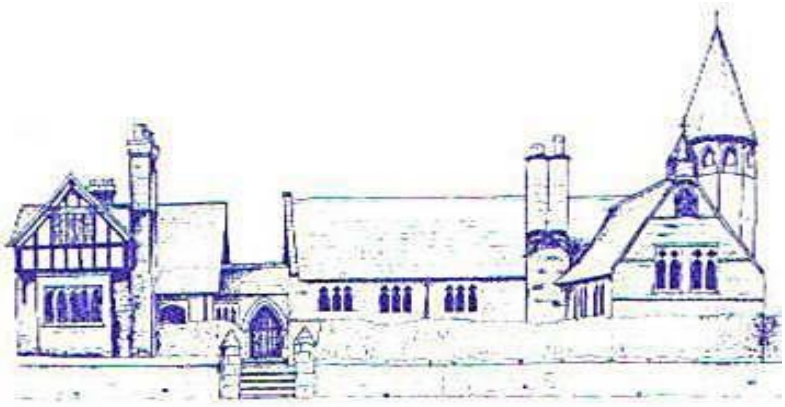


# Eccleston C.E. Aided Primary School

***"Let your light shine" - Matthew 5:16***

# Pupil Premium Strategy 2026-2027

| Curriculum Committee | |
|---|---|
| Date of Policy | Autumn 2026 |
| Reviewed | Autumn 2027 |
| Signed Headteacher: | Chair of governors: |

At Eccleston C of E, we want our pupils to be inspired and love learning, to be confident in who they are and to leave us with the skills and knowledge to take on the next stage of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and so achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| **Eccleston Church of England Primary School** | |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025-2026<br>2026-2027<br>2027-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Kathryn Rees-Wright |
| Pupil premium lead | Kathryn Rees-Wright |
| Governor / Trustee lead | Katherine Davis |

## Funding overview 2025 - 2026

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £21,610 |
| Recovery premium allocation this academic year | £0 |

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| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,610 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our approach for using Pupil Premium is based on a tiered approach:

- Investing in high quality teaching

- Targeted academic support

- Wider strategies

At Eccleston C of E, our intention is to ensure all children will be happy and confident learners, achieve their full potential and develop a love of learning. We provide a purposeful, inspiring and inclusive learning environment where children access high quality teaching and learning opportunities. We want all children to leave the school with the essential knowledge and skills that they need for future success.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. When creating our Pupil Premium Strategy, we recognise the importance of considering the context of our school, the starting points of our children and the subsequent challenges faced. We use the EEF Guide (Education Endowment Foundation) to support decisions made in how we invest our Pupil Premium Funding and we base spending decisions on current research and best practice.

Common barriers to learning for disadvantaged pupils can be for different reasons: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no “one size fits all”.

As identified by the EFF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from this.

A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-

school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

Our ultimate objectives are:

➢ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

➢ For all disadvantaged pupils in school to make or exceed nationally expected progress rates

➢ To support our children's health and wellbeing to enable them to access learning at an appropriate level

➢ To improve rates of attendance for our children who are disadvantaged

We aim to do this through:

• Ensuring that teaching and learning opportunities meet the needs of all the pupils by providing appropriate adaptations and levels of support

• Ensuring 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

• When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals

• Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

The range of provision we consider making for this group include:

• Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved

• To ensure that there is an additional adult in each class - providing small group work focussed on overcoming gaps in learning including fluid same-day intervention and targeted intervention daily

• 1-1 support

• An employed SALT teaching assistant to work with children either in receipt of therapy or those on waiting lists

• All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations

• Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

• Behaviour support

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Narrowing the attainment gap in maths |
| 2 | Narrowing the attainment gap in English |
| 3 | Communication and literacy skills |
| 4 | Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health). |
| 5 | Some pupils are not emotionally ready to access learning. They can struggle to find strategies to work through emotions |

## 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 |
|---|---|
| We intend to support our children to have a **positive sense of self** and have strategies to draw on in times of stress or when they face challenges. | Improved focus, self-esteem and ability to manage social situations.<br>Improved progress in learning across all subjects.<br>Evidence of improvement will be demonstrated by feedback from pupils and parents, by the ongoing observations of |

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| | staff and, where appropriate, through feedback from our ELSA, counsellors or other professionals. |
| Disadvantaged pupils who are not on track to meet their age-related expectation in maths will make accelerated progress. The gap between their expected attainment level and current attainment level will close. | An increased percentage of pupils will reach the expected standard in Maths from their current assessment level<br>Gap will close in attainment made between PP and non PP<br>Where a child has complex SEND needs, they will make progress towards their long term EHCP targets. |
| Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged. | The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard; where a child has complex SEND needs, they will make progress towards their long term EHCP targets. |
| Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge | As the children's learning needs are analysed and addressed, PP pupils make at least expected progress or exceed the targets set |
| Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged | Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows<br>Improved attendance for those identified will be noted and evaluated using or including<br>• Arbor records<br>• Attendance letters<br>• Attendance reports (half termly)<br>• Attendance action plans |
| Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged | Improved wellbeing for those identified will be evaluated using different tools and resources:<br>• Pupil Voice<br>• Staff Voice<br>• Parent voice<br>• Feedback of impact of Forest School<br>• Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System) |

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| | • Reduced incidents of heightened behaviours due to emotions as logged on CPOMS |
| All children, including those eligible for pupil premium will be settled and secure in school | Pupils will have their emotional needs met and will be happy and ready to engage and learn |
| Disadvantaged learners will become more secure in reading | The percentage of disadvantaged pupils working at the expected level in and reading will increase from the current position |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Quality First Teaching across all classes<br>Subject Leader Time £1710 | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.<br><br>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.<br><br>EEF High Quality Teaching | 1,2,3,4 |
| CPD opportunities for all subject leads:<br><br>Subject leader training for curriculum subject leads<br><br>CPD LA English and maths £300<br><br>Staff release time £1000 | 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation form whole class teaching.'<br><br>EEF Guide to Pupil Premium 2023 | 1,2,3 |
| All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long term memory.<br><br>Teachers promote opportunities for discussion and check | Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.<br><br>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that | 1,2,3,4 |

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| pupil understanding routinely and systematically in all lessons – use of Primary Quiz at the start of each lesson<br><br>Knowledge organisers for some foundation subjects are used to support pupils to know more and remember more<br>Knowledge organisers are adapted for SEND pupils and tailored to their needs and learning | take longer to reach the required level of knowledge.<br><br>EEF Mastery Learning | |
| Move to Oak National Academy for Maths and restructuring year groups R/1, 2, 3/4, 5/6<br><br>Engage with the Maths Hub at an Enhanced Support Level for this year<br><br>Staff release £1850 | Children were not confident when problem solving and reasoning and staff fond it difficult to teach the 2 curriculums (especially 2/3 and 4/5 where there were big differences in content) Oak will be supplemented by NCETM and I See reasoning.<br><br>EEF Improving Mathematics in the Early Years and KS1<br><br>EEF Improving Mathematics in KS2 | 1 |
| Consistent use of DfE validated Systematic Synthetic Phonics programme. Deliver Read Write Inc Phonics and Early Reading in EYFS, KS1 and struggling achievers in KS2 (Tutoring).<br>£1000<br><br>Training and support for all staff and for parents<br>Read Subject leader time 1 hour a week £750 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for the disadvantaged.<br><br>"Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.<br><br>Careful monitoring of progress in reading is particularly important to target ap- | 2,3,4 |

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| | proaches effectively. For example, moving from knowledge of letter names and sounds to early phonics."<br><br>EEF Early Literacy Approaches | |
| Relaunch effective PSHE teaching through Jigsaw – staff engage in training<br><br>Subject leader time £600<br><br>For school to buy into supervision support and training for our ELSA staff.<br>ELSA Supervision £200 | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.<br><br>It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.<br><br>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.<br><br>EEF Social and Emotional Learning<br><br>The Emotional Literacy Support Assistant (ELSA) training ensures that staff are equipped to support the emotional needs of our pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. Training helps staff to support pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.<br>Research shows that children who have experienced trauma are more likely to overcome difficulties if they form strong, supportive and caring relationships in school as well as at home. Lots of tailored support playing to our children's interests and needs is going to impact positively on mental well-being and improve learning outcomes. Research shows that children often lack the cognitive and emotional maturity to make sense of traumatic events on their own. | |

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

Budgeted cost: £6500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place<br><br>£500 | Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.<br>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with<br>their classroom teacher both in and out- of-class.<br>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a<br>year.<br><br>EEF Teaching Assistant Interventions | 1,2,3,4,5 |
| Tutoring – Read Write Inc Phonics Scheme<br>£1200 | "All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds"<br><br>EEF Early Literacy Approaches | 1,3 |
| 1:1 iPads TT Rockstars, IDL<br>£3000 | "Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.<br>Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in | 1,2,3,4 |

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| | which students are required to apply new skills."<br><br>EEF Using Digital Technology To Improve Learning | |
| TA or specialist teacher to deliver daily or weekly SAL sessions 1:1 so gaps in vocabulary and language skills can be closed quickly to ensure pupils make rapid and sustained progress and reach their potential.<br>SAL staff to ensure there is a transfer of strategies into the classroom.<br>£1200 | EEF – oral language interventions consistently show positive impact on learning.<br>• High quality small group interventions<br>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.<br>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.<br><br>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.<br><br>EEF Oral Language Interventions | 1,2,3,4,5 |

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

Budgeted cost: £8300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance Support<br>• Individual targets set for each identified pupil<br>• High aspirations for pupils in receipt of pupil premium that their attendance will be at the national average<br>• Analysis of punctuality and attendance | Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.<br><br>Sutton Trust<br><br>Persistent absence is an immediate issue facing schools across the country.<br>According to the most recent data, almost one in four pupils missed more | 5 |

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| • Meet with parents and EWO of families identified with a focus on those who are pp<br>• Class teachers to be made aware of children whose attendance drops below 96% and then 90%<br>• Attendance slips sent home with all children each half term<br>• Analyse attendance over time to identify PP pupils and evaluate improvements | than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.<br>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.<br><br>EEF Improving Attendance for Disadvantaged Pupils | |
| ELSA<br>£3705 | EEF (+4)<br>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at pupils with particular social or emotional needs.<br><br>EEF Social and Emotional Learning | 4,5 |
| Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits<br>£1120 | The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).<br><br>Sports Participation | |

| | | |
|---|---|---|
| Monthly Forest Schools sessions for each class<br>£6000 | Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average pupils who participate in adventure learning appear to make approximately an additional four months' progress.<br><br>Outdoor Adventure Learning | |

## Total budgeted cost: £21610

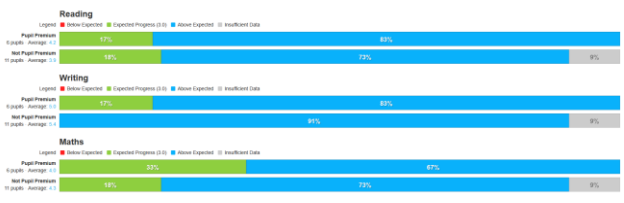
# Part B: Review of outcomes in the previous academic year

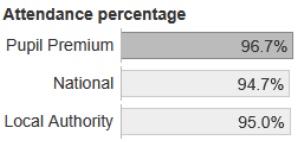
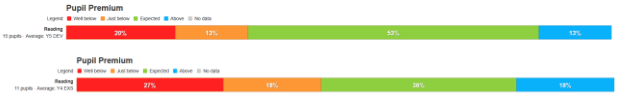
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

**Total allocation: £26,385**

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessment. To help us gauge the performance of our disadvantaged students, we compared their results to those for disadvantaged and non-disadvantaged students at national and to results achieved by our non-disadvantaged students.

<table>
<tr><th>Intended Outcome</th><th>Evaluation 2025-2026</th></tr>
<tr><td>We intend to support our children to have a positive sense of self and have strategies to draw on in times of stress or when they face challenges.</td><td>Use of monthly Forest schools supports wellbeing – Continue for 26-27</td></tr>
<tr><td>Disadvantaged pupils who are not on track to meet their age-related expectation in maths will make accelerated progress. The gap between their expected attainment level and current attainment level will close.</td><td>Year 6 PP children's progress for 25-26 shows expected or above expected progress.:<br>
</td></tr>
<tr><td>Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged.</td><td>Achieving expected standard in Reading, Writing and Maths Combined<br>Combined: 90% PP Combined: 60%
<table>
<tr><th></th><th></th><th>Non PP (11 children)</th><th>PP (5 children)</th></tr>
<tr><td>Achieving Expected Standard in writing</td><td>-30% gap</td><td>90%</td><td>60%</td></tr>
<tr><td>Achieving Expected Standard in reading</td><td>-20% gap</td><td>100%</td><td>80%</td></tr>
<tr><td>Achieving Expected Standard in maths</td><td>-10% gap</td><td>90%</td><td>80%</td></tr>
</table></td></tr>
<tr><td>Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge</td><td>Greater variety of interventions in place for children and earlier identification of need.</td></tr>
</table>

| | |
|---|---|
| Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged | Attendance for PP children in 2025-2026:<br> |
| Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged | Children are well supported by the ELSA programme. Continue for 26-27 |
| All children, including those eligible for pupil premium will be settled and secure in school | Children settled and secure in school – continue 26-27 |
| Disadvantaged learners will become more secure in reading | Summer 26 Attainment v Summer 2025<br> |

## Externally provided programmes

| Programme | Provider |
|---|---|
| Data analysis/demographic analysis/assessment | Insight £950 |
| Times Table Rockstars | Times Table Rockstars £250 |
| Targeted sports clubs | Kixx Sports £1950 |
| Forest Schools sessions | £6000 |
| Curriculum Resources | CPD LA English and maths £300<br><br>RWI Phonics £3000<br><br>Primary Quiz £395<br><br>IDL£350 |
| Educational Psychology | ELSA Supervision £200 |