

Ecclesfield Pupil premium 3 year strategy statement 2021-2024.

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	400
Proportion (%) of pupil premium eligible pupils	121 (30.4%)
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 Reviewed November 2022, November 2023

Date on which it will be reviewed	November 2024
Statement authorised by	Jo Eagleton
Pupil premium lead	Hannah Travers
Governor	Alison Warner

Ecclesfield Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,965
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£ 193,220

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.

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	<p>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.</p>

6	<p>Our assessments, observations and discussions show that some pupils identified who are eligible for pupil premium also have additional vulnerabilities for example pupils with special educational needs, including language delay (2023: 51% of SEND pupils are also PP)</p> <p>Since the pandemic, referral for support has increased.</p>
7	<p>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.</p> <p>2021-22 Whole School 95.02, Other 97.71, FSM 92.60, PP 90.77</p> <p>2022-23: Whole School 93.14, Other 94.52, FSM 89.94, PP 90.14</p> <p>Autumn 2023 there are increased numbers of disadvantaged pupils at Ecclesfield with higher numbers of deprivation. Our assessments, observations and discussions show that aspirations of our pupils are lower than previously and pupils have less understanding of career opportunities.</p>

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 and writing, across the curriculum.</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 phonics, early reading and reading across the curriculum</p>
<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. All pupils will achieve targets set for the year within an individual Support Plan which is reviewed termly</p> <p>The provision for disadvantaged pupils with additional needs enables them to make good or better progress relative to their starting points using the Birmingham Toolkit to measure incremental steps of learning</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 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>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> <p>Y6 pupils increase their career aspirations, personal confidence and motivation, and have an awareness of the world of work and employability skills.</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 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>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>-Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</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>Through spaced practice, review and revisit critical knowledge to develop fluency.</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 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.</p>	<p>4</p>

	<p>DATA https://www.data.org.uk/ National centre of computing education https://teachcomputing.org/</p>	
<p>High Quality Teaching - Teaching learning and assessment 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF - 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)</p>	<p>1 2 & 3</p>

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>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>	6
<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>	1 & 6
<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_search&search_term</p>	1 & 6

<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>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>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, 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 Pupil Premium pays for part cost Pre-owned uniform 'shop' set up in school to support families</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. 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 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.</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>

<p>Aspiration Intervention: (Y6 pupils)</p> <p>In enhancing personal development as part of the RHE curriculum and following the EEF ‘Aspirational Interventions’ from the Teaching and Learning Toolkit, senior leaders considered a successful evidenced based intervention in a Sheffield primary school. It is an employer-led programme that provides young people with the knowledge, skills and attitudes they will need to be successful in the world of employment with a particular focus on STEM (science, technology, engineering, maths). Children are exposed to a range of high-quality employer encounters, experiences and challenges to develop their job-ready skills and behaviours. The Better Learners – Better Workers programme aims to give our pupils the opportunities to develop their career aspirations, increase personal confidence and motivation, and have an awareness of the world of work and employability skills.</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>This will run in conjunction with targeted academic support.</p>	<p>7</p>
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Total budgeted cost: £ £167,000

Annual review 2022-2023

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 400 pupils currently on roll (17.11.2023).

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 (78%). The school has 15 out of 17 possible ethnic backgrounds. There is a breakdown in the equalities Policy 2023.

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% (31.10.2023). 21% of pupil premium pupils have also been identified as having additional needs and 40% 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 14% (31.10.2023). There are 52 pupils at School Support, 5 pupils with EHCPs and 67 children with additional needs requiring wave 2 and more bespoke provision. 61% of those on the SEND register have communication and interaction difficulties as their primary need, including ASD (an increase of 10% on Sept 2022) and 14% of those on the SEND register have cognition and learning difficulties as their primary need. 77% (44 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.

We have analysed the performance of our disadvantaged pupils during 2022-2023. We used the reception baseline assessments and end of year reception assessments. We also looked at the phonics screening in year 1, Y4 Multiplication Check, 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 2022-2023 is below those who are not identified as disadvantaged.

Main headlines for the end of FS 2022-2023 were:

- 64% achieved GLD
- 0% SEN achieved GLD
- 53% PP achieved GLD
- Literacy – 64% of all pupils achieved ELG for writing, 76% of all pupils achieved ELG for comprehension, 71% of all pupils achieved ELG for word reading
- Maths – 76% of all pupils achieved ELG for number, 80% of all pupils achieved ELG for numerical patterns

Current On-entry data for 2023-2024 indicates a similar pattern:

- 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.
- 48% of the cohort were Not on Track in Personal, Social and Emotional Development and 42% 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 - 69% of the cohort were not on track in Word Reading and 75% were not on track for Writing. Comprehension was stronger.
- Maths – 40% were not on track with number or numerical patterns.
- On entry, 15/56 children, 22%, were in line with expectation (3-4 on track) to achieve GLD.

Phonics (inspection data summary report) IDSR Year 1 and Year 2 (Oct 2023)

- In **2023**, of the 54 year 1 pupils, 14 did not meet the **phonics expected standard**, with an average mark of 15, and 1 did not sit the test.
- There were 17 pupil(s) that were screened for phonics in year 2 in 2023; 9 of those met the expected standard.

Historical data:

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in **2022**.* Of the 52 pupils, 14 did not meet the expected standard, with 1 not sitting the test. 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 2022-2023

71% of pupils passed the Phonics Screening check. 54% of pupils passed who are in receipt of pupil premium and 76% of other pupils passed the screening. For this academic year (2023-2024), further implementation the Essential Letter Sounds remains our school priority so that all children make good or better progress in phonics.

Phonics year 2 2022-2023

86% of pupils passed the phonics screening check. 83% of pupils who are in receipt of pupil premium funding in Y2 **passed** the phonics screening. A lot of work has taken place to support and improve our phonics teaching through the Essential Letters Sounds scheme.

Year 4 multiplication check 2022-2023

The mean score for all y4 pupils was 16.59, an improvement from last year.

The mean score for pupils in receipt of PP grant was 11.5. this is lower than last year.

KS1 2022-2023

Reading KS1 54% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 69% other. This is an increase on 21-22 (37%)

Writing KS1 42% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 69% other pupils. This is an increase on 21-22 (42%)

Maths KS1 of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 83% other pupils. This is an increase on 21-22 (54%)

KS1 IDSR (Oct 2023)

There is nothing to highlight for KS1 attainment of the expected standard in reading, writing and maths (2023)

KS2 2022-2023

In 2019 and prior key stage 2 pupils left in line nationally in reading, writing and maths with no significance- see published data 2019 IDSR. 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. 2023 outcomes are an improvement on 2022 outcomes however they are still below national.

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 56% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 73% other. This is an increase on 21-22 (45%)

Writing: 72% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 74% other. This is an increase on 21-22 (33%)

Maths: 38% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 71% other.

KS2 IDSR

KS2 reading progress is significantly below national

KS2 Maths progress is significantly below national

KS2 Maths higher standard is significantly below national

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, because of this, it is more difficult to interpret why the results are as they are using data alone. Data from tests and assessments suggest that, although an improving picture on 2021-2022, the progress and attainment of the school's disadvantaged pupils in 2022-2023 is below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we have also identified that some approaches are still in their infancy and need to be embedded to see the full impact.

Location deprivation 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 % for FSM is above national average.

The % SEND support is close to national average.

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

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

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

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

Attendance

Attendance among our disadvantaged pupils was 2.7% lower than peers in 2022-2023. We recognise the gap is large and have attendance as a key focus for our whole school priorities.

	2019	2020	2021	2022	2023
Whole School	93.15	95.29	93.38	94.48	93.3
Boys	93.12	94.76	93.07	93.59	92.6
Girls	93.18	95.98	93.76	95.5	94.1
EAL	91.87	98.25	96.43	97.39	95.8
FSM	89.92	93.37	90.99	92.25	
PP	89.47	93.00	91.23	92.38	90.6
SS	87.70	90.45	89.69	89.50	90.4

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. 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 two members 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.

School Led program

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

We have completed the School-Led program during the academic year 2022-2023. The DFE contributed £6,270.56 and the school contributed £4,180.38 which funded 900 hours in total. We had 11 tutors supporting 57 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.

In 2023 to 2024 the grant provided will cover 50% of the £18 unit cost.

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