

Ecclesfield Pupil premium 3 year strategy statement 2024-2027.

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Ecclesfield School overview

Detail	Data
School name	Ecclesfield Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	133 (32.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024

Date on which it will be reviewed	November 2025
Statement authorised by	Jo Eagleton
Pupil premium lead	Hannah Travers
Governor	Kevin Corke

Ecclesfield Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 193,700

Part A: Pupil premium strategy plan

Statement of intent

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

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

Our curriculum 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 . We have a strong, inclusive ethos and a compassionate approach towards supporting our learners and parents.

Our curriculum is also integral to wider school plans for improving education, including engagement of parents, extended learning opportunities, language and communication, social and emotional learning for pupils.

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	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in phonics, early reading and reading across the school. On entry into our F2 classes, 45.5% of our disadvantaged pupils in September 2024 arrived below age related expectations in word reading.
2	Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils. On entry into our F2 classes, 27.3 % of our disadvantaged pupils in September 2024 arrived below age related expectations in speech. On entry into our F2 classes, 27.8 % of our disadvantaged pupils in September 2024 arrived below age related expectations in listening and attention.
3	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in writing and writing across the curriculum . In particular we have identified transcription skills of handwriting and spelling being a barrier along with vocabulary (see challenge 2). On entry into our F2 classes, 63.6% of our disadvantaged pupils in September 2024 arrived below age related expectations in writing. In previous years, our disadvantaged pupils have not done as well as our non-disadvantaged in writing throughout school.
4	Internal and external assessments indicate that maths attainment among disadvantaged is significantly below national and within school, our disadvantaged pupils have not done as well as our non-disadvantaged generally in maths.
5	Increasing number of pupils who start school struggle to manage physically, socially, emotionally and with their independence. Teacher referrals for support remain relatively high. 18 pupils (of which 8 of whom are disadvantaged) receive small group intervention. Teacher referrals are increasing, particularly in our F2 and KS1 classes.

6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many, notably due to a lack of enrichment opportunities. These challenges particularly affect our disadvantaged pupils.
7	Our attendance data indicates that attendance among disadvantaged pupils is low and lower than non-disadvantaged (22-23 PP 90.6%, All 93.3%, 23-24 PP 90.2%, All 93.4%) 28% of disadvantaged pupils have been 'persistently absent'. Our observations and assessments indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.

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	Every teacher is supported and prepared in order to achieve the best outcomes for all pupils in early reading, reading and phonics Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in phonics, early reading and reading. 2024-2025 phonics outcomes for Y1 and Y2 will be above national with the gap between disadvantaged and non-disadvantaged closing KS2 Reading outcomes in 2024/25 show a greater number of disadvantaged pupils meeting the expected standard
High quality teaching and targeted support enables disadvantaged pupils oral language skills and vocabulary acquisition to improve	Assessment and observation indicate improved oral language skills and use of vocabulary acquisition among disadvantaged pupils. This is evident when triangulating sources of evidence included engagement in lessons, book scrutiny and ongoing formative assessments.
High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on writing (transcription skills and vocabulary)	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 writing. FS writing outcomes in 224/25 show that a greater number of disadvantaged pupils achieve the early learning goal in writing. KS2 writing outcomes in 2024/25 show a greater number of disadvantaged pupils meeting the expected standard

High quality teaching will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils in maths	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 maths. FS writing outcomes in 2024/2025 show that a greater number of disadvantaged pupils achieve the early learning goal in maths. KS2 maths outcomes in 2024/2025 show that a greater number of disadvantaged pupils meet the expected standard
To achieve and sustain improved attendance amongst the overall unauthorised absence rate for all pupils, particularly for our disadvantaged pupils.	Sustained improved attendance in 2024/25 demonstrated by: • The overall unauthorised absence rate for all pupils being no more than 94.5% • To lower the percentage of disadvantaged pupils who are classed as persistently absent by 2%
Early identification and targeted support impacts positively upon pupils' social skills, behaviour and positive mental health and well-being.	Monitoring indicates that 100% of pupils eligible for PP are offered access to at least two different extended learning opportunities throughout the year Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback The number of behaviour incidents with this group of pupils declines over the academic year Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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). The purchase of a DfE validated systematic, synthetic Phonics programme will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. Reading Lead to work alongside English Hub throughout 2024-2025 to develop phonics and early reading teaching and learning in FS and Y1. 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.	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 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 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	1
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.	Develop children's early reading using a balanced approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1

Opportunities to apply comprehension skills across the curriculum. Further development of teachers knowledge and understanding of teaching of reading (both decoding and comprehension skills) 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	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 Support pupils to develop fluent reading Teach reading comprehension strategies through modelling and supported practice capabilities https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Reading framework-teaching the foundations of literacy https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
High Quality teaching; Oracy 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. Embed oracy skills across the curriculum, developing pupils vocabulary and ability for pupils to articulate key ideas and consolidate understanding. Resources will be purchased to support oracy skills and vocabulary Vocabulary is planned to ensure progression throughout school in all areas of the curriculum. 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	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF <i>Language provides the foundation of thinking and learning and should be prioritised.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Develop pupils' speaking and listening skills and wider understanding of language 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Develop pupils' language capability to support their reading and writing Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <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> <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	2, 3 & 5

	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	
High Quality Teaching; Writing Enhancement of our teaching and learning of writing, ensuring a clear sequence of learning and the opportunity to write at length and across the curriculum. This will be in line with the EEF guidance. Develop pupils use of technology to engage in writing and support vocabulary and sentence acquisition (clicker) Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling (ELS Spelling and Essential Spelling and Word Knowledge) Embed the handwriting scheme across school with discrete handwriting sessions alongside application of handwriting in all areas of the curriculum. Clear modelling and high expectations of handwriting across the curriculum. 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	Develop children's capability and motivation to write https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Teach spelling through a progressive scheme (Y2-Y6), incorporating discrete lessons which are then applied to all writing across the curriculum ELS Spelling Y2 https://www.oxfordowl.co.uk/pages/home--39 Essential Spelling and Word Knowledge https://www.oxfordowl.co.uk/welcome-back/for-school-back/tar/essential-spelling-word-knowledge-menu/home--50	3
High Quality Teaching; Maths Enhancement of our teaching and learning of maths, ensuring a clear sequence of learning using White Rose Maths to support structure of sessions. This will be in line with the EEF guidance.	It is proven that by explicitly teaching association between number and quantity will develop children's number sense in the early years. EEF Early Mathematics	4

Ensure pupils are developing good number fluency which underpins basic maths Develop the Mastery Approach to teaching mathematics across school – to enable all pupils (including disadvantaged pupils) to succeed in their mathematics. Use of the variation theory to ensure all pupils are given varied examples in lessons and taught to make connections within maths/expose the structure behind the maths. Release maths leader to undertake developing maths mastery project alongside NCETM representative The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and NCETM. 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	Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings. NCETM Research	
Purchase of standardised diagnostic assessments to support identification of gaps which help adapt planning ensuring all pupils are keeping up. (Reading and Maths Y2-Y6) 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	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1&4
Purchase of myON; a student-centered, personalized digital library that gives students access to more than 7,000 enhanced digital books in the core collection. Titles are	Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills	1

dynamically matched to each individual student's interests, grade and reading level. Combined with a suite of close reading tools and embedded supports, myON fosters student engagement and achievement. This is a resource which can be utilised in the classroom and also used at home to support parental engagement with learning. Support parents in accessing MyOn at home and celebrate efforts of pupils in school.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 For young children, promoting shared book reading should be a central component of any parental engagement approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=pare https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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	2 & 3
Phonics Additional essential and letters and sounds (ELS) targeted interventions sessions for pupils who require further phonics support	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	1
Purchase accelerated reader (within the Renaissance programme) to target specific pupils reading skills (both word reading and comprehension). Targeted books are utilised to support achievement of targeted pupils.	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	1, 2 and 3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Mental health and well-being- A Trauma Informed Approach 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.	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. https://www.traumainformedschools.co.uk/ 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf 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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6 and 7
Targeted support; Nurture and bespoke nurture groups during the school day and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties. Support packages such as Lego therapy, bereavement counselling, emotional tools are provided to support our children. Additional and trained staff are provided to support pupils at vulnerable times of the day	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) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5 6 & 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Parental engagement Parent workshops and meetings to support home learning; encourage and equip parents, enabling good progress • Survey for parents • Structured conversations • Developing bespoke creative workshops for individual parents/groups • Creative workshops • Celebrations • Class Assemblies Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessments alongside health and well being. This will impact on attendance and persistent absenteeism.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3, 4, 5, 6 & 7
Before/After school clubs Supporting pupils from disadvantaged families to attend before/After school clubs which may include: Breakfast club, IT, Sports, Arts, Minecraft, Lego therapy, let's get cooking, drama, singing, booster groups. This will help to become more effective learners, to improve motivation and build self-esteem. By encouraging the children and families to attend breakfast clubs the children will be in school early and ready for learning. Providing breakfast at a welcoming space will impact attendance and persistent absenteeism.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical Activity: Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5, 6 & 7

Funding and partial funding for Residential visits in Y3 and Y6 Pupil premium may be used to pay part cost. Residential opportunities provide increased opportunity, independence and experience and widen the experience for all pupils, aiming for growth in confidence, resilience and self-esteem	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 5, 6 and 7
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	Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This will be done through more specialised, individual support programmes which are targeted at students with specific behavioural issues with an average impact of four months attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 5, 6 and 7
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.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	1, 2, 3, 4, 5, 6 and 7

Total budgeted cost: £ £193, 000

Annual review 2023 - 2024

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 409 pupils currently on roll ([17.11.2024](#)).

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 32.5% ([17.11.2024](#)). 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

We have analysed the performance of our disadvantaged pupils during 2023-2024. We have 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 alongside our own internal assessments. We have compared the data to both national data and our internal data. In order to analyse the performance of our disadvantaged pupils we compared this data with the performance of our non-disadvantaged pupils. Overall data suggests the progress and attainment of the schools disadvantaged pupils in 2023-2024 is below those who are not identified as disadvantaged.

DATA HEADLINES

IDSR:

The school location deprivation is close to national.

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

FSM/SEND IDSR

The % 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

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

2023-2024:

FS2 COHORT

GLD	2022 - 2023 School	2023 - 2024
	School	School
GLD	64	54.50%
DP	53	53.30%

	2022-2023 School	2023-2024 School
ELG Writing	64%	54.5%
ELG Comprehension	76	80%
ELG Word reading	71	60%
ELG Number	76	60%

ELG Numerical patterns	80	61.8%
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2024-2025 on entry headlines

- On entry, 15/59 children, 25.4%, were in line with expectation (3-4 on track) to achieve GLD in all 17 areas.
- We have high SEND need this academic year, 8 children have come in on the SEND register, 5 pupils are not yet toilet trained.
- Managing self is a low area for the cohort this year with 57% of pupils being on track in this area
- 58% are age related in Building relationships and 60% in Listening and attention- this has been a key focus for adults to develop pupils progress in this area in provision and during focused carpet times.
- Maths is a strong area for this years cohort with 70% of pupils entering reception as age related in number and numerical patterns
- Literacy - Writing 42% on track, Word reading 55% on track and Comprehension 62% on track - writing and reading are a key focus this academic year in reception- we started phonics from the first week including the ELS apply books, phonics interventions are up and running and carried out as much as possible. Spotlight children have been identified and carry out additional reading and writing activities weekly

Phonics (inspection data summary report) IDSR Year 1 and Year 2 (Oct 2024)

*There were 58 pupils who were eligible for the phonics screening check in Year 1 in 2024; all of them sat the check and 8 pupils did not meet the **phonics expected standard**.*

*There were 16 pupils who were eligible for the phonics screening check in Year 2 in 2024; 15 of them sat the check and 1 did not. Of those who sat the check, 10 pupils did not meet the **phonics expected standard**.*

Historical data:

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.

- *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	2022-2023	2023-2024
Y1		
All pupils	71%	86%
Disadvantaged	54%	86.7%
Other	76%	86%

PHONICS	2022-2023	2023-2024
Y2	School	School
All pupils	86%	80.4%
Boys	91%	87.7%
Girls	84%	85.3%
Disadvantaged	83%	66.7%
Other	94%	87.5%
SEN	71%	45.4%
EAL	100%	33%

Year 4 multiplication check 2023-2024

The mean score for all y4 *pupils* was **17.63**, an improvement from last year.

The mean score for pupils in receipt of PP grant was **15.7**, an improvement from last year.

KS2 DATA 2023-2024

Subjects	Working at the Expected Standard or above	Achieving a high level of attainment	Average Scaled Score
Maths	68.3%	3.3%	101.7
Reading	58.3%	11.7%	100.8
GPVS	56.7%	21.7%	101.3
Writing (Teacher Assessed)	71.7%	3.3%	
Combined	46.7%		

Reading 57.1% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 63% other.

Writing: 64.3% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 73.9% other.

Maths: 57.1% of pupils attained the expected levels of attainment who are in receipt of pupil premium compared to 71.7% other.

Attendance

Attendance among our disadvantaged pupils was 2.7% lower than peers in 2022-2023. Attendance among our disadvantaged pupils was 2% lower than peers in 2023-2024. We recognise the gap is large and have attendance as a key focus for our whole school priorities.

	2019	2020	2021	2022	2023	2024
Whole School	93.15	95.29	93.38	94.48	93.3	93.42
Boys	93.12	94.76	93.07	93.59	92.6	93.69

Girls	93.18	95.98	93.76	95.5	94.1	93.11	
EAL	91.87	98.25	96.43	97.39	95.8	93.43	
FSM	89.92	93.37	90.99	92.25	89.7	93.26	
PP	89.47	93.00	91.23	92.38	90.6	89.75	
SS	87.70	90.45	89.69	89.50	90.4	89.4	
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 three 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 2023 to 2024 the grant provided covered 50% of the £18 unit cost. We have completed the School-Led program during the academic year 2023-2024. The DFE contributed £1,817 and the school contributed £3,713.52 which funded 420 hours in total. We							

supported 28 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 and maths. The year-end statement for Ecclesfield has been completed and sent to the DFE.

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