Eccleston Lane Ends Pupil Premium Strategy

1. Statement of Intent

We want every disadvantaged pupil (pupil premium) at Eccleston Lane Ends to achieve highly, participate fully in school life, develop strong social-emotional skills, and be prepared for the next stage of education and life — in line with our vision "Working with each other and for each other" and values of Honesty, Kindness, Respect, Inclusion, Determination and Cooperation.

Ultimate objectives for disadvantaged pupils

- Close the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths, with a particular focus on writing where the gap is largest.
- Ensure disadvantaged pupils with additional vulnerabilities (SEND, PLAC, LAC, EAL, forces) receive additional targeted academic and pastoral support so that they make at least expected progress from their individual baselines.
- Improve oral language and communication so pupils can access the full curriculum and make stronger progress in reading and writing.
- Strengthen social, emotional and behavioural skills (SEL) to improve wellbeing, classroom engagement and readiness to learn.
- Increase access to rich cultural and extracurricular experiences so disadvantaged pupils develop background knowledge, vocabulary and aspiration.
- Improve family engagement in learning so home-school partnerships support progress and attendance.

How this strategy works towards those objectives

- We use a three-tiered, evidence-led approach aligned to the DfE Menu of Approaches:

  - Tier 1 — High-quality teaching: whole-school curriculum development, teacher CPD, structured feedback and consistent classroom practice to raise the quality of daily teaching for all pupils (focus on writing and talk-rich practice).
  - Tier 2 — Targeted academic support: evidence-based, time-limited small group and one-to-one tuition, well-trained TA-delivered interventions (oral language, phonics, writing scaffolds), tutoring linked to classroom learning.
  - Tier 3 — Wider strategies: SEL programme (PATHS), breakfast/after-school support, subsidised extra-curricular and cultural experiences, parental engagement and attendance support.

- Activities are selected where there is high-quality evidence of impact (principally Education Endowment Foundation guidance and toolkit findings) and designed to be implemented with fidelity, monitored for reach and impact, and adapted as required for our context.

Key principles

- Evidence-led: choose interventions and approaches supported by robust research (EEF and high-quality guidance).
- Curriculum alignment: targeted support always links to classroom teaching; interventions do not isolate pupils from the core curriculum unnecessarily.
- Targeted and proportional: use a mixture of universal improvements and targeted interventions — intensive where need is highest (e.g., SEND + PP).
- Capacity building: invest in staff CPD (including TA training) and sustainable approaches rather than one-off activities.
- Whole-school, not stigmatising: many activities are universal or inclusive to avoid stigma while ensuring disadvantaged pupils are prioritised for additional support.
- Measurement and adjustment: clear success criteria, termly monitoring (attendance, engagement, outcomes) and a named Pupil Premium lead to report to governors.

Contextual note (school-specific)

- 1FE primary (PAN 35), 245 pupils on roll, low PP (25 pupils, 7.9%), low mobility (2%), majority White British, 36 pupils on SEND register (15%), 12 EHCPs, 2 LAC, 8 PLAC. Current attainment (disadvantaged vs non-disadvantaged): Reading 56% vs 82% age-related+, Writing 40% vs 48% age-related+, Maths 60% vs 79% age-related+. Barriers (oral language, SEND overlap, wellbeing, cultural capital, parental engagement) drive our priorities and chosen interventions.

2. Challenges

Challenge Number	Detail of challenge
1	High overlap between pupil premium pupils and other vulnerabilities (SEND: 15% on register; several EHCPs), meaning PP pupils often require SEND-specific / bespoke curricula and additional specialist input.

2	Several pupil premium pupils have ongoing social, emotional and mental health (SEMH) needs and require sustained wellbeing and SEL support (PATHS rollout).
3	Disadvantaged pupils have fewer rich and varied experiences (limited cultural capital / extracurricular participation) which is associated with lower background knowledge, vocabulary and engagement — contributing to lower attainment, particularly in writing.
4	Some families of disadvantaged pupils are less engaged with children's learning (home learning, attendance and parental support), reducing opportunities for practice and consolidation outside school.
5	Many disadvantaged pupils show poor oral language and communication skills which are limiting reading comprehension and writing progress (oral language weaker in early years / KS1).

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Disadvantaged pupils with SEND make progress in their personalised targets and close the attainment gap in core subjects.	- Termly SEND-PP progress reviews show accelerated progress on individual targets; by end of year % of disadvantaged pupils meeting or exceeding their personalised annual targets increases (measured by school tracking). - Gap between disadvantaged & non-disadvantaged in reading/writing/maths reduces (aspirational: halve current gaps in 2 years).
2. Improved social, emotional and behavioural skills across disadvantaged pupils leading to better engagement and fewer SEMH incidents.	- PATHS baseline and subsequent termly SEL assessments show improvement in self-regulation, social problem solving and emotional understanding for targeted pupils. - Reduced behaviour incidents and improved lesson engagement scores for PP pupils; improved attendance and retention in interventions.
3. Disadvantaged pupils access a broader range of cultural and extracurricular activities and show improved vocabulary and writing outcomes.	- All disadvantaged pupils attend at least one subsidised extracurricular or cultural trip each term. - Vocabulary assessments and writing moderation show measurable improvement termly; by year end disadvantaged writing outcomes increase (progress measures).

4. Increased parental engagement for disadvantaged families improves home learning routines and attendance.	- Attendance of PP pupils improves (reduction in persistent absence rates). - Parental engagement measures (take-up of workshops, attendance at meetings, responses to personalised communications) increase termly. - Home learning completion rates for targeted cohorts rise.
5. Oral language and communication skills for disadvantaged pupils improve, leading to better reading comprehension and writing outcomes.	- Targeted oral language intervention groups (NELI / school-designed programmes) show progress on assessed oral language measures each term. - By end of year increased proportion of disadvantaged pupils at age-related or above in reading & writing (target: reading 70%+, writing 55%+ within 2 years).

Notes on measurement: monitoring will use standardised oracy/language checks where available, in-school writing moderation, termly Pupil Progress reviews, SEL baseline/re-assessment (PATHS measures), attendance data and parental engagement tracking. The Pupil Premium lead will report termly to SLT and governors with evaluation of impact vs cost.

4. Activity in This Academic Year

All activities are allocated to the DfE/EEF three-tier Menu of Approaches (Teaching; Targeted Academic Support; Wider Strategies). Evidence references are principally Education Endowment Foundation (EEF) resources and reports that summarise research on the chosen approaches.

Sub-section A — Teaching (Tier 1: High-Quality Teaching, CPD, curriculum & recruitment)

Activity	Evidence that supports this approach	Challenge number(s) addressed		
1. Whole-staff CPD on talk-rich pedagogy, oral language routines and vocabulary instruction (training termly; coaching cycles). CPD	EEF: Oral language interventions and guidance on effective oral language practice — oral language approaches have high average impact (+6 months) and are most effective when integrated	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)	EEF](https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-	5, 3

includes modelling, peer observation and lesson-study to embed practice.	with curriculum and supported by training: [Oral language interventions	and [What does the evidence base tell us about effective oral language practice	us-about-effective-oral-language-practice).
2. High-quality writing curriculum development: clear progression of basic skills, structured modelling, feedback protocols (teacher moderation, writing scaffolds, sentence level teaching). Staff CPD and 1:1 coaching to improve teacher clarity and feedback.	EEF guidance (Improving Literacy & EEF Implementation guidance) — high-quality teaching, explicit instruction, feedback and curriculum sequencing drive attainment: [EEF Impact & implementation guidance / Putting Evidence to Work]. See EEF 2025 Impact Report for implementation guidance: EEF Impact Report 2025.	3, 1, 5	
3. Training for TAs to deliver targeted interventions and for teachers to deploy TAs effectively (pre- and post-lesson liaison time, clear roles).	EEF: Teaching Assistant Interventions — targeted TA deployment delivering structured small-group interventions shows moderate to high impact when TAs are trained and interventions are linked to classroom teaching: [Teaching Assistant Interventions	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions).	1, 5	
4. Recruitment & retention: use of targeted job adverts to attract teachers with expertise in primary literacy and SEND; invest in NPQ or local accredited courses for a staff member to lead	EEF emphasises the centrality of high-quality teaching and the value of CPD and specialist roles in improving outcomes (see EEF school planning & Impact Report): EEF Impact Report 2025.	1, 3	

oracy & SEND practice.		
5. Embed metacognition and feedback routines across school (self-assessment, success criteria, structured feedback dialogues).	EEF Toolkit: Metacognition & Feedback — evidence of positive effects on learning, particularly with explicit teaching of strategies and high-quality feedback: [EEF Teaching and Learning Toolkit (Feedback & Metacognition entries)](#).	3, 4

Sub-section B — Targeted Academic Support (Tier 2: one-to-one, small group tuition, SEND interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	
6. Oral language small groups in EYFS/KS1 and NELI-style programme (targeted groups of PP pupils with low baseline language), delivered by trained TAs with teacher oversight; link group content to current curriculum themes.	EEF: Oral language interventions show +6 months and are especially effective for disadvantaged pupils when integrated with curriculum; EEF highlights Nuffield Early Language Intervention as an evidence-based example in impact reporting: [Oral language interventions	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) and EEF Impact Report referencing NELI: [EEF Impact Report 2025](#).	5, 1
7. Structured small-group tuition for writing and maths (3–6 pupils), delivered by class teacher or well-trained tutor; tuition planned to directly link to classroom sequences and gaps identified by formative assessment.	EEF: Small group and one-to-one tuition are effective, especially when closely linked to classroom teaching and targeted to need: [Targeted Academic Support	EEF school planning](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support).	3, 1, 5

8. Use of short, evidence-based interventions (e.g., precision teaching, reading comprehension strategies, sentence-level interventions) with regular progress monitoring; 6–12 week cycles.	EEF Teaching & Learning Toolkit (Reading comprehension strategies +6 months; Phonics +5 months; Precision teaching / small group tuition evidence): [EEF Teaching and Learning Toolkit]().	3, 5	
9. Deploy TAs for targeted interventions (pre-taught vocabulary tasks, targeted phonics catch-ups, scaffolded writing groups) with weekly planning meetings with teacher and tracking of intended outcomes.	EEF: Teaching assistants can have a large positive impact when delivering structured, time-limited interventions and when trained and supervised: [Teaching Assistant Interventions	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions).	1, 5	
10. Subsidised small-group tutoring (school-led or via approved providers) for Y3–Y6 disadvantaged pupils who have fallen behind, with progress goals and parental consent.	EEF evidence on the effectiveness of small group tuition and the National Tutoring Programme model: [Targeted Academic Support	EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support).	3, 1	

Sub-section C — Wider Strategies (Tier 3: SEMH, attendance, extracurricular, family engagement)

Activity	Evidence that supports this approach	Challenge number(s) addressed		
11. Roll out PATHS whole-school SEL programme (AET training for staff where appropriate for neurodiversity	EEF: Social and Emotional Learning (SEL) interventions produce positive outcomes (average +3 months) and are most	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	EEF](https://educationendowmentfoundation.org.uk/news/guest-blog-	2

understanding), with targeted small group follow-up for pupils with higher needs. Weekly lessons (short sessions) plus integrated classroom practice.	effective when embedded, sequenced, and supported by teacher training; EEF guidance on implementing SEL in primary settings: [Social and emotional learning	toolkit/social-and-emotional-learning) and EEF blog on practical strategies: [Practical strategies for embedding SEL	practical-strategies-for-embedding-high-quality-social-and-emotional-learning-skills).	
12. Breakfast club & targeted funded places for disadvantaged pupils to improve readiness to learn and attendance; provide a structured reading/talk activity at breakfast club for oral language development.	EEF guidance on wider strategies, and EEF attendance REA highlights meal provision and targeted approaches as part of attendance/wellbeing strategies; parental engagement evidence suggests benefits for learning: [Parental engagement	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) and EEF attendance REA summary in school planning evidence: (EEF written evidence on attendance).	2, 4, 5	
13. Subsidised extracurricular offer and cultural experiences (school trips, in-school artists & visiting theatre, school podcast activities linked to literacy) with travel/entry subsidy for PP pupils; curriculum follow-ups to consolidate vocabulary and knowledge.	EEF: Cultural and arts programmes have promising but mixed evidence; EEF & RSA are building the evidence base and recommend carefully designed cultural learning linked to curriculum. See EEF Learning About Culture initiatives and EEF 2025 reporting: EEF news: Learning about culture & trials and EEF Impact Report 2025: EEF Impact Report 2025. (Arts participation in Toolkit: +3 months, but evidence is smaller	3	

	— design carefully and monitor).		
14. Targeted family engagement programme: termly parent workshops (phonics / reading & writing routines), personalised text-message prompts about learning, home learning packs and flexible engagement times; targeted family learning for identified families.	EEF: Parental engagement shows positive effects (average +4 months) and is particularly promising in primary settings; EEF guidance "Working with Parents to Support Learning" gives practical recommendations: [Working with Parents to Support Children's Learning	EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) and [Parental engagement	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement).	4
15. Attendance support: early identification of emerging absence, personalised contact, offer of school-based support (transport / family liaison) and multi-agency referrals where required. Designate a Pupil Premium attendance lead.	EEF rapid evidence assessment on attendance shows some promise for parental engagement and responsive, targeted interventions; EEF school planning resource: EEF school planning — attendance evidence (see attendance REA references).	4	
16. SEMH targeted support and referral pathways (school counsellor / pastoral mentor, links to local CAMHS / Early Help & AET training to support neurodiversity).	EEF SEL guidance and Early Intervention foundation summaries emphasise whole-school and targeted SEMH support combined with clear referral pathways: [Social and emotional learning	EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning).	2, 1	

5. Implementation and Monitoring (brief operational plan)

- Leadership and accountability

  - Named Pupil Premium Lead (senior leader) responsible for operational delivery, monitoring and reporting to governors termly.
  - Pupil Premium governor to review strategy and impact (termly). (School already has strong governor engagement per latest Ofsted report).

- Timelines

  - Term 1: baseline assessments (oral language, writing, SEL), staff CPD (oral language and PATHS), identify targeted cohorts and TAs for training.
  - Term 2: begin targeted interventions (oral language, tutoring cycles, PATHS universal lessons), run parental workshops and breakfast club talk activities.
  - Termly: progress reviews for each targeted cohort; adapt interventions; financial review of PP spend vs impact.

- Evaluation

  - Use measurable indicators: standardised oral language checks, reading & writing attainment trackers, attendance, SEL measures (PATHS assessments), parental engagement metrics and intervention fidelity checklists.
  - Cost-effectiveness: record staff hours & external costs per intervention and link to progress outcomes. Prioritise sustaining interventions with clear positive effect.

- Safeguarding & inclusion

  - Interventions will be inclusive, non-stigmatising and comply with safeguarding; ensure SEND adjustments and liaison with external specialists (SALT, EP) where needed.

6. Evidence sources (key references used to design the strategy)

(These sources underpin the choice of interventions and approach — all are high-quality syntheses / guidance principally from the Education Endowment Foundation (EEF). Each activity above cites the relevant source(s) where applicable.)

- Oral language interventions — Education Endowment Foundation (EEF): "Oral language interventions" (Teaching & Learning Toolkit) and related guidance: [Oral

language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)

- What the evidence says about effective oral language practice — EEF blog/guidance: [What does the evidence base tell us about effective oral language practice | EEF](https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice)

- Social and emotional learning (SEL) — EEF (Toolkit & guidance reports): [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) and EEF guidance blog: [Practical strategies for embedding SEL | EEF](https://educationendowmentfoundation.org.uk/news/guest-blog-practical-strategies-for-embedding-high-quality-social-and-emotional-learning-skills)

- Targeted academic support, small-group & one-to-one tuition — EEF school planning and targeted support guidance: [Targeted Academic Support | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support)

- Teaching assistant interventions — EEF (Toolkit): [Teaching Assistant Interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)

- Parental engagement — EEF guidance "Working with Parents to Support Learning" and Teaching & Learning Toolkit: [Working with Parents to Support Children's Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) and [Parental engagement | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)

- Cultural learning & extracurricular evidence — EEF news and programme information on cultural learning trials; EEF notes there is promising but more limited evidence and recommends carefully designed trials linked to curriculum: [EEF news: New partnership to test cultural learning strategies](#) and EEF Impact Report 2025: [EEF Impact Report 2025](#)
- Wider evidence and implementation guidance — EEF "Putting Evidence to Work – A School's Guide to Implementation" and EEF Impact Report resources: [EEF Impact Report 2025](#)

Prepared for Eccleston Lane Ends using the DfE Menu of Approaches and EEF evidence summaries. This strategy will be implemented with close fidelity monitoring, termly impact evaluation and regular reporting to governors.