

Pupil premium strategy statement – Eccleston Mere Community Primary School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	<i>Ryan Mogan, Headteacher</i>
Pupil premium lead	<i>Ryan Mogan, Headteacher</i>
Governor / Trustee lead	<i>Ashley Garnett, lead for disadvantaged pupils</i>

Funding overview

Funding Summary Year 1	
Detail	Amount
Pupil premium funding allocation this academic year	£91,535
Recovery premium funding allocation this academic year	£3,988
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£95,523
Funding Summary Year 2	
Detail	Amount
Pupil premium funding allocation this academic year	£100,845
Recovery premium funding allocation this academic year	£8990
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£109,835

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge	Review
1	EYFS data indicates that our pupils come into school with vocabulary gaps and social communication barriers, which impact on their start points in school. This is particularly evident in disadvantaged pupils.	Sep '23
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, at the end of Year 1. This negatively impacts their development as readers.	Sep '23
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, by the end of KS2.	Sep '23
4	Internal and external assessments indicate that predicted writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, in Year 5 and 6 (as of September 2023) .	Sep '23
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, most evident in present Year 3-5 .	Sep '23
5	Internally held data indicates that disadvantaged families are less likely to participate in extra-curricular activities (including booster sessions to support with learning at home) or attend events such as parents evenings / information sharing sessions.	Sep '23

6	Our attendance data last year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	Sep '23
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review
Improved oral language skills, vocabulary and social communication skills among disadvantaged pupils.	Evidence of oral language, vocabulary and social communication is skilfully woven into the EYFS curriculum. Additional interventions and support has been deployed to disadvantaged pupils as required. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence of improved outcomes in Communication and Language, amongst disadvantaged pupils, across the course of this strategy.	Sep '23
Improved reading attainment among disadvantaged pupils.	Taught reading sessions (x4 per week), with additional support and intervention for disadvantaged pupils, appropriate to need. KS2 reading outcomes are in line with outcomes for non-disadvantaged pupils, across the course of this strategy.	Sep '23
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.	Sep '23
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying 	Sep '23

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (now in line with wider attendance trends). the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. 	Sep '23

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Year 1: **£60,827** / Year 2: **£59,387**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils across EYFS to develop their oral literacy, vocabulary and social / communication skills, through the delivery of small group interventions. Staff in early years are trained in the use of the Nuffield Early Language Intervention.	<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>	1

Commented [RM1]: L3 TA - £13,965

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Phonics taught within small groups, in line with the approach recommended by RWI.	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: Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Purchase of a RWI online portal and resources, including 'Get Writing' unit, to secure stronger phonics teaching for all pupils. Training of staff to ensure high quality delivery of Phonics, with a consistent approach – in person training, followed by continued CPD offer remotely.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2/4
Retention of key stage one staff, so maintaining one-form entry, small primary class sizes in Early Years. This is the area of school where this approach has the most significant impact.	Whilst smaller class sizes only have a limited impact on progress and attainment, this measure also ensures that classes are not mixed age, so enabling more effective targeting of pupils. Reducing class size EEF (educationendowmentfoundation.org.uk)	1/2/3/4
Enhancement of reading approaches in school, through partnership with the NWLP, participating in the SHINE project, supporting vulnerable readers.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context	4

Commented [RM2]: 5 x L2 TA (5hrs) £12,800

2023-24 Figure
6xL2TA (5hrs) = £15,360

Commented [RM3]: £6000 training cost / £3000 resource cost.
£2000 per year ongoing subscription.

2023-24 Figure-
£3000 resource cost
£2000 training and online subscription.

Commented [RM4]: If 0.5 is P/P, £20,062

2023-24 Figure
£20,062

	to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Purchase of NFER assessments, alongside FFT to track and set targets for pupils. Training for senior leaders and wider staff to ensure assessments are interpreted and administered correctly.	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	1-4

Commented [RM5]: Release time for Maths Lead + one other (x5 days) £1500

Commented [RM6]: £3500

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

Budgeted cost: Year One: **£22,000** / Year Two: **£47,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 1:1 / small group support, for pre-learning or to address misconceptions following a lesson, with a particular focus on maths and writing.	One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for	3/4

Commented [RM7]: 5 x L2 TA (5 hrs) £12,800
*conservative projection – more hours required.

	pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk)	
Enabling personalized approaches to reading, through the use of technology. Reading Plus is a diagnostic reading intervention, to support pupils with their reading fluency.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4/5
Further phonics sessions targeted at disadvantaged pupils who require further phonics support. This would either be as a 1:1 session.	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: Phonics Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	2
Deployment of additional L2 teaching assistants in Year 1 and Year 2- 6xL2 TA's.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Commented [RM8]: £2800 per year, annual subscription.

Commented [RM9]: 5 x L2 TA (2.5hrs) £6,400

Commented [RM10]: 2xL2 TA (assuming that 2 TA's are dedicated to PP children. £25000

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

Budgeted cost: Year 1: £22,080 / Year 2: £20,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support / behaviour interventions across school, delivered by a trained member of staff and supported by a member of SLT.</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5/6/7
<p>Appointment of an attendance officer, working alongside our EWO, to act immediately on pupil absence, to track trends and to embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Contingency fund for support with school visits / educational opportunities.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	6

Commented [RM11]: L3 TA 0.4 = £5200
SLT member -1/2 day x39 = £4680

2023-24 Costing
£4860 + £4680

Commented [RM12]: £600 – Susan Pennington Training

2023-24 Costing
Nominal – Paul Dix books purchased £100

Commented [RM13]: £4000 + £7800= £11,800

2023-24 Costing
£7800 (no EWO)

Commented [RM14]: £5000

2023-24 Costing
£3000

Total budgeted cost: Year Two: £126,557 (previously £104,637)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Validated Outcomes 2022-23

Attainment Area	% of disadvantaged pupils meeting national average (or achieving GDS)		
	Eccleston Mere	Local Comparison	National Comparison
EYFS GLD	50%	45%	
Phonics (Y1)	33.3%	62.4%	
Reading KS1	25%	52.2%	
Writing KS1	25%	43%	
Maths KS1	25%	52.2%	
Reading KS2	71.4%	61%	
Writing KS2	78.6%	58.2%	
Maths KS2	64.3%	57.7%	

Outcomes 2021-22

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Key Stage One

As a school, our end of Key Stage One data indicates that a higher proportion of disadvantaged pupils at our school reached the expected standard than local and national comparators, in all three subject areas. When drawing comparisons between non-disadvantaged pupils and disadvantaged pupils,

Key Stage Two

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the

ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in KS2 has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.6% higher than their peers in 2021. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Despite these results, we are confident about closing the attainment gap between disadvantaged and non-disadvantaged pupils with the next two cohorts. Whilst there are challenges in the predictions for our current Year 2-4 cohorts, these are something that we are targeting through this plan, alongside wider strategies. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.