

Ecclesfield Pupil premium 3 year strategy statement 2021-2024.

This statement details our school's use of pupil premium (**and recovery premium for the 2021 to 2022 academic year**) 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 2.12.22

Detail	Data
School name	Ecclesfield Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	113 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021

Date on which it will be reviewed	July 2022
Statement authorised by	Jo Eagleton
Pupil premium lead	Rachael Binns
Governor	Alison Warner

Ecclesfield Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,380
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA

Total budget for this academic year

£ 166,460

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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 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 continues to evolve by considering the current needs of our pupils alongside our school's **vision, community issues, values, relevance, statutory requirements, cultural aspects, climate and school development priorities.**

Our curriculum provides the pupils with an understanding of the **subject specific concept's knowledge and skills**, which they will need in the future to support their **ambitions** to be whatever they want to be: a scientist, historian, geographer, musician, engineer, artist, mathematician, author, chef, plumber, electrician, landscape gardener, web designer etc

Our curriculum is also integral to wider school plans for education recovery, including engagement of parents, extended learning opportunities, language and communication, social and emotional learning for pupils whose education has been worst affected.

Our **determined ambition** is for all 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.

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.
- COVID 19 impact on wellbeing of pupils and their families

- COVID 19 impact on Early Years on-entry attainment
- COVID 19 impact on attendance
- COVID 19 impact on attainment

Challenges

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

Challenge number	Detail of challenge
1	<p>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. This has been further impeded by two national lockdowns. These findings have been backed up by a number of national studies on partial closure.</p> <p><i>'Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide.'</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</p>
2	<p>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.</p>
3	<p>Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in writing and writing across the curriculum. This has been further impeded by two national lockdowns. These findings have been backed up by a number of national studies on partial closure.</p>
4	<p>Our assessments, observations and discussion show that gaps in concepts, knowledge and skills across the curriculum for disadvantaged pupils are hindering accelerated progress. This has been further impeded by two national lockdowns as children lost structure and routine. (Curriculum recovery continues)</p>

5	Declining numbers of pupils who are able to reach key development milestones (physically, socially, emotionally, independence / self-care, communication) for on-entry and beyond into their primary education journey due to Covid impact exacerbated by the lack of access to efficient, effective and timely external services.
6	Our assessments, observations and discussions show that pupils identified who are eligible for pupil premium also have additional vulnerabilities for example pupils with special educational needs, including language delay Within school 46% pupils are identified as needing additional support with social emotional needs Since the pandemic, referral for support has increased.
7	Social and emotional barriers for disadvantaged pupils and with other vulnerabilities are causing a negative impact on progress and attainment including persistent absence, attendance, behaviour and mental health. 2021-22 Whole School 95.02, Other 97.71, FSM 92.60, PP 90.77 Autumn 1 2021 Whole School 94.47, Other 96.88, FSM 91.27, PP 92.22

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
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 and writing, across the curriculum.	Every teacher is supported and prepared in order to achieve the best outcomes for all pupils Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in phonics, early reading and reading across the curriculum

<p>High quality teaching and targeted support enables disadvantaged pupils to achieve age related expectations in oral language skills and vocabulary acquisition.</p>	<p>Assessment and observation indicate improved oral language skills and use of vocabulary acquisition among disadvantaged pupils.</p>
<p>High quality teaching and early intervention effectively addresses gaps in order to enable pupils to reach key developmental milestones (physically, socially, emotionally, independence / self-care, communication) for on-entry and beyond to their primary education.</p> <p>Efficient, effective and timely signposting to external services supports this outcome</p>	<p>Assessment and observations indicate that attainment and progress for disadvantaged pupils are raised in line with that of other pupils.</p> <p>Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>
<p>Targeted academic support enables disadvantaged pupils with additional needs to make incremental steps of progress in line with their peers from the same starting points through structured interventions, small groups and 1-1 support</p>	<p>Bespoke termly targets for academic subjects and speech & language therapy are met and new skills employed in the classroom on a consistent basis</p> <p>Assessment and observations indicate that pupils are making expected progress relative to their starting points</p> <p>The provision for disadvantaged pupils with additional needs enables them to consistently achieve highly from their starting points</p> <p>The implementation of 1-1 and small group tuition will provide a catch-up strategy</p> <p>Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>
<p>Early identification and targeted support impacts positively upon pupils' social skills, behaviour, attendance including persistent absence and positive mental health and well-being.</p>	<p>Monitoring indicates that 100% of pupils eligible for PP access 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>Persistent absences are reduced</p>

	<p>Attendance increases for all vulnerable and disadvantaged pupils.</p> <p>Dedicated transition events throughout the summer and into autumn support an effective start to the new year for all pupils including F1-F2 and Y6-Y7</p> <p>Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning</p>
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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 and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £57,000

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 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>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>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,</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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1

<p>additional staff across the school will be used to support progress and attainment</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>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>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-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language</p> <p>Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://www.teachneli.org/</p>	<p>2&4</p>

<p>High Quality Teaching-Writing -Enhancement of our teaching and learning of writing, ensuring a clear sequence of learning and the opportunity to write across the curriculum. This will be in line with the EEF guidance.</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>Develop children’s capability and motivation to write https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>High Quality Teaching-Curriculum The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills. Across all parts of the school the series of lessons contributes well to the curriculum intent. Pupils understand and know the meaning of subject specific substantive concepts and disciplinary concepts. This will be in line with the series of subject reviews provided by OFSTED</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. 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>The aim is that the reviews will support and inform those leading the thinking on subject education in schools. Professionals from the education sector will also be able to see the research that is informing our conception of a high-quality education in a variety of subjects. https://www.gov.uk/government/collections/curriculum-research-reviews https://cambridge-community.org.uk/professional-development/gswkey/index.html</p> <p>3rd space learning https://thirdspacelearning.com/blog/beginners-guide-curriculum-development/</p> <p>History association-History teachers who advise on national education policies, to our academic historians who provide us with access to research and the latest ideas in historical thought and to our many members and associates. https://www.history.org.uk/</p> <p>The Geographical Association (GA) is the leading subject association for teachers of geography. As a registered charity our mission is to ‘further geographical knowledge and understanding through education’. The Association is a lively community of professional practice with over a century of innovation behind it and an unrivalled understanding of geography teaching. https://www.geography.org.uk/</p> <p>DATA- A membership organisation providing advice, support and training for those involved in teaching design, engineering and technology. They work closely with the government, awarding bodies, Ofsted and other regulators, advising on the curriculum. DATA https://www.data.org.uk/</p> <p>National centre of computing education https://teachcomputing.org/</p>	<p>4</p>

<p>High Quality Teaching - Teaching learning and assessment</p> <p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention</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 instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> -The use of the Birmingham toolkit (BTK) to support the pedagogy of learning for SEND pupils -Rotherham Learning Support Service Programmes (LSP) -The use of star assessments including Accel Read and Freckle. -Phonics assessment (ELS) -1-1 reading commentary -Headstart materials -Launchpad for Literacy (PDM KS1 Staff) -NELI (diagnostic tool) 	<p>1 2 & 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Nuffield Early Language Intervention (NELI) The Nuffield Early Language Intervention (NELI) children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.</p>	<p>Robust evaluations found NELI children made on average 3 months of additional progress in language. https://www.teachneli.org/</p>	<p>1 2 3 6</p>
<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>	<p>6</p>
<p>Phonics Additional essential and 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>	<p>1 & 6</p>
<p>Purchased accelerated reader</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</p>	<p>1 & 6</p>

<p>National Tutoring program NTP Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Investment in additional technology in order to facilitate access to online tuition or support</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 & 6</p>
<p>School-Led Tutoring</p> <p>Investment in additional technology in order to facilitate access to online tuition or support</p>	<p>High-quality tutoring to support the diverse needs of pupils remains the priority and schools should ensure that all tutors selected for School-Led Tutoring have experience of working with pupils to support teaching in the subject and phase they wish to tutor in.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p>	<p>1 & 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>4 5 & 7</p>
<p>Targeted support-Nurture</p> <p>Bespoke nurture group and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties</p> <p>Support packages such as Lego therapy, FRIENDS, Mighty Minds, bereavement counselling, motional 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>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>5 6 & 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
<p>Parental engagement Parent workshops and meetings to support home learning to 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 ● Reading mornings ● Creative workshops ● Celebrations ● Class Assemblies <p>Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessments.</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>	5 & 7
<p>Before/After school clubs Before/After school club programme which includes: Breakfast club, IT, Sports, Arts, Minecraft, Lego therapy, bush craft, let's get cooking, drama, singing, booster groups. To support school attendance/persistent absence and engagement with learning To help children to become more effective learners, to improve motivation and build self-esteem</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>	5 & 7
<p>Uniform including PE Kits Pupils identify themselves as part of the school community</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>https://docs.google.com/document/d/1Lfp8GCpwyKg0AOHNEV2K2di6OkIz4vG/edit#</p>	7

<p>Funding and partial funding for Residential visits in Y3 and Y6 Pupil premium pays for part cost Increased opportunity, independence and experience To 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>	<p>4 & 5</p>
<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</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5 & 7</p>
<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.</p> <p>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>	<p>5 & &</p>

Total budgeted cost: £ £167,000

Annual review September 2021-22

Context

Ecclesfield Primary school serves an urban community of East Ecclesfield in north Sheffield. Ecclesfield primary is a larger than average primary school compared to other primary schools nationally, with 396 pupils currently on roll (31.10.22).

In June 2015, a formal federation between Ecclesfield and Coit Primary Schools was established. As a result of the partnership, school leadership and management has been distributed and strengthened by widening opportunities for other leaders and managers at all levels to help shape the strategic direction of school. The current governing body was reconstituted in June 2015, subsequent to the federation of Ecclesfield and Coit Primary Schools. An Executive Head has been in post since this time and the partnership has been successful in terms of the vast improvement in Ecclesfield as confirmed by OFSTED both in 2015 and 2019. In addition to the federation, the school works closely and has strong relationships with other schools and partners such as the English and maths hubs, Learn Sheffield and Sheffield Hallam university alongside the South Yorkshire Teaching Hub who support our ECTs, mentors and Induction tutor.

The majority of pupils are from White British families (83%). The school has 12 out of 17 possible ethnic backgrounds. There is a breakdown in the equalities Policy 2022. There are 7% of pupil with English as an additional language.

Pupil Premium funding compromise of those eligible for free school meals, children who are currently looked after (in public care) and pupils whose parents are in the armed forces totalling 31% (16.11.22). 18% of pupil premium pupils have also been identified as having additional needs and 25% of pupil premium pupils are on the monitoring list as they may have another service involved or previously

The proportion of children who have special educational needs is 12% (05.07.22). There are 40 pupils at School Support, 7 pupils with EHCPs and 60 children with additional needs requiring wave 2 and more bespoke provision. 51% of those on the SEND register have communication and interaction difficulties as their primary need, including ASD and 21% of those on the SEND register have cognition and learning difficulties as their primary need. 72% (34 children) of those at school support are boys.

Most of our current F2 cohort (22-23) missed significant amounts of nursery provision and despite making a very good transition into school, it is evident that a number of our pupils were not school ready. Children continue to come in with low levels of language acquisition, there are significant undeveloped social and personal skills with many children not having basic play skills such as turn taking and the ability to share.

Schools are not required to publish their 2022 key stage 2 results due to disruption caused by the pandemic. However, we have analysed the performance of our disadvantaged pupils during 2021-22. We used the reception baseline assessments and end of year reception assessments. We also looked at the phonics screening in year 1, KS1 and KS2 results. 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 progress and attainment of the

schools disadvantaged pupils in 2021-22 is below those who are not identified as disadvantaged.

Main headlines for the end of FS 2021-22 were:

- 59% (31/53) achieved GLD
- 25% (1/4) SEN achieved GLD
- 30.7% (4/13) PP achieved GLD
- The main reasons for those not achieving GLD was due to personal, social and emotional development, communication and language and writing.
- Literacy – 62% achieved ELG for writing, 79% achieved ELG for comprehension, 75% achieved ELG for word reading
- Maths – 69% achieved ELG for number, 79% achieved ELG for numerical patterns

Main headlines on entry to FS 2022-23:

- •A large proportion of the cohort struggled to engage in play activities, this could have been due to limited nursery experience during the pandemic. Staff supported modelling play activities.
- •60% of the cohort were Not on Track in Personal, Social and Emotional Development and 32% were Not on Track in Communication and Language.
- •Fine motor skills were identified as a weaker area of the FS profile with 42% of the cohort not on track.
- •Literacy - 71% of the cohort were not on track in Word Reading and 46% were not on track for Writing. Comprehension was stronger.
- •Maths – 59% were not on track with number or numerical patterns.
- •On entry, 14/59 children, 24%, were in line with expectation (3-4 on track) to achieve GLD.

Phonics (inspection data summary report) IDSR Year 1 and Year 2 (Oct 2022)

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 18 pupil(s) that were screened in Year 2 in 2022; 5 of those met the expected standard.
- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019.*
- There were 11 pupil(s) that were screened in Year 2 in 2019; 8 of those met the expected standard.

Phonics year 1 2021-22

72% of pupils passed the Phonics Screening check with no significance. 48% of pupils (10/21) passed who are in receipt of pupil premium and 82% of other pupils passed the screening. For this academic year (2022-23), further implementation the Essential Letter Sounds remains our school priority so that all children make good or better progress in phonics.

Phonics year 2 2021-22

78% of pupils passed the phonics screening check. 55% of pupils (10/18) passed who are in receipt of pupil premium funding passed the phonics screening. A lot of work has taken place to support and improve our phonics teaching through the Essential Letters Sounds scheme. Improvements will show over the next year.

Year 4 multiplication check 2021-22

30% of the year 4 cohort scored 80% an improvement from last

30% (3/10) of pupils scored 80% who are in receipt of pupil premium

KS1 IDSR (Oct 2022)

There is nothing to highlight for KS1 attainment of the expected standard and greater depth in mathematics and writing in 2019

There is nothing to highlight for KS1 attainment of the expected standard in reading in 2019

Greater depth was significantly below for reading in 2019

KS1 2021-22

Reading KS1 33% DP (6/18) compared to 56% other

Writing KS1 33% DP (6/18) compared to 67% other pupils

Maths KS1 33% DP (6/18) compared to 97% other pupils

In KS1 the attainment gap between our disadvantaged pupils and the non-disadvantaged pupils has grown since the start of the pandemic

KS2

In 2019 and prior key stage 2 pupils left in line nationally in reading, writing and maths with no significance- see the last published data 2019 IDSR. However, based on the 2022 SATs results for writing, reading and mathematics the expected level is lower compared to previous years. There are many factors for this including the lockdowns, disruption to T&L and low % of attendance. (1.9.22)

In 2019 KS2 published data evidence suggested that prior attainment of disadvantaged pupils -3year trends (based on key stage 1 average point score) for reading, writing and maths was improving. 3 year trend 2017 (15.10), 2018 (15.61), 2019 (16.10) However, recent KS2 data highlights that the performance of disadvantaged pupils was lower than in previous assessments in reading, writing and maths.

Reading: 33% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 73% other.

Writing: 44% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 66% other.

Maths: 33% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 66% other.

The school continues to rigorously deal with the ongoing challenges. We place a very high value on the importance of the pastoral care that we offer. We see it as our mission to give our young people and families the aspirations and ambitions to achieve well and become successful in life. We aim to provide the very best teaching and learning so that all the pupils fulfil their potential and achieve well.

Ecclesfield Primary School have a large inclusive team. We have the Trauma Informed Schools UK Practitioner accreditation badge. We have one member of staff qualified as a trauma informed practitioner and one member of staff carrying out the training. Two Qualified nurture practitioners. One learning mentor and one family Liaison worker. Two SENCOs on site and one members of staff qualified in art therapy.

Location deprivation IDSR

The school location deprivation indicator was in quintile 3 average of all schools.

The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

FSM/SEND IDSR

The % for FSM is above national average

The % SEND support is above national average

The **stability** of pupil leavers and starters at Ecclesfield has changed over the last two years.

In 2020-21 we had 18 leave school and 7 enter school

In 2021-22 we had 18 leave school and 20 enter school

Attendance

	2019	2020	2021	2022
Whole School	93.15	95.29	93.38	94.48
Boys	93.12	94.76	93.07	93.59

Girls	93.18	95.98	93.76	95.5
EAL	91.87	98.25	96.43	97.39
FSM	89.92	93.37	90.99	92.25
PP	89.47	93.00	91.23	92.38
SS	87.70	90.45	89.69	89.50
<i>Although 2022 is an improvement from the previous year Disadvantaged pupils' attendance is lower compared to the whole school.</i>				

Phonics: Essential Letters Sounds

Synthetic phonics is taught systematically at Ecclesfield and as a school. Following the DFE guidance in April 2021, we have updated our phonics provision so that we have fidelity to the DFE approved systematic synthetic phonics programme Essential Letters and Sounds (ELS). We continue to work with the English hub and are currently monitoring the implementation of the programme along with the ELS consultants.

Principles of ELS

'Getting everyone to read well, quickly!'

- *To ensure consistency and simplicity through high quality teaching*
- *Encourage a wide and rich vocabulary*
- *To provide context, assist in comprehension to allow all children to achieve fluency and accuracy*
- *Use of consistent terminology by teachers, children and parents*
- *To use consistent resources that support effective teaching*
- *Repetition and reinforcement of learning*
- *Regular and manageable assessment to ensure that all children keep up rather than catch up*
- *To achieve the DFE core criteria it is essential that we carry out the training together-Whole School.*

All staff have received training in the use of ELS as well as interventions that work as part of the ELS programme. Interventions take place within the lesson by the class teacher and then additional interventions are timetabled into the day where appropriate. These interventions consist of either Oral blending, Blending for Reading or GPC recognition. The interventions are quick, engaging and of high quality.

Phonic gap analysis is undertaken by teachers on entry and at half termly intervals. Gaps are addressed immediately within the whole class lesson (and subsequent in-class-intervention) as well as small group and individual teaching immediately in order to move learning on.

Children who are accessing the phonics programme read a decodable reader which is matched to the child's phonic knowledge. As a school we use Big Cat Collins for Letters and Sounds as well as Oxford University Press texts. In 2019, the Phonics Lead spent a lot of time organising the books based on the sounds and Harder to Read and Spell Words within the books as well as the Letters and Sounds progression. Following on from this a 'Ecclesfield Set System' was created and shared with parents and staff. In total, £5000 has been spent on decodable books over the last three years and there are plans to purchase another £1000 worth of books in the next year.

Each half term the English Lead listens to the bottom 20% of children reading their decodable books to ensure that the children are reading a book at the correct level so that they can fully decode it. Since transitioning to ELS, the Phonics Lead has organised the decodable books in line with ELS suggestions and these titles have been added to the set system. A Literacy Specialist visited school to support the Phonics Lead with replenishing books and ensuring that they are in the correct order so that they are completely decodable for children.

Additionally, since transitioning to ELS, The English Team have run a series of Parent's Workshop to explain to parents how phonics is delivered within FS/KS1 across the federation. This session included explaining the pronunciation of pure sounds, harder to read and spell words (HRS), progression of phonics from FS-KS1, explaining the terms staff use with the children and how to use decodable books. 19 parents attended this workshop. Following on from this, a letter was sent to parents explaining the change to ELS and the recommended use of decodable books with their children. Going forward, the English Team hopes to hold another phonics workshop in the Spring term.

As a school, phonics is on our School Development Plan and is a key priority for us. While we recognise that we have come a long way, we are aware of our next steps. These involve:

1. Creating a system for post-decodable readers for children once they have finished the SSP/enter KS2.
2. Ensuring the SSP ELS is implemented with complete fidelity across school.

Reading

Reading continues to be a constant priority for our school, especially in light of the disruption of the last 18 months.

- € Training and development have ensured a clear teaching sequence for the teaching of reading comprehension across Y1-Y6. Strategies have developed a whole school shared language and understanding of comprehension skills applied within whole class reading lessons. Through the monitoring of planning, lesson drop ins, book looks and conversations with pupils, we have seen that the teaching sequence is implemented across school and children are having access to a high quality, progressive and engaging reading curriculum.
- € Recommended, high-quality, age-appropriate texts have been mapped out across the year groups to support the wider curriculum as well as whole class reading sessions.
- € Our continuing aim is for children to have experience of high-quality texts in all curriculum areas as well as a strong love of reading for pleasure. Developing Reading for Pleasure is a key aim of the school's this year. The school is currently part of the Department for Education project called

'Transforming School's Reading Culture' which is working with local English Hubs to develop a culture of reading for pleasure across school. The school has invested in new, engaging books for each classroom as well as classroom and library furniture to support reading environments and communities across school.

- € Parental engagement workshops took place throughout the academic year 2021-22- these focussed on phonics, Reading for Pleasure, Reading Fluency and Supporting Reading at Home. (43 parents) It is hoped that we may be able to set up a working group of parents across the federation schools to help us drive forward initiatives in reading for the future.

Writing

- From our monitoring it was identified that writing lessons were not taught following a specific sequence and they tended to lack opportunity to develop awareness of the purpose, audience and skills that were needed for their writing piece. As a result of this, we developed and introduced a whole school writing sequence which focuses on purpose/audience, time for children to build-up skills and opportunity for the children to plan, draft and publish their writing.
- Writing lessons link to the high-quality texts that are used within reading. Because of this, children can make purposeful links to other aspects of the curriculum within their writing. The children can draw upon knowledge they have to use within their own piece of work.
- Writing across the curriculum has also been a key focus of this academic year so far. It became apparent very quickly when the children returned from remote learning that their stamina to write and their accuracy needed improving. Therefore, we are providing the children with opportunities to write across the curriculum throughout the day.

Maths

- Our pupils enjoy maths. From monitoring we have seen that fact fluency and basic skills are developed across school. From monitoring, our maths planning has incorporated opportunities to constantly review and practice basic skills in order to ensure mathematical fluency. Pupils also have opportunities to reason and are confident explaining how they have come to a particular conclusion; these questions also ensure that children take their learning to a greater depth. More recently, we are developing the use of manipulatives to ensure children are confident with concrete apparatus before they move onto pictorial and finally abstract. Review, reason and reflect opportunities are plentiful. Pre-teach sessions are used to ensure children have a solid understanding of new concepts and vocabulary. Same day interventions address misconceptions/errors ensuring that no child is left behind.
- A problem-solving Inset day in Autumn 2 has focused teachers' attention on the learning sequence within maths units in order to develop children's problem-solving ability and their resilience when doing so (resilience in Maths has been identified as an area for development since lockdown).

Curriculum

- € Our leaders have constructed an ambitious curriculum so that all pupils at Ecclesfield, access a broad and balanced curriculum giving them the knowledge and cultural capital they need to succeed in life. The highest value possible is placed on the development of reading and writing and is therefore incorporated across the curriculum. Mathematical skills and reasoning abilities are of equal priority and are developed and then applied authentically across the curriculum.
- € Our curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all pupils including disadvantaged and those with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and

independence. Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- € Our pupil focussed curriculum follows a concept based (key ideas) approach to learning throughout school. Pupils return to key ideas frequently so that concepts (key ideas) are reinforced, and over time, mastered.
- € Our teaching is designed to help pupils to remember (long term) the content they've been taught and to integrate new knowledge into larger ideas. Series of lessons contribute well to delivering the curriculum intent.
- € At Ecclesfield, we follow a progressive teaching sequence where each lesson builds on the previous. Each sequence uses a range of recommended, high-quality texts. The texts have been sequenced across year groups to ensure progression.
- € Foundation Subjects
- € All foundation subjects have been planned rigorously so that they have a considered amount of dedicated time to them throughout the year. Staff have thought carefully about which subjects are best taught weekly and which lend themselves to a block of teaching.
- € **Long term Plans and Subject Overviews** are carefully crafted to ensure a broad and balanced, progressive curriculum is taught at Ecclesfield which follows the national Curriculum and taking into account the needs of our community.
- € **Medium-term plans**, which have been created by staff and are treated as working documents, are followed to ensure the end-point expectations are met by children and our children know more, understand more and can therefore do more. In instances where they are not, gaps are identified and staff plan when to revisit these to address this.
- € **Pupil workbooks** have been introduced so that children and staff can clearly see the sequencing of learning, revision of prior learning and next steps.
- € Opportunities have been given for **substantive and disciplinary concepts** to be considered by leaders/teachers. Concepts have been carefully planned in to deepen children's understanding which supports pupils making connections and link through lessons, units, and year groups.
- € **A range of assessments strategies** and activities are used in order for teachers to assess the learning that is taking place and the progress of the children. These include low stakes quizzes, entrance and exit questions and statements, the use of enquiry questions, teacher questioning and whiteboard activities. Summative assessments are also considered across each foundation subject and are planned into the sequence of learning taking into consideration the expectations of each year group and the subject. Progression documents are used to support our ambitious curriculum and ensure there are clear end points.
- € **A rigorous approach to CPD** enables teacher's subject knowledge to develop to a secure standard. Teachers use our subject teaching and learning handbooks to ensure the delivery of these lessons is built on a strong foundation of teacher subject knowledge. Teachers demonstrate a good knowledge and understanding of the subjects that they teach. They work alongside specialists and consultant to develop their subject knowledge. For example in 2022-2023, teachers will work alongside a computing consultant to enhance teaching and learning of computing.
- € **Subject association membership** ensures that reliable resources and research are used to develop, deepen and enhance the teachers' subject knowledge and support the planning process. Specifically for geography, planning has been updated to incorporate topical Geographical Association resources which are of a high quality.
- € **For Music, subject specialist teachers** have been brought in to teach singing to Y2, Y4 and Y6 pupils. Pupils in Y1, 3 and 5 are all taught a musical instrument. Our music subject lead also works across the federation to support the music curriculum and teaches Year 6 the ukulele. Pupil voice shows that the children are very positive about the singing lessons and show the children are becoming more able to explain the concepts of pulse/rhythm/pitch.

- Children are given access to regular **physical education** sessions within school led by qualified professionals. Children really enjoy these sessions and feel like they regularly succeed. Children are starting to understand ways they can improve within PE and how they can challenge themselves. Across the year groups children are being given more opportunities to lead each other and support their peers' development. Training in the form of CPD has been given to staff in teaching of PE. This will also be rolled out to support staff to encourage learning and play at breaks and lunches. Staff regularly assess children within lessons and are able to confidently explain the gaps children have in PE. This is fed back into their planning to support progress. Children who struggle to access full PE lessons are given bespoke time for activity and other children with gross motor issues are supported to improve this. This is evidenced by the deep dive in PE undertaken by leaders across the federation and a PE consultant from the Sheffield Schools Partnership.

SEND

- € We ensure that all children receive a high-quality and ambitious education regardless of need or disability. Our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.
- € We pride ourselves on early identification and intervention for SEND pupils to ensure that progress and opportunities are boosted. This is done through teacher observation, parent conversations, SENCo/Learning mentor observations and external service assessments
- € We ensure that all children have access to a broad and balanced curriculum which is personalised to enable children to understand the relevance and purpose of learning. In some cases, this is advised by external services recommendations.
- € We make reasonable adjustments to provide an accessible learning environment which is tailored to the individual needs of all pupils, for example, own work stations, sensory resources, coloured overlays etc
- € We develop children's independence and life skills through ensuring they have the skills for self-care and that these are age appropriate, teaching responsibility for the environment and equipment, cooking clubs etc
- € Regularly monitor the progress of children with SEND, using a child centred approach
- € Provide good quality and relevant training for all staff members to maximise support for pupils with SEND- this is sometimes through external providers and sometimes through the SENCos across the federation
- € Work in partnership with parents and carers through regular communication and termly reviews
- € Work closely with external agencies and other professionals to refine and develop our provision for children with SEND
- € A focus on language and vocabulary is embedded from the start of our school and in 2022 all pupils in EYFS were screened for language/vocabulary skills by our Speech and Language therapy Assistant
- € It's evident from what teachers do that they have a secure subject knowledge of the subjects they teach and a firm and common understanding of our school's curriculum intent and what it means for their practice. Teaching staff have high standards of speaking, listening, reading and writing across school. Leaders provide regular training, evidence-based research and CPD opportunities are focussed entirely on teaching and learning and develops all staff.
- € The school continues to implement a recovery curriculum to ensure gaps are closed quickly for pupils. Gaps have been identified and addressed in all areas of the curriculum.
- € At Ecclesfield, teachers and leaders use standardised diagnostic assessment to identify individual pupil need for both teaching and learning and academic intervention.
- € Leaders rigorously use assessment well and monitor learning to identify vulnerable pupils and pupils who are at risk of falling behind are identified quickly.

€ Regular parent meetings or structured conversations ensure that parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

School Led program

We have completed the School-Led program. The DFE contributed 11,3400 and the school contributed 3,780,00 which funded 840 hours in total. We had 12 tutors supporting 36 children on a 1-3 basis. Attendance at these were overall good. End year assessments suggest that 95% of the children made progress in reading, phonics and maths. The year-end statement for Ecclesfield has been completed and sent to the DFE. We will continue this in September 2022.

Subsidies in future years. In the academic year 2021 to 2022, the grant provided will cover 75% of the average cost of tutoring, based on a 15-hour package at a unit rate of £18 per hour.

In this academic year 2022 to 2023 schools and academy trusts will be provided with a grant to cover 60% of the £18 unit cost.

In 2023 to 2024 the grant provided will cover 25% of the £18 unit cost.

Schools and academy trusts will need to factor in increasing contributions to school-led tutoring from other budget sources such as pupil premium funding over the 3 years.

<https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant>

