic, synthetic phonic approach and use of well-matched decodable texts, using the DfE validated programme Essential Letters and Sounds (ELS).</p> <p>The purchase of a DfE validated systematic, synthetic Phonics programme will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub.</p> <p>Reading Lead to work alongside English Hub to develop phonics and early reading teaching and learning in FS and Y1.</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. <i>EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Validation will indicate that a programme has been self-assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme. https://www.essentiallettersandsounds.org/ https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</p>	1
<p>High Quality teaching; Reading Enhancement of our teaching and learning of reading, ensuring fluency and language comprehension are secure. This is in line with the DfE and the EEF guidance.</p>	<p>Develop children's early reading using a balanced approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p>	1

<p>Opportunities to apply comprehension skills across the curriculum.</p> <p>Further development of teachers knowledge and understanding of teaching of reading (both decoding and comprehension skills)</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Support pupils to develop fluent reading</p> <p>Teach reading comprehension strategies through modelling and supported practice capabilities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Reading framework-teaching the foundations of literacy</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
<p>High Quality teaching; Oracy</p> <p>Talk is planned for and embedded across the curriculum and is an integral part in every lesson in order that pupils are effective, confident speakers, articulate ideas, consolidate understanding and extend vocabulary.</p> <p>Embed oracy skills across the curriculum, developing pupils vocabulary and ability for pupils to articulate key ideas and consolidate understanding. Resources will be purchased to support oracy skills and vocabulary</p> <p>Vocabulary is planned to ensure progression throughout school in all areas of the curriculum.</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation, our school improvement partner and the English hub.</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Language provides the foundation of thinking and learning and should be prioritised.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Develop pupils’ speaking and listening skills and wider understanding of language</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Develop pupils’ language capability to support their reading and writing</p> <p>Purposeful speaking and listening activities support the development of pupils’ language capability and provide a foundation for thinking and communication.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-</p>	<p>2, 3 & 5</p>

	language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language	
<p>High Quality Teaching; Writing</p> <p>Enhancement of our teaching and learning of writing, ensuring a clear sequence of learning and the opportunity to write at length and across the curriculum. This will be in line with the EEF guidance and the Writing Framework (July 2025)</p> <p>Develop pupils use of technology to engage in writing and support vocabulary and sentence acquisition (clicker)</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling (ELS Spelling and Essential Spelling and Word Knowledge)</p> <p>Embed the handwriting scheme across school with discrete handwriting sessions alongside application of handwriting in all areas of the curriculum. Clear modelling and high expectations of handwriting across the curriculum.</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub.</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>Develop children’s capability and motivation to write</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Teach writing composition strategies through modelling and supported practice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Teach spelling through a progressive scheme (Y2-Y6), incorporating discrete lessons which are then applied to all writing across the curriculum</p> <p>ELS Spelling Y2</p> <p>https://www.oxfordowl.co.uk/pages/home--39</p> <p>Essential Spelling and Word Knowledge</p> <p>https://www.oxfordowl.co.uk/welcome-back/for-school-back/tar/essential-spelling-word-knowledge-menu/home--50</p> <p>The Writing Framework</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p>	3
<p>High Quality Teaching; Maths</p> <p>Enhancement of our teaching and learning of maths, ensuring a clear sequence of learning using White Rose Maths to support structure of sessions. This will be in line with the EEF guidance.</p>	<p>It is proven that by explicitly teaching association between number and quantity will develop children’s number sense in the early years.</p> <p>EEF Early Mathematics</p>	4

<p>Ensure pupils are developing good number fluency which underpins basic maths</p> <p>Develop the Mastery Approach to teaching mathematics across school – to enable all pupils (including disadvantaged pupils) to succeed in their mathematics.</p> <p>Use of the variation theory to ensure all pupils are given varied examples in lessons and taught to make connections within maths/expose the structure behind the maths.</p> <p>Release maths leader to undertake developing maths mastery project alongside NCETM representative</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and NCETM.</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings.</p> <p>NCETM Research</p>	
<p>Purchase of standardised diagnostic assessments to support identification of gaps which help adapt planning ensuring all pupils are keeping up. (Reading, Grammar and Maths)</p> <p>A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	1&4

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Retention of a specialist teaching assistant for speech and language therapy to deliver targeted, structured interventions to improve listening, narrative and vocabulary skills who have relatively low spoken language. The specialist TA will support skills being transferred back into the classroom setting and wider context of school under the guidance of the NHS SALT service</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language</p>	2 & 3
<p>Phonics Additional essential letters and sounds (ELS) targeted interventions sessions for pupils who require further phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Purchase reading intervention support to target specific pupils reading skills (both word reading and comprehension) in KS2. Targeted resources are utilised to support achievement of targeted pupils.</p>	<p>Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	1, 2 and 3

<p>Purchase and embed use of Maths Fluency Bee as an intervention. Fluency Bee is a structured teaching programme designed to give children confidence with numbers through varied and frequent practice. It's a way to build number sense and develop a range of core skills in maths.</p> <p>Develop TAs to deliver fluency Bee interventions, developing their knowledge and skills and understanding.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and well-being- A Trauma Informed Approach</p> <p>Trauma informed practitioners and trained staff will continue to work with targeted families and children throughout the school ensuring that the physical and emotional safety of an individual is being addressed.</p>	<p>The objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. The Trauma Informed approach implements many interventions to ensure the relational and emotional health of all. The interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.</p> <p>https://www.traumainformedschools.co.uk/</p> <p>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):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Social and Emotional Learning interventions in education have an identifiable and valuable impact on attitudes to learning and social relationships in school which may subsequently increase academic attainment by an average of <u>six months for targeted approaches</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 6 and 7</p>
<p>Targeted support; Nurture and bespoke nurture groups during the school day and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties. Support packages such as Lego therapy, bereavement counselling, emotional tools are provided to support our children. Additional and trained staff are provided to support pupils at vulnerable times of the day</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5 6 & 7</p>

	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Parental engagement</p> <p>Parent workshops and meetings to support home learning; encourage and equip parents, enabling good progress</p> <ul style="list-style-type: none"> ● Survey for parents ● Structured conversations ● Developing bespoke creative workshops for individual parents/groups ● Workshops ● Celebrations ● Class Assemblies <p>Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessments alongside health and well being.</p> <p>This will impact on attendance and persistent absenteeism.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>
<p>Before/After school clubs</p> <p>Supporting pupils from disadvantaged families to attend before/After school clubs which may include: Breakfast club, IT, Sports, Arts, Minecraft, Lego therapy, let's get cooking, drama, singing, booster groups.</p> <p>This will help to become more effective learners, to improve motivation and build self-esteem.</p> <p>By encouraging the children and families to attend breakfast clubs the children will be in school early and ready for learning. Providing breakfast at a welcoming space will impact attendance and persistent absenteeism.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical Activity: Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p>	<p>5, 6 & 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<p>Funding and partial funding for Residential visits in Y3 and Y6 Pupil premium may be used to pay part cost. Residential opportunities provide increased opportunity, independence and experience and widen the experience for all pupils, aiming for growth in confidence, resilience and self-esteem</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2, 5, 6 and 7
<p>Additional staffing to support behaviour of pupils at vulnerable times of the day Teaching Assistants to work with identified pupils and groups who are vulnerable and / or disadvantaged Additional staff recruited to support individuals and groups of pupils in positive play</p>	<p>Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This will be done through more specialised, individual support programmes which are targeted at students with specific behavioural issues with an average impact of four months attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 5, 6 and 7
<p>Learning mentor, link worker and the inclusion team continue to work with children and their families and outside agencies if applicable to improve behaviour, attendance and persistent absence.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	1, 2, 3, 4, 5, 6 and 7

Total budgeted cost: £ £213,250

Annual review 2024-2025

We have analysed the performance of our disadvantaged pupils. We have used the reception baseline assessments and end of year reception assessments. We also looked at the phonics screening in Year 1 and Year 2, Y4 Multiplication Check and KS2 results alongside our own internal assessments. We have compared the data to both national data and our internal data. In order to analyse the performance of our disadvantaged pupils we compared this data with the performance of our non-disadvantaged pupils. Overall data suggests the attainment of the schools' disadvantaged pupils in 2024-2025 is below those who are not identified as disadvantaged, however in some areas, the gap is narrowing.

DATA HEADLINES

IDSR:

The school location deprivation is close to national.

The pupil base deprivation is above average (more deprived) of all schools

FSM/SEND IDSR

The percentage for **FSM** is above national average.

The percentage of **SEND** support is close to national average.

The **stability** of pupil leavers and starters at Ecclesfield is above average

In 2022-2023 we had 11 pupils leave school and 16 enter school

In 2023-2024 we had 15 pupils leave school and 20 enter school

In 2024 – 2025 we had 18 pupils leave school and 24 enter school.

SCHOOL CONTEXT:

2024-2025

YEAR GROUP	FS (59)	Y1 (57)	Y2 (60)	Y3 (55)	Y4 (57)	Y5 (59)	Y6 (58)
PP	25%	28%	27%	33%	49%	36%	41%
SEND Support	14%	16%	15%	22%	12%	27%	12%
SEND EHCP	5%	4%	2%	4%	3.5%	2%	3%
PP and SEND	5%	7%	5%	11%	9%	17%	9%

2025-2026

YEAR GROUP	FS (60)	Y1 (60)	Y2 (58)	Y3 (61)	Y4 (58)	Y5 (56)	Y6 (61)
PP	20%	20%	29%	28%	31%	52%	36%
SEND Support	0%	15%	14%	20%	22%	14%	26%
SEND EHCP	0%	5%	3%	2%	2%	4%	2%
PP and SEND	0%	7%	9%	10%	12%	11%	16%

FS2 COHORT:

GLD	2022 - 2023 School	2023 - 2024	2024-2025
All	64%	55%	71.2%
DP	53%	50%	42%
Other	69%	56%	79%

	2022-2023	2023-2024	2024-2025

ELG Writing	64%	54.5%	71%
ELG Comprehension	76%	80%	80%
ELG Word reading	71%	60%	73%
ELG Number	76%	60%	78%
ELG Numerical patterns	80%	61.8%	78%

Data analysis demonstrates positive trajectories across all pupils working towards Good Level of Development (GLD) and achievement of the core early learning goals in the Foundation Stage from 2024 to 2025. This improvement is evident across key areas of learning and development. In addition to assessment data, we have utilised ongoing formative assessment, including school-based observations and professional judgements, to monitor pupils' progress in communication and language, with particular focus on oracy skills, vocabulary development, and listening and attention. Our assessment findings indicate measurable improvements in these foundational skills among disadvantaged pupils. Through day-to-day observations and responsive teaching, we have identified that a significant proportion of disadvantaged pupils have made sufficient progress to reduce the intensity of intervention required compared to their starting points at the beginning of the academic year.

For pupils who continue to require targeted support in communication and language, provision will be maintained as they transition into Year 1. We will ensure ongoing dialogue between Foundation Stage and Year 1 teachers to support continuity of learning and development, enabling these pupils to continue building on their progress.

PHONICS: Y1 AND Y2

	2022-2023	2023-2024	2024-2025
PHONICS Y1			
All pupils	71%	86%	74.1%
Disadvantaged	54%	86.7%	72%
Other	76%	86%	74%

PHONICS Y2	2022-2023	2023-2024	2024-2025

All pupils	86%	80.4%	93%
Disadvantaged	83%	66.7%	82%
Other	94%	87.5%	98%

While Year 1 phonics screening check outcomes have not improved on 2023-24 performance, analysis of cohort-level progress demonstrates significant achievement. The current Year 1 cohort entered with 54.5% achieving Good Level of Development (GLD) and 60% meeting the expected standard in the Early Learning Goal for word reading.

The strategic interventions implemented have supported high-quality phonics teaching and learning in Year 1, enabling most pupils to make good or better progress from their individual starting points. Internal assessment data confirms that all disadvantaged pupils made good progress from their baseline assessments. Although attainment gaps between disadvantaged pupils and their peers remain an area for continued focus. These results demonstrate the positive impact of targeted interventions and curriculum strategies implemented through the Pupil Premium. For our Y2 cohort in 2024-2025, the 3 pupil premium pupils who did not pass the screening either have an EHCP in place (1 pupil) or are SEND support (2 pupils).

In the academic year 2023-24 we have continued with training and coaching for staff involved in teaching the ELS programme. This has been supported and verified by visits from the English Hub who have worked closely with the phonics lead and staff. They have worked with school on identifying areas for development and action points that have been followed through on subsequent visits. The impact of this can be seen in the PSC results for Y1 and the progress being made by the children on the ELS programme.

In order to achieve the objectives set for the 2024-27 strategy, we will continue to keep a sharp focus on phonics outcomes, especially in Y1 and Y2. Individual focus pupils have been identified.

Y4 MTC

	2023-2024	2024-2025
Mean Score All	17.5	17.66
Mean Score Disadvantaged	16.1	16.63
Mean Score Other	18.2	18.7

Analysis of 2024/25 data demonstrates that the strategies and interventions implemented have effectively supported our disadvantaged pupils in narrowing the attainment gap with the Multiplication Tables Check (MTC). The deployment of DreamBox as a digital learning platform has enhanced the quality of teaching and learning, whilst simultaneously engaging both children and parents as active participants in the learning process at home. These combined approaches have contributed significantly to the observed improvements in outcomes.

KEY STAGE 2:**MATHS**

	Working at Expected standard or above		Working at Greater Depth/Higher Standard	
	2023-2024	2024-2025	2023-2024	2024-2025
All	68.3%	71.2%	3.8%	22%
Pupil Premium	20%	62.5%	0%	8.3%
Other	74%	77%	4.3%	31.4%

READING:

	Working at Expected standard or above		Working at Greater Depth/Higher Standard	
	2023-2024	2024-2025	2023-2024	2024-2025
All	61.7%	69.5%	11.7%	27%
Pupil Premium	64.3%	50%	21.4%	16.7%
Other	60.9%	82.9%	8.7%	34.3%

WRITING:

	Working at Expected standard or above		Working at Greater Depth/Higher Standard	
	2023-2024	2024-2025	2023-2024	2024-2025
All	71.7%	68%	3.3%	2%
Pupil Premium	57.1%	58%	0%	0%
Other	76.1%	74%	4.3%	3%

Analysis of pupil performance data reveals a generally positive trajectory in reading and mathematics across all pupil cohorts, whilst writing outcomes experienced a modest decline in 2024-2025. Notably, disadvantaged pupils in Year 6 demonstrated improved attainment in mathematics in 2024/25 compared to the previous academic year. The percentage of disadvantaged pupils achieving a higher standard in reading and maths has also improved.

However, reading outcomes for disadvantaged pupils require urgent attention, with only 50% achieving age-related expectations. This represents a significant area of concern that has been identified through both internal data analysis and classroom observations. In response to this identified need, the school has developed a comprehensive action plan to embed evidence-based strategies and targeted interventions. These measures are designed to accelerate the progress of disadvantaged learners in reading and ensure they achieve outcomes commensurate with their peers.

MATHS

Maths is a key priority on the school development plan. We recognise that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Therefore, we have invested significantly in developing our mathematics provision through a mastery approach.

During 2024-2025 academic year our mathematics lead participated in a comprehensive maths project to instil maths mastery approaches across the school, accessing Maths Hub support and resources from the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Our approach to mastery teaching focuses on achieving deep, secure learning for all pupils, extending the learning of able students by teaching more things on the same topic, rather than accelerating their learning by rapidly moving on to new content.

Phase 1: Audit and Assessment

Using the NCETM's 5 Big Ideas for Mastery as our framework, our mathematics leader conducted a comprehensive audit to identify current practice across the school. This audit provided a clear baseline understanding of:

- Staff confidence and competence in mastery approaches
- Existing strengths in mathematics teaching
- Priority areas for development

Phase 2: Action Planning, Implementation and Monitoring

Following the audit, our mathematics lead, supported by a specialist teacher, devised a detailed action plan targeting specific areas for improvement. This collaborative approach ensured the action plan was:

- Evidence-informed and aligned with best practice
- Realistic and achievable within our school context
- Focused on sustainable, long-term improvement

Half-termly reviews have demonstrated measurable progress, with increased awareness across all staff regarding the 5 main ideas for mastery.

These regular review points have enabled us to:

- Track the impact of training and support
- Identify where additional support is needed
- Celebrate successes and share effective practice

Phase 3: Coaching and Embedding Practice

Our mathematics leader has coached staff to develop their mathematics teaching across the school, supporting them to provide high-quality, inclusive teaching to all pupils. This coaching model has been crucial in translating theory into effective classroom practice.

The particular focus for 2024-2025 has been on variation and mathematical representation. We have emphasised the use of manipulatives and representations to scaffold learning, with these carefully selected and aimed at teaching specific concepts.

This focused approach ensures that:

- Pupils receive direct teaching with specific knowledge at the heart of lessons, followed by 'intelligent practice' activities that help them apply skills and knowledge to develop understanding and competence in parallel
- All pupils, including those eligible for pupil premium, can access mathematical concepts through concrete, pictorial and abstract approaches
- Teachers understand how to use these tools as scaffolds, removing them once pupils have mastered the concept

This whole-school approach to improving mathematics teaching quality directly benefits our pupil premium pupils by:

- Ensuring they receive consistently high-quality mathematics teaching from all staff
- Providing multiple access points to mathematical concepts through varied representations
- Building deep, secure understanding rather than surface-level procedural knowledge
- Developing mathematical resilience and confidence

This project is continuing into 2025-2026 with an additional focus on mathematical fluency.

READING AND WRITING:

The English curriculum has been revised to provide pupils with access to high-quality, carefully selected texts that serve as both inspiration and models for their own writing. This text-based approach ensures pupils engage deeply with literature through structured discussion and analysis before applying their learning to written composition.

A key priority within the revised curriculum has been the systematic teaching of transcription skills, encompassing:

- **Handwriting** – developing fluent, legible handwriting across all year groups
- **Spelling** – embedding spelling patterns and rules through explicit teaching and regular application, through the introduction of ELS spelling scheme
- **Punctuation** – ensuring accurate and increasingly sophisticated use of punctuation to enhance meaning and clarity

The curriculum revision process was collaborative, with all teaching staff working alongside the English leadership team to ensure the curriculum is both ambitious and deliverable. This collaborative approach has fostered shared ownership and understanding of curriculum intent and implementation across the school.

Ongoing monitoring and evaluation of the English curriculum is conducted through:

- Regular work scrutiny by the English subject leader
- Lesson observations and learning walks
- Pupil voice consultations
- Joint monitoring activities with our school improvement partner

This monitoring cycle ensures the curriculum remains responsive to pupils' needs, with adaptations made where necessary to maximise impact.

Evidence of progress is demonstrated through:

- **Book scrutiny** – pupils' written work shows improving application of taught transcription skills, with increasing accuracy in spelling, punctuation and handwriting presentation
- **Pupil voice** – pupils articulate their learning confidently and demonstrate understanding of how high-quality texts inform and enhance their own writing

As we move forward the English team will continue to monitor and refinement of the English curriculum, in light of the writing framework. There will be a particular focus on ensuring disadvantaged pupils make accelerated progress in writing and that the gap between disadvantaged pupils

ORACY AND VOCABULARY:

Oracy and vocabulary development have remained a strategic priority throughout the academic year, with a focus on developing pupils' skills in using spoken language, understanding and use of vocabulary, and ability to communicate effectively with others. Structured opportunities for oracy and purposeful talk are being systematically rolled out across all curriculum planning documents. Subject-specific vocabulary is identified on medium-term plans and introduced to pupils at the outset of each unit of learning and during reviews in subsequent lessons. Teachers model the use of this vocabulary and provide scaffolded opportunities for pupils to apply it within their written work. Pupil voice consultations demonstrate measurable progress in pupils' ability to articulate their learning with increased confidence and clarity. However, ongoing monitoring indicates that further development is required to ensure all pupils consistently demonstrate age-

appropriate oracy skills across the curriculum. Analysis of pupils' independent work provides evidence of improved vocabulary application, with targeted terminology increasingly evident in written outcomes.

Our speech and language teaching assistant delivers targeted interventions for pupils with additional communication needs. This includes:

- **Pre-teaching sessions** to build confidence and ensure pupils can access whole-class learning
- **Vocabulary boards** tailored to current curriculum topics, displayed in classrooms and shared with families
- **Home-school partnership work** to reinforce vocabulary development beyond the school day

Over the next academic year there will be a continued focus on developing oracy skills across all year groups, with particular emphasis on ensuring consistent progress for disadvantaged pupils and those with identified speech and language needs.

Attendance

ISDR:

Attendance

The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	354	94.2%	94.9%	Close to average	Relative improvement	-
2023/24	352	93.4%	94.5%	Below	Relative decline	-
2022/23	346	93.3%	94.1%	Below	Relative decline	-

2018/19	360	96.1%	96.0%	Close to average	Not available	-
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	127	90.9%	92.6%	Below	Relative improvement	-
2023/24	113	90.0%	92.0%	Below	Relative decline	-
2022/23	108	90.5%	91.6%	Close to average	Relative decline	-

2018/19	83	94.7%	94.4%	Close to average	Not available	-
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► [Chart](#)

	2022	2023	2024	2025
Whole School	94.48	93.3	93.42	94.02
Boys	93.59	92.6	93.69	94.85
Girls	95.5	94.1	93.11	93.24
EAL	97.39	95.8	93.43	93.92
FSM	92.25	89.7	93.26	90.12
PP	92.38	90.6	89.75	90.12
Other			92.46	94.8%
SS	89.50	90.4	89.4	90.36

As a school we are aware that disadvantaged pupils do not attend school as regularly as non-disadvantaged pupils. 48 pupils from our disadvantaged pupil group have been persistently absent from school during 2023-2024, this continues to be a challenge due to the multiple barriers to education these pupils face.

Attendance remains a top priority at Ecclesfield Primary School. We are working closely with families and partner agencies, including local authority children's social care and education welfare services, to ensure every pupil can attend school regularly and benefit from their education. All staff are aware of identified pupils and are supporting the attendance effort.

Extended Learning Opportunities

During the 2024-2025 academic year, 48% of pupils eligible for pupil premium funding accessed extra-curricular activities.

Every pupil premium-eligible child who requested a place in an after-school club was successfully allocated a place in at least one club of their choice, ensuring no disadvantaged pupil was denied access to enrichment opportunities.

To support participation and remove barriers to attendance, staff worked proactively with pupil premium families to:

- Facilitate club attendance through targeted support and encouragement
- Coordinate with colleagues to allocate sibling places in clubs on the same evening where possible
- Reduce logistical challenges for families, particularly around transportation and childcare arrangements

This approach ensured that practical barriers did not prevent disadvantaged pupils from accessing the wider curriculum opportunities available through our extra-curricular provision.

Year Group	F2	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of PP children who accessed ASC (2024-2025)	45%	40%	59%	42%	50%	50%	48%	48%

Behaviour and Mental Health

We place the highest value on pastoral care, viewing it as fundamental to our mission of giving our young people and families the aspirations and ambitions to achieve well and become successful in life. We are committed to providing the very best teaching and learning so that all pupils fulfil their potential and achieve well. Our observations and assessments demonstrate that pupil behaviour is improving year on year. We still face significant challenges in relation to wellbeing, mental health and aspirations of our pupils. The school continues to rigorously deal with the ongoing challenges.

Ecclesfield Primary School has developed a whole-school trauma-informed practice approach, recognising that pupils who have experienced trauma may be in a constant state of hypervigilance and not feel safe enough to learn, with their executive function affected, impacting their ability to access higher-order thinking skills. We hold the Trauma Informed Schools UK Practitioner accreditation badge, demonstrating our commitment to creating a safe and calm environment where all pupils can thrive.

To deliver our comprehensive pastoral support strategy, we have invested in building a large, highly-skilled inclusive team:

- Three members of staff qualified as trauma-informed practitioners.

This expertise enables us to identify pupils who have experienced trauma and implement appropriate support strategies

- One Learning Mentor – providing targeted support for pupils facing barriers to learning
- One Family Liaison Worker – working directly with families to address home-school barriers and build positive relationships.

These staff members act as 'emotionally available adults', creating safe spaces for pupils to raise issues and feel they belong in the school

- Two SENCOs – ensuring robust identification and coordination of provision for pupils with special educational needs, overseeing the day-to-day operation of our SEND policy and advising on the deployment of resources to meet pupils' needs effectively

This dual SENCO model ensures comprehensive support and expertise across the school

- One member of staff qualified in art therapy – providing therapeutic interventions for pupils who may struggle to express their emotions verbally
- Two members of staff have completed senior mental health lead training – ensuring strategic oversight of mental health provision and understanding of the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing

We have reviewed our strategy plan and made further changes to how we intend to use some of our budget this academic year.

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
Essential Letters and Sound (Phonic Scheme)	ELS
ELS Essential Spelling (Y2 Spelling)	ELS
Essential Spelling and Word Knowledge (KS2 Spelling)	ELS
Fluency Bee	White Rose Maths
Clicker 8	Crick Software
STAR assessments, Accelerated read	Renaissance
NFER Assessments	NFER