

ECCLESFIELD SCHOOL



Pupil Premium Strategy Statement 2024/27

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1726 02/12/2024
Proportion (%) of pupil premium eligible pupils	506 (29.44%) 02/12/2024
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annual
Statement authorised by	Richard Walkden (Headteacher)
Pupil premium lead	Ryan Willson (Assistant Headteacher)
Governor / Trustee lead	Katy Davison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£495,600
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£495,600

Part A: Pupil premium strategy plan

Statement of intent

Our Mission for all Disadvantaged Students:

'For every disadvantaged student to get the support they need to regularly access a broad range of skills, qualifications, and experiences alongside their peers to raise aspirations.

To have high expectations of themselves to exceed their personal and academic potential.'

At Ecclesfield School we are committed to improving the life chances and choices of our disadvantaged and vulnerable students through excellent teaching and learning and a no excuses culture. We believe that our whole school **ENABLE** strategy will address the barriers to learning faced by many of our disadvantaged students.

Our PP strategy was rewritten in 2024 to weave through the 2024/25 School Improvement Plan, which puts tackling disadvantage as a Key Priority. All staff must know their role in addressing educational disadvantages and have a firm belief that all students can attain well, irrespective of background or the challenges they face.

Many barriers to learning were exacerbated by the Coronavirus pandemic and continue to be so for all children – but especially for many of our more disadvantaged students. We accept that many children who do not qualify for the Pupil Premium funding, especially following the pandemic and during the cost-of-living crisis, are vulnerable. Furthermore, more and more children are classed as vulnerable either with an identified SEND, in need of help and protection, or receiving support from a social worker. With this in mind, we will allocate resources and funding.

We believe that assessment of need and not assumption by 'label' is crucial to addressing the disadvantaged gap at Ecclesfield School. There are often complex factors which prevent our most vulnerable students from accessing learning. Through the removal of critical barriers such as low literacy levels and by developing 'belonging' through enrichment and targeted support, we seek to improve wellbeing, attendance, and therefore consistent access to the curriculum.

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

Our **ENABLE strategy** is threaded through the **EEFs tiered approach**. We will allocate funding using research-based approaches and through carefully selected **high quality teaching, targeted academic support** and **wider approaches** based on diagnostic assessment of need.

Challenges

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

Challenge number	Detail of challenge
<p>1. Attainment in English and Math's</p>	<p>Progress and attainment are generally lower for disadvantaged students than that of their peers, particularly in English and Maths.</p> <p>Summer 2024 Progress 8 - Non disadvantaged: 0.00 / Disadvantaged: -0.81 Attainment 8 – Non disadvantaged: 4.68 / Disadvantaged: 3.17</p> <p>9-7 Math's & English - Non disadvantaged: 11% / Disadvantaged: 1% 9-5 Math's & English - Non disadvantaged: 47% / Disadvantaged: 19% 9-4 Math's & English - Non disadvantaged: 70% / Disadvantaged: 36%</p> <p>Attainment upon entry to Year 7 indicates that over the last three years, disadvantaged students scored significantly lower than their non- disadvantaged peers in terms of age-related expectations (score of 100) in reading and Math's. This trend continues throughout school.</p> <p>SATS - students with scores below 100 (below age-related expectations)</p> <ul style="list-style-type: none"> • 2024 Math's Y7: 46% disadvantaged v 24% non-disadvantaged • 2024 Reading Y7: 36% disadvantaged v 23% non-disadvantaged. • 2023 Math's Y7: 46% disadvantaged v 20% non-disadvantaged • 2023 Reading Y7: 33% disadvantaged v 21% non-disadvantaged. • 2022 Math's Y7: 42% disadvantaged v 22% non-disadvantaged • 2022 Reading Y7: 32% disadvantaged v 15% non-disadvantaged.
<p>2. Literacy</p>	<p>The reading ages of students are assessed using STAR throughout the school. This is followed up by SSRT tests for some students. There is still a significant gap between the PP and Non-PP students who are reading at the expected age.</p>

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	Reading age at or above expected %		
	Non PP	PP	Difference
Y7	71	49	-22
Y8	82	55	-27
Y9	78	57	-21
Y10	88	48	-40
Y11	91	60	-31

At KS3 we run several interventions for students who are identified as requiring urgent intervention from STAR tests. These include Fresh Start, Lexia, and a reading fluency program (based on the model used by Herts for Learning).

We have a whole school literacy strategy. Currently we are focussing on oracy to support writing and emotional literacy. In 2025 we will move our whole school focus to reading. A central theme running through our reading focus will be explicitly teaching students strategies and techniques that will improve their ability to comprehend written texts. Studies from the EEF have shown this to have a significant impact on the progress of all students. As PP children are less likely to own a book of their own and read at home with family members, they may not have had the opportunity to develop these strategies for themselves and so delivering these in school will have an even greater impact on these students. Especially those who wish to study A-Levels and degrees.

3. Metacognition and Self-Regulation

Observations in classrooms and staff voice during remote learning highlighted that many disadvantaged students lack the metacognitive / self-regulation strategies required to be more independent. Disadvantaged students also tend to have less strategies to call upon when faced with challenging tasks.

We have also found that students are struggling to know how to improve in their learning and to demonstrate what the school's desired behaviours look like. This is particularly prevalent amongst disadvantaged students and is evident in the gaps in progress, attendance, and behaviour.

EEF research suggests that developing metacognition/self-regulation and using feedback are two of the strongest methods for closing the attainment gap for disadvantaged students.

4. Belonging

Belonging is a vital foundation for success for all students. Disadvantaged students at Ecclesfield School are more likely to have lower literacy levels, higher behaviour points, lower approach to learning grades and lower attendance than their peers. This cycle can lead to low self-esteem and negativity which can push students away from feeling they belong to the

school community and this spirals into a lack of interest and engagement in school and learning.

Addressing literacy, access to school support (including financial and social/emotional) and providing enrichment could increase confidence, self-esteem, and lead to improved attendance. When students are in school consistently, they are accessing learning and are more likely to make progress and feel successful – this increases a sense of belonging and engagement in learning –fostering a sense of independence and motivation to achieve.

Wellbeing

Our assessments and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self-esteem. These instances became more prevalent during the pandemic and have continued since then. For some students, their anxiety is driven by concerns around learning; for others it is social concerns or the effect that lockdown/isolation has had on both our young people, young people's development, and their families. We are noticing that more and more students are struggling with their well-being, and these challenges particularly affect disadvantaged students, including their attendance, behaviour, and sense of 'belonging' to the school community.

Behaviour

Comparing the last full academic year (2023-2024), disadvantaged students' behaviour incidents increased by 146%, whereas non-disadvantaged increased by 154%. Targeting disadvantaged and SEND students for mentoring and wellbeing support have supported this decrease.

The number of suspensions for disadvantaged students has increased for the 2023-24 academic year compared to the previous year. More students & incidents of suspension for disadvantaged students.

Enrichment

During lockdown, most school enrichment stopped. This widened gaps to participation for all, but especially disadvantaged students. Enrichment within the curriculum and beyond (such as trips) can build essential relationships, confidence, vocabulary and cultural capital that all, but especially disadvantaged students, need to flourish. Enrichment can help to foster a strong sense of belonging for students.

Since the re-introduction of a single lunch post-Pandemic, we have worked hard to establish a new, wider range of lunchtime and enrichment clubs, in addition to those more traditionally run after school. Despite student voice driving many of the offered, participation for disadvantaged students is lower than non-disadvantaged students.

	<p>2023-24: 20% gap in participation between disadvantaged students and their peers.</p> <p>Engagement in curricular and extra-curricular trips and visits has also been proportionately lower for disadvantaged students, despite policy and funding to support wider access.</p>
5. Attendance	<p>Attendance data over the last two years indicates that absence among disadvantaged students has been between 9% and 10% higher than for non- disadvantaged students.</p> <p>Over the last two years, 51.56% (2022-23) and 49.91% (2023-24) of disadvantaged students have been 'persistently absent' compared with 28.88% (2022-2023) and 27.17% (2023-24), up to half term 5) for 'whole school'.</p> <p>Poor attendance is often the symptom of other barriers. At Ecclesfield school, there is a close link between poor attendance, low literacy (reading, vocabulary, comprehension and being able to articulate learning, thoughts, and feelings) and higher behaviour incidents.</p> <p>Lower literacy levels prevent students from accessing the curriculum fully and can make them feel different from 'those who can'. When learning is increasingly difficult to access, low self-esteem and behaviours which incur sanction can be more prevalent, which in turn affects belonging to the school. More disadvantaged students spend time in detention and reflection than non-disadvantaged students. This must be addressed. Poor attendance is therefore often the symptom of other barriers to learning. We must address literacy and belonging effectively to be able to impact on behaviour and attendance.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes for disadvantaged students, including in English and Maths .	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • Average Attainment 8 score of 3.17 • Progress 8 score between -0.81 • English: 48% 4+ and 30% 5+ • Maths : 42% 4+ and 25% 5+ <p><u>ASPIRATIONAL TARGET</u></p> <ul style="list-style-type: none"> • Average Attainment 8 score of 4

	<ul style="list-style-type: none"> English: 65% 4+ and 40% 5+ Maths : 65% 4+ and 40% 5+
Improved reading, comprehension, vocabulary and oracy for disadvantaged students	<ul style="list-style-type: none"> STAR reading/comprehension tests demonstrate gaps narrowing between disadvantaged students and their non-disadvantaged peers. Oracy (working with Voice 21) benchmarks and observation indicates that classroom talk is embedded. Student and staff surveys show that confidence for classroom talk has increased, and that passivity has decreased. Quality assurance and staff voice report that disciplinary literacy is embedded across the curriculum.
Improve and sustain attendance for all students, and especially for disadvantaged students	<p>Sustained attendance from 2024/25, demonstrated by:</p> <ul style="list-style-type: none"> Overall absence rate for all students is no more than 9% and below national PA%. The attendance gap between disadvantaged students and their non- disadvantaged peers is reduced to no more than 8% and continues to narrow. The percentage of all students who are persistently absent (PA) is below 21% and below the national PA% for disadvantaged students. PA for disadvantaged students gap to be narrowed
Improved metacognitive and self-regulatory skills among disadvantaged students	<ul style="list-style-type: none"> Staff voice and classroom observations suggest disadvantaged students are more able to monitor and regulate their learning. Stakeholder voice shows better understanding of attitude to learning criteria, target setting, desired behaviours, and understanding of reports. Strategies to help plan, monitor and evaluate specific aspects of learning are across the curriculum offer. Reduction in the gap between ATL averages of disadvantaged and non-disadvantaged students, indication that disadvantaged students are becoming more independent, successful learners.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student/tutor voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Improve and sustain behaviour for disadvantaged students	Sustained behaviour from 2024/25, demonstrated by: <ul style="list-style-type: none"> • Achievement points outweigh Behaviour points for disadvantaged students. • Behaviour points and suspensions of disadvantaged students are within 5% of their peers. • Reduction in the % of disadvantaged students repeating internal reflection. • Introduction of class charts to support this.
Improve and sustain disadvantaged student uptake at enrichment clubs and trips, leading to an increase in 'belonging' to the school community.	Sustained participation from 2024/25, demonstrated by: <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • PP funding bids support an increase in the breadth of enrichment for disadvantaged students. • Qualitative data from student voice, student and parent surveys and teacher observations.

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: £247,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments e.g. STAR reading/ comprehension test, Lucid Exact (access arrangements).</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of students to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
<i>Enhancement of Science,</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1

<p>Humanities and ALP curriculum planning. <i>We will fund Science and Humanities leaders release time to work with specialists and curriculum support / specialist consultants.</i></p>	<p>Humanities and Science CL and Lead Teacher(s) as well as ALP CL to work with Minerva Curriculum trust and School Improvement Partner to further develop the Humanities and Science curriculum and teacher expertise.</p>	
<p>Explicitly develop high-quality oracy teaching practices, <i>with support from 'promising project' Voice 21, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. This will involve Voice 21 subscription, staffing (two Voice 21 Champions plus SLT Strategic Lead), teacher training and support / release time.</i></p>	<p>Engaging in high-quality oracy practices during lessons deepens understanding and is linked with improved test scores and exam grades as well as greater knowledge retention, vocabulary acquisition and reasoning skills. The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms) and can be developed together.</p>	<p>1, 2, 3</p>
<p>Improving disciplinary literacy <i>in all subject areas in line with</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1, 2</p>

<p><i>recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development focused on curriculum areas, resources and teacher release time to support planning, as required.</i></p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>Staff development, resources, and release time, as appropriate, around our key teaching and learning principles, key priorities and curriculum and knowledge-development</p>	<p>Using the EEF guidance on effective professional development, but also maintaining key priorities from the school development plan</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Feedback and assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>ATL Criteria, Data Input, and Reporting</p> <p>Metacognition and Self-regulated Learning EEF Metacognition and self-regulation EEF</p> <p>Teacher Walkthru https://www.walkthrus.co.uk/general-6 (including ECT support, as required)</p> <p>Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Voice 21, Deliberate Vocabulary Development (Spring 24) and further development work on Disciplinary Literacy (Autumn 24)</p> <p>SEND</p>	<p>1, 2, 3</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Metacognition / Self-Regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Curriculum, knowledge, and principles of instruction:</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (Marc Rowland).</p>	
<p>Accelerated Reader: Developing reading habits</p> <p><i>AR programme, staffing, admin and lead staff time required.</i></p>	<p>All Year 7 and 8 students access an AR library lesson each fortnight where their teacher guides, engages, and grows students as readers through dedicated practice and quiz time. Weekly prizes for engagement and longer-term rewards for regular reading; support for those not engaging as often.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1, 2
<p>Whole class reading: Class Reads as part of Form Time</p> <p><i>Resources and staff development / Staff time</i></p>	<p>Form groups reading together twice each week, supported by Form Tutors, to access and enjoy reading a range of texts.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2
<p>Online resources to</p>	<p>Digital resources to support regular practice and knowledge recall:</p>	1, 2

<p><i>support students to know and remember more (i.e., home learning and enrichment / in-class packages)</i></p>	<p>e.g., SPARX Maths; Seneca (Science); MFL – Linguascope; GCSE Pod (all subjects)</p> <p>This is supplemented by students having regular access to devices – both in school and as an after-school sessions – but also at home, through the school’s loan service where disadvantaged and SEND students have priority access to device loans where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	
<p>Quality Assurance, Administration and Staffing and costs to ensure consistent, high-quality T&L through effective implementation.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Capacity for and implementation of all strategies from leadership to classroom level e.g. Every Lesson walks. Support for staff through bespoke training, as/when required. Performance Development. Literacy Co-coordinator appointed to support departments to develop curriculums that enable disadvantaged students to make better progress; specifically focusing on disciplinary literacy. Add to curriculum QA.</p>	<p>1 - 5</p>

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

Budgeted cost: £99,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Bedrock Vocabulary Intervention Y7-11</i></p>	<p>Bedrock closes language gaps by explicitly teaching vocabulary in a long-term digital programme. Students are selected using STAR testing and SSRT where required.</p>	<p>1, 2</p>
<p><i>Licenses and LSA time to support interventions (Y7 and 8) (SODA)</i></p>	<p>Program records pre and post-test scores and suggests who needs additional support. Students are given a device to use at home if required.</p> <p>Vocabulary targeted to support comprehension and reading.</p>	<p>1,2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<p>Lexia (Power Up) online reading intervention <i>Licenses purchased and LSAs are required to facilitate, monitor and support students as they complete Lexia online in small groups and at home.</i></p>	<p>Lexia aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2
<p>RWI: Read Write Inc <i>Structured phonics intervention in small groups (Y7-8) with an LSA/HLTA to develop reading fluency/speed to support comprehension, vocabulary and spelling.</i></p>	<p>Phonics literacy programme which supports students with lower reading ages – working in small group interventions with a trained LSA.</p> <p>Training to refresh staff knowledge and equip new staff with relevant skills to deliver RWI effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p>EAL Coordinator / Literacy Support <i>Appointed EAL coordinator to work with EAL students and also deliver literacy intervention, targeted at</i></p>	<p>Working as a teaching assistant for disadvantaged EAL learners (including but not limited to refugees and asylum seekers)</p>	2, 4

<p><i>disadvantaged students. Supporting in the creation and delivery of reading comprehension programme to bridge the gap between RWI and expected literacy levels.</i></p>	<p>Teaching Assistant Interventions EEF</p> <p>Providing literacy support to small groups of disadvantaged students Small group tuition EEF</p> <p>Creating a literacy programme that bridges the gap between the RWI programme and expected literacy levels, moving out of Y7 transition and KS3.</p> <p>Improving Literacy in Secondary Schools EEF section 7.</p>	
<p><i>Maths Intervention as part of Tutor time (SODA):</i> <i>Small Group targeted interventions / teacher time / numeracy resources</i></p>	<p>Small group, targeted interventions to improve Maths 7+ grades – based on marginal gains and emerging gaps at GCSE identified in past papers.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p><i>Reciprocal Reading</i> <i>Targeted, small group reciprocal reading sessions to develop vocabulary, reading and comprehension</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>Literacy and Maths Transition projects <i>Teacher release, staffing and resources.</i></p>	<p>Lead Teachers to work on Transition projects for Summer 2025</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 2</p>
<p>Purchase of standardised diagnostic assessments and tracking e.g. STAR reading / RWI / pupil progress</p>	<p>Standardised tests and tracking systems can provide reliable insights into the specific strengths and weaknesses of students to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Bespoke Summer Camp Targeting Year 6 disadvantaged, vulnerable and SEND students</p> <p><i>Staffing (Lead, teaching and support staff) and resources.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Summer School to target students who may find the transition to secondary school more challenging. The EEF suggests that summer school can support students to engage and attend through a blend of academic and wider approaches. Camp would aim to foster better belonging and attendance to school, in addition to mitigating the summer 'dip' in attainment.</p>	<p>1, 2, 4, 5</p>
<p>Cameron Parker motivation workshop</p>	<p>Targeted one-off workshop based around academic mentoring and aspiration with methods of recall and memory techniques.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>1, 2, 3, 4</p>

	evidence/teaching-learning-toolkit/mentoring	
<p>Quality Assurance, Administration and Staffing costs to ensure consistent intervention accountability processes. Teacher and leader cover / admin for RAP meetings</p>	<p>RAP (Raising Attainment and Progress) meetings across Departments and Year Groups – using the EEF implementation guidance re: monitoring and evaluation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Raising achievement and progress meetings with curriculum leaders, pastoral and senior leaders.</p>	1 - 5
<p>Interventions to accelerate progress in English and maths</p> <p>Staff time and resources Programme costs (if external)</p>	<p>Funding to support additional Year 11 interventions, as required (prioritising English and Maths): e.g. Strive for Five (incl Science) / Holiday Interventions / Pupil Progress tracking, super learning days and drop-down sessions.</p>	1
<p>Homework Club provision / Study Hub resources / Providing resources for students to take home</p>	<p>Students from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>We offer a homework club each day, a fully stocked Study Hub and curriculum areas can help students to overcome barriers by offering the resources and support needed to undertake homework or revision.</p> <p>This is supplemented by students having regular access to devices both before/after school and at home, through the</p>	1 - 5

	<p>school's loan service where disadvantaged and SEND students have priority access to device loans where required/requested/referred.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p><i>Provision Mapper to track impact of academic and wider interventions</i></p>	<p>Tracking impact is essential for monitoring progress and impact of all interventions. With the large range of interventions in place/planned, it makes sense to explore more efficient ways of monitoring impact:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Provision Map can assist schools with EEF SEND recommendations 4 and 5 in particular:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 4, 5

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

Budgeted cost: £148,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Adopt Golddigger Trust Growth Programme for specific students who require support with regulating their behaviour and emotions – some of whom have extensive attendance and/or behaviour concerns.</i></p>	<p>Evidence suggests that structured, positive mentoring likely to impact upon engagement to school, behaviour and attendance, which could therefore link to an effect on better outcomes. Our aim for the Golddigger Trust Growth Programme is to engage and support students to feel a greater sense of belonging.</p>	3, 4, 5

<p><i>Costs include mentor staffing 1 day per week.</i></p>	<p>ing, promote wellbeing, improved behaviour/self-regulation, and increased attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p><i>Adoption of a cognitive behavioural therapy (CBT) intervention for students who are in crisis and/or requires support with regulating behaviour and emotions.</i></p> <p><i>Trust Counsellor appointed 2 days per week at Ecclesfield</i></p>	<p>There is evidence to suggest that CBT can have a high impact on risky behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p> <p>Early Intervention Foundation (eif.org.uk)</p>	<p>3, 4, 5</p>
<p>Improve attendance through embedding principles of good practice set out in DfE's advice.</p> <p>Costs include: Staffing, training and release time to develop and implement procedures.</p> <p>Attendance staff appointed (three attendance officers), and supported to improve attendance and wellbeing (at the heart of many attendance concerns)</p> <p>Staff training around highlighting and supporting attendance.</p> <p>Targeted attendance rewards and incentives.</p>	<p>The DfE guidance has been informed by evidence with schools that have significantly reduced persistent absence levels.</p> <p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p>	<p>4, 5</p>
<p>Student Wellbeing Officer</p> <p>Additional staff capacity to support staff development, student welfare,</p>	<p>Full time role, targeting students and groups for support, based on pastoral referrals. PSHCE lessons include SEMH signposting.</p>	<p>3, 4, 5</p>

attendance and deliver targeted wellbeing interventions; support parent and/or external agency liaison.	Using research and guidance to support mental health and wellbeing e.g. School and college resources Anna Freud Working with parents: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Safeguarding and Inclusion Manager	Additional leadership to drive and improve student wellbeing, attendance and safeguarding of disadvantaged and vulnerable groups – across alternative provision and within school.	4, 5
Student Enrichment and Engagement Officer	Additional staffing to mentor and support student wellbeing, attendance and provide additional safeguarding of disadvantaged and vulnerable groups and parental support. To support with enrichment and the running of breakfast club.	4, 5
Disadvantaged student mentoring – Trusted Adult Programme <i>Time if required in specific cases e.g. cover in tutor time; resources re-wards. Workshop.</i>	Staff volunteers act as positive role models and build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Staff CPD to develop metacognition where possible in sessions. Primarily disadvantaged/SEND KS4 students. Project that every disadvantaged learning has a trusted adult. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 4, 5
Pupil Premium Champion <i>Costs for one member of staff to support the development of the EN-ABLE strategy: Attendance project mentoring – improving attendance</i>	Targeting improvements in attendance and belonging (those with low attendance but are attending school) for disadvantaged students. Mentoring EEF	3, 4, 5
Targeted pastoral interventions e.g. Mighty Minds, Zones of Regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5

<p><i>lition (social and emotional learning)</i></p> <p><i>Staff development / staff time to support students and offer numerous interventions to address improved behaviour, wellbeing, and attendance</i></p>	<p>Although weaker evidence bases on impact on attainment, targeted rather than general approaches have a greater impact on wellbeing, engagement and attendance.</p>	
<p><i>Bounce Together</i></p> <p><i>Monitoring and tracking tool for well-being.</i></p>	<p>Survey data provides evidence to prioritise and target support effectively.</p> <p>Results from survey will help our school understand student well-being barriers and provide appropriate intervention.</p> <p>Bounce Together can also provide well-being data of staff and parents.</p>	1, 4, 5
<p><i>Breakfast Club</i></p> <p><i>Costs include food, staffing and resources when required</i></p>	<p>Informal mentoring (staff and peer-to-peer), breakfast and homework support each morning. Research suggests that students who attend are more likely to feel settled, focus well and behave better throughout the day.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	3, 4, 5
<p><i>Enrichment:</i></p> <p><i>Enrichment opportunities for disadvantaged students through 'PP Bids' e.g. Funded peripatetic music lessons; support to access to trips; funded taster sessions.</i></p>	<p>Boosting attendance to enrichment for disadvantaged students can help build belonging and increase attendance and engagement to school.</p> <p>Staff asked to aim for a minimum of 30% disadvantaged attendance at every enrichment activity (arts, sports., trips, etc) as part of the EN-ABLE strategy.</p> <p>Students are more likely to attend if they have access to snacks and are invited to attend.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<p>Pupil Premium Funding Bids: <i>Staff invited to make small funding bids for projects to drive elements of the ENABLE strategy</i></p>	<p>Termly bid windows opened where staff can request small amounts which support ENABLE:</p> <ul style="list-style-type: none"> • Excellent Teaching and Learning • No excuses • Attendance • Belonging (incl. behaviour, increased rewards & well-being) • Literacy • Enrichment 	
<p>Y6 Transition support: <i>Pupil premium students provided uniform and equipment upon entry. Summer school organised for our most vulnerable students.</i></p>	<p>Students upon entry will be provided with school uniform including school logo clothing, where cases of hardship are identified. Students will also be provided with a bag and equipment. Based on behaviour logs this will reduce the number of behaviour points a pupil premium child will receive and increase engagement and this barrier to their learning will be removed.</p> <p>Summer school organised (staffing and activities) to support the transition of our most vulnerable students. This will increase our knowledge of their needs and increase students' confidence in the school, build relationships with staff and peers.</p>	1, 4, 5
<p>ClassCharts <i>Use of ClassCharts for attendance, behaviour, merits, rewards, parental communication etc.</i> <i>Use of ClassCharts to better monitor and track behaviour and attendance, as well as increasing the school's rewards package to foster belonging.</i> <i>ClassCharts also allows for improved communication between parents, students, and school.</i></p>	<p>ClassCharts allows students and parents to access an easy-to-use app where students and parents have a clear view of merits, behaviour points, and attendance, amongst other things. This involves parents significantly more in their children's learning activities. Parental engagement EEF</p> <p>ClassCharts allows for a rewards shop where students can spend their merits on prizes. It also allows for easier personalisation of rewards and merits, directly linked to our ATL criteria. This helps with metacognition positive behaviour management. It is also in line with our Enable strategy to improve students' sense of belonging.</p>	4, 5

	2. Build a culture of community and belonging for pupils EEF Disadvantaged students are easily identifiable using the seating plan tool.	
<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified and to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5

Total budgeted cost: £495,600

Part B: Review of the previous academic year 23/24

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.81. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.17. See [DfE guidance](#) for more information about KS4 performance measures.

	2019	2022	2023	2024
P8	-0.37	-0.46	-0.91	-0.81
A8	3.7	3.7	3.1	3.17

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 35.0 (Ecclesfield 31.67) and for non-disadvantaged pupils it was 50.3 (Ecclesfield 46.84). For Progress 8, the national average score for disadvantaged pupils was -0.57 (Ecclesfield -0.81) and for non-disadvantaged pupils it was 0.17 (Ecclesfield 0.00).

Disadvantaged students at Ecclesfield School made better progress in 2024 compared to 2023 (+0.10 increase). However, when compared to the progress of non-disadvantaged students, they were over three quarters of a grade lower on average (-0.81 gap).

The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged students has grown since the pandemic.

	2022			2023			2024		
	PP	Non-PP	GAP	PP	Non-PP	GAP	PP	Non-PP	GAP
P8	-0.46	0.10	-0.56	-0.91	-0.08	-0.83	-0.81	0.00	-0.81

PROGRESS

- Disadvantaged student progress has declined since 2019 -0.37 (2019) -0.38 (2020) -0.37 (2021) -0.46 (2022) -0.91 (2023) -0.81 (2024).
- P8 gap has widened since 2019:
-0.50 (2019) -0.71 (2020) -1.14 (2021) -0.56 (2022) -0.83 (2023) -0.81 (2024).
- All prior attaining groups under performed in summer 2024: LPA -0.70 / MPA -0.82 / HPA -1.02.

ATTAINMENT

- Disadvantaged student attainment has slowly declined in the last 5 years: 3.74 (2019) 3.77 (2020) 3.72 (2021) 3.67 (2022) 3.15 (2023) 3.17 (2024).
- The Disadvantaged Gap Index (Dis. E+M attainment compared to non-dis peers) has improved between 2023 and 2024.
- Grade 4+ E&M was 28% in summer 2023 compared to 36% in summer 2024.
- Grade 5+ E&M was 14% in summer 2023 compared to 19% in summer 2024.
- EBACC entry was 49.5% for disadvantaged students in summer 2024.
- Attainment is weakest for those disadvantaged students who are low to middle prior attainers i.e. 1.96 (LPA) / 3.46 (MPA) / 5.51 (HPA).

ABSENCE

Absence among disadvantaged pupils was 10.11% higher than their peers in 2023/24 and persistent absence (all students) 32.5% higher than their peers. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

23/24 Attendance PP	83.02%
23/24 Attendance Non-PP	93.13%
23/24 Persistent Absence PP	49.91%
23/24 Persistent Absence Non-PP	17.41%

WELLBEING

We continue to utilise funding to secure additional staffing to support the challenges around student wellbeing and mental health. Interventions and student voice showed that although those receiving support were positively impacted (e.g. increased attendance, approach to learning and behaviour), numbers needing additional and specialist support remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We aim to screen all students to assess and support student wellbeing further in 2024-25.

BEHAVIOUR

On average disadvantaged students' negative behaviour points decreased in 2023-24 by 2.2%, non-disadvantaged decreased by 1.7%. Targeting disadvantaged and SEND students for mentoring and wellbeing support have supported this decrease.

The suspension rate for disadvantaged students has reduced from 2022-23 to 2023-24 by 1.4%, whereas for non-disadvantaged it increased by 4.5%

SUMMARY:

Key stage 4 data and our internal assessments suggest that **we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25**, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made

changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Golddigger Trust, Growth Programme.	Golddigger Trust
Children's Emotional & Behavioural Psychology Service - Experts in Children's Emotional Well-being	Unravel
ClassCharts	ClassCharts
Bedrock Vocabulary	Bedrock Learning
Accelerated Reader including STAR testing	Renaissance Reading
Lexia Power Up (Core 5)	Lexia Learning
PiXL Secondary	PiXL
GCSE Pod	Access Group
Lucid Exact	GL Assessment
SPARX Maths	SPARX Maths
Linguascope	Linguascope
Active Learn	Pearson
EVOLVE CLUBS	Evolve

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In 2023-24 we provided mentoring and support for those SPP children who required it.

The impact of that spending on service pupil premium eligible pupils


Student voice indicated that they felt well supported by mentoring. This is in place for 2023-24 (one hour per week where appropriate / drop-ins as required).

Further information (optional)

Ecclesfield's ENABLE Strategy


Our 'ENABLE' strategy is a longer-term plan that underpins everything that we do. The strategy seeks to improve the quality of provision for all students but specifically addresses the challenges that are pertinent to our disadvantaged students. The strategy summarises the key challenges to achievement that we have identified and also outlines how we will overcome those challenges. The infographic is also colour-coded to highlight the Education Endowment Foundation's three-tiered model.







[The tiered approach to Pupil Premium spending | Education Endowment Foundation](#)



ENABLE

Ecclesfield School Improvement Strategy 2024-7



Excellent T&L	No excuses	Attendance	Belonging	Literacy	Enrichment
<p><i>Staff create challenging and inclusive classrooms where all learners feel successful and supported.</i></p> 	<p><i>Ecco culture is lived by all: we work together to improve the life chances and aspirations of all students.</i></p> 	<p><i>Attendance is prioritised so that barriers to learning are removed and gaps close.</i></p> 	<p><i>Students and families are included, supported and feel belonging to our Ecco Family.</i></p> 	<p><i>Literacy is explicitly taught so that students are language rich and confidently access learning and life.</i></p> 	<p><i>Students are prepared for life: developing character through enrichment and feel belonging to our Ecco Family.</i></p> 
<p>Hinterland Curriculum rich in knowledge, literacy, retrieval, enrichment opportunities to build engagement</p> <p>High quality, inclusive T&L for ALL – with high expectations and scaffolding to support meaningful participation</p> <p>Assessment and feedback is timely and developmental</p> <p>ATL criteria is used to support and engage Y7-11 as successful students</p> <p>Staff development, wellbeing & retention</p> <p>Develop curriculum and opportunities for alternative pathways</p> <p>KS4 Qualification review</p> <p>Increased PSHCE and RPE Curriculum development</p>	<p>Accountability for all students in our care, especially with barriers to attendance and belonging</p> <p>Shared responsibility for improving disadvantaged student outcomes and attendance through meaningful participation</p> <p>SEND Non-negotiables, PROUD and Ecco Way used to support meaningful participation</p> <p>Behaviour Curriculum is explicitly taught and modelled</p> <p>Students own their ATL and know how to be Successful Students</p> <p>Clear systems and processes support improving outcomes e.g. RAP, QA, PB, interventions</p> <p>Systems for reporting are effective and support students to improve</p> <p>All staff continue to engage with quality professional development</p>	<p>Culture of attendance permeates all aspects of school life</p> <p>All know their role in supporting/improving attendance</p> <p>Staff are proactive in removing any barriers to attend (EBSA)</p> <p>Comprehensive trigger system to alert support for students at risk of poor attendance</p> <p>Early links with Families & Feeders, including bespoke transition events</p> <p>Support families with home visits and multi-agency support</p> <p>Reward and recognition for improved / good attendance</p> <p>Use of ClassCharts to register / track attendance to form and lessons, and to target support quickly</p>	<p>Classrooms are a place of psychological safety where all feel they can make and learn from mistakes</p> <p>Positive framing used in all interactions</p> <p>Early interventions and proactive pastoral support to reduce sanctions</p> <p>Continued safeguarding and wellbeing support</p> <p>Proactive family engagement pledge.</p> <p>Parental partnerships for supporting improved attitude to learning and behaviour for learning</p> <p>Additional opportunities for stakeholder voice and consultation so that stakeholders see that their voices matter and drive improvement</p> <p>Rewards and celebration events are driven by student voice</p>	<p>Oracy focus to target language gaps, build fluency, develop confidence and emotional literacy</p> <p>Reading for pleasure through SODA and AR in English. Reading for purpose through curriculum</p> <p>Build disciplinary literacy strategies within departments for Oracy, Reading and Writing to support meaningful participation</p> <p>Literacy screening and targeted intervention</p>	<p>Explicit opportunities to develop Ecco Values and Character</p> <p>Develop the range of student leadership and volunteer opportunities</p> <p>Increased range of opportunities linked to careers, within and beyond the curriculum</p> <p>Enrichment data is tracked, and student voice used to increase meaningful participation</p> <p>Holiday Camps (including Bespoke Transition) and Residential to widen meaningful participation</p> <p>Disadvantaged and SEND students are supported to engage with more clubs and trips</p> <p>Increased range of enrichment opportunities within the curriculum</p>