

## 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	378
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	February 2025, July 2025 February 2026, July 2026 February 2027, July 2027
Statement authorised by	<i>Ryan Mogan</i> , Headteacher <i>Andrew McLoughlin</i> , Chair of Governors (September 2024).
Pupil premium lead	<i>Ryan Mogan</i> , Headteacher

Governor / Trustee lead

*Ashley Garnett*, Lead for Disadvantaged Pupils

## Funding overview

Funding Summary- 2024/2025	
Detail	Amount
Pupil premium funding allocation this academic year	£100,150
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£100,150</b>

## 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. Upon leaving our school, we strive to ensure that disadvantaged pupils are attaining in line with their peers, in the knowledge that academic success in primary school has a direct correlation to achievement at KS4 and beyond.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. EEF evidence points to this as crucial in closing the disadvantage attainment gap, particularly when considering feedback, metacognition and scaffolding within the classroom. and at the same time will benefit the non-disadvantaged pupils in our school.

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

At Eccleston Mere, we also ensure that targeted academic support is in place, making use of available support staff. Where children are falling behind, staff will act quickly to provide short bursts of intervention, enabling pupils to 'keep up' with learning at an age-appropriate level, as far as is possible.

Wider strategies, outlined within this strategy are planned to impact upon attendance, behaviour and emotional support. Whilst barriers are at times common between school, we plan to utilize pupil premium funding to serve the needs of our community.

## Challenges

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

Challenge number	Detail of challenge
1	School readiness (lower academic baselines on entry into Nursery and Reception).
2	Most pupils who are disadvantaged are not reaching the expected standard in Phonics by the end of Year 1, having started school significantly behind their peers.
3	The attendance of disadvantaged pupils remains a significant challenge, including persistent absenteeism.
4	Internal data suggests that the attainment of disadvantaged pupils at the end of KS2 will be below that of their peers, across core subject areas.
5	Data suggests that there is an ongoing effect of the COVID-19 pandemic, causing gaps between disadvantaged / non-disadvantaged pupils to remain in specific year groups.
6	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.

## 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
To enable disadvantaged pupils to meet GLD, through targeted support.	<ul style="list-style-type: none"> <li>-Disadvantaged pupils have a clear plan of targeted support, enabling a higher proportion of pupils to reach GLD.</li> <li>-Increased proportion of 'taught' (focused) time for disadvantaged pupils. Interventions are being skilfully deployed, such as 1:1 session for RWI / small group social skills.</li> </ul>
To improve phonics outcomes amongst disadvantaged pupils, ensuring appropriate reading skills.	<ul style="list-style-type: none"> <li>-Improvements made in the percentage of pupils passing the phonics assessment are evident.</li> <li>-Clear plans are in place, where disadvantaged pupils are required to make accelerated progress to succeed in meeting ARE in this area.</li> <li>-High quality, systematic, synthetic phonics teaching is evident across school.</li> </ul>
To achieve higher rates of progress across KS1 and 2 for pupils, across the curriculum. To raise attainment and accelerate pupil progress in English and Maths.	<ul style="list-style-type: none"> <li>-Improvements in attainment in English and Maths are evident, with disadvantaged pupils being clearly supported to close any gaps in attainment.</li> <li>-From Y1-6, the proportion of disadvantaged children reading ARE will continue to increase over time: by Year 6 this should be in line with their peers.</li> </ul>
To encourage and empower parents and carers to fully engage with their child's learning.	<ul style="list-style-type: none"> <li>-Parents understand what their child is learning and how they can support them with this.</li> <li>-There is an increase in parental attendance (or subsequent engagement) at meetings / school parent evenings.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance levels are interpreted and interrogated in depth, with families offered support through school meetings and regular communication.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p>

	<p>-the gap between disadvantaged pupils' attendance / non-disadvantaged pupils' attendance is being reduced.</p> <p>-the percentage of disadvantaged pupils is less than the previous year and continues to reduce.</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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils across EYFS to develop core skills, through group support, outdoor learning and a high adult-child ratio.</p> <p>Staff in early years are trained in the use of the Nuffield Early Language Intervention.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Phonics taught within small groups, in line with the approach recommended by RWI.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	2

	<p>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Renewal of RWI online portal and resources, including 'Get Writing' unit, to secure stronger phonics teaching for all pupils.</p> <p>Training of staff to ensure high quality delivery of Phonics, with a consistent approach – in person training, followed by continued CPD offer remotely.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2/4
<p>Retention of key stage one staff / appointment of a Year 4 teacher, so maintaining high teacher-pupil ratio.</p>	<p>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.</p> <p><a href="#">EBE Great Teaching Toolkit Evidence Review</a></p>	1/2/4/5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	4/5

access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4/5

## Targeted academic support

Budgeted cost: £20,150

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 pupils that are identified as having low prior attainment or are struggling in particular areas.  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2/4/5
Enabling personalized approaches to reading, through the use of technology. Reading Plus is a diagnostic reading	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	4/5

intervention, to support pupils with their reading fluency.	to engage with the text and enough challenge to improve reading comprehension <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	
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: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2
Deployment of additional L2 teaching assistants in Y1 (0.8) and Y6 (0.5).	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1/2/5

## Wider strategies

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral support / behaviour interventions planned and implemented by a member of SLT.</p> <p>Whole staff training on behaviour management (Team Teach).</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3/6</p>
<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 <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3/6</p>
<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>	<p>6</p>

**Total budgeted cost: £100,150**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes 2023-24

##### **EYFSP in 2024**

*The number of pupils in EYFS represented a small sample of pupils (4), with one pupil narrowly missing out on GLD. Overall, 73.9% of pupils reached a good level of development at the end of Reception.*

25.0% of our school's Disadvantaged cohort achieved a good level of development, 1 pupil out of 4. This is 45.4% lower than the national non-Disadvantaged cohort at 70.4%.

Our school's Disadvantaged cohort of 4 pupils have an EYFS average number of ELGs at the expected level of 13.5. This is 0.9 lower than the national non-Disadvantaged cohort at 14.4. The Disadvantaged pupil(s) in our school are in percentile 44 for EYFS average number of ELGs at the expected level when compared to other schools.

##### **Year 1 Phonics Screening Check in 2024**

*Attainment in Phonics remains a key priority for our school, as we seek a return to pre-pandemic levels of attainment. This year, 76% of pupils passed the phonics screening; however, only 33.3% of a very complex disadvantaged group achieved this. Support around this group is robust and continues this year, in order to close the gap in attainment for these pupils, in this area.*

33.3% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 6. This is 50.1% lower than the national non-Disadvantaged cohort at 83.4%.

Your school's gap to non-Disadvantaged pupils nationally has increased by 1.2% from -48.9% in 2022/23, to -50.1% in 2023/24. Your Year 1 Disadvantaged cohort's Phonics Expected Standard has remained the same from 33.3% in 2022/23, to 33.3% in 2023/24.

### **Attainment in Key Stage Two in 2024**

#### Reading, Writing and Maths Combined

**72.7%** of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **8 pupils** out of 11. This is **5.7%** higher than the **national Non-Disadvantaged** cohort at **67.0%**.

Our **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 18.2%** from -12.5% in 2022/23, to +5.7% in 2023/24. We were in the 13<sup>th</sup> **percentile** for **Reading, Writing & Maths at the Expected Standard** when compared to other schools.

#### Reading

**90.9%** of our school's Disadvantaged cohort achieved the expected standard in Reading, **10 pupils** out of 11. This is **11.6%** higher than the **national Non-Disadvantaged** cohort at **79.3%**.

Our cohort's **Reading Expected Standard** has **increased by 21.7%** from 69.2% in 2022/23, to 90.9% in 2023/24. The Disadvantaged pupil(s) in our school are in the 14<sup>th</sup> **percentile** for **Reading at the Expected Standard** when compared to other schools.

## **Writing**

**72.7%** of our school's Disadvantaged cohort achieved the expected standard in Writing, **8 pupils** out of 11. This is **4.6%** lower than the **national Non-Disadvantaged** cohort at **77.3%**.

The Disadvantaged pupil(s) in our school are in the 27<sup>th</sup> **percentile** for **Writing at the Expected Standard** when compared to other schools.

## **Maths**

**90.9%** of our school's Disadvantaged cohort achieved the expected standard in Maths, **10 pupils** out of 11. This is **11.9%** higher than the **national Non-Disadvantaged** cohort at **79.0%**.

Our **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 29.6%** from -17.7% in 2022/23, to +11.9% in 2023/24.

Our Disadvantaged cohort's **Maths Expected Standard** has **increased by 29.4%** from 61.5% in 2022/23, to 90.9% in 2023/24. The Disadvantaged pupil(s) in our school are in the 11<sup>th</sup> **percentile for Maths at the Expected Standard** when compared to other schools.

## **Further Information**

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies

and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils