ECCLESFIELD SCHOOL

Pupil Premium Strategy Statement 2024/27

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1715 19.12.2025
Proportion (%) of pupil premium eligible pupils	530 (30.9%)
Academic year/years that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Richard Walkden (Headteacher)
Pupil premium lead	Ryan Willson (Assistant Headteacher)
Governor / Trustee lead	Sally Green

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£508,475
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£508,475

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
1. **Attainment in English and Maths**	**Ensuring positive outcomes for all** Progress and attainment are generally lower for disadvantaged students than that of their peers, particularly in English and Maths. **Summer 2024** *Progress 8* - Non disadvantaged: 0.00 / Disadvantaged: -0.84 *Attainment 8* – Non disadvantaged: 4.73 / Disadvantaged: 3.09 *9-7 Maths & English* - Non disadvantaged: 11% / Disadvantaged: 1% *9-5 Maths & English* - Non disadvantaged: 47% / Disadvantaged: 19% *9-4 Maths & English* - Non disadvantaged: 70% / Disadvantaged: 36% **Summer 2025** *Attainment 8* – Non disadvantaged: 4.70 / Disadvantaged: 2.93 *9-7 Maths & English* - Non disadvantaged: 8% / Disadvantaged: 0% *9-5 Maths & English* - Non disadvantaged: 41% / Disadvantaged: 12% *9-4 Maths & English* - Non disadvantaged: 73% / Disadvantaged: 26% Attainment upon entry to Year 7 indicates that in all cohorts with data, disadvantaged students scored significantly lower than their non-disadvantaged peers in terms of age-related expectations (score of 100) in reading and maths. This trend continues throughout school. SATS - students with scores below 100 (below age-related expectations) • 2025 Maths Y7: 42% disadvantaged v 22% non-disadvantaged • 2025 Reading Y7: 39% disadvantaged v 22% non-disadvantaged. • 2024 Maths 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.
2. Literacy	**Enabling learners to access the curriculum** The reading ages of students are assessed using STAR throughout the school. From 25/26 we have delayed the start of our synthetic phonics interventions for Y7 to enable more thorough 1:1 assessment with the students who scored in the lowest 10% in STAR tests. These 1:1 assessment were carried out by one of our HLTAs, who is a trained primary school teacher. As part of the assessments, the students read to her and completed simple comprehension activities, many of them also carries out an SSRT test. Following the 1:1 assessments and SSRT tests, the reading ages for our **current Y7 cohort** are as follows: **All students 10.91** PP students 10.41 Non PP students 11.24 Difference -0.83 These tests also identified that comprehension of text is the main barrier for our students with the lowest reading ages and not phonics. We are therefore identifying best practice for delivering reciprocal reading for our students rather than delivering our synthetic phonics program. **Students in Y8** took their most recent STAR test in **June 2025** and the reading ages were as follows: **All students 11.31** PP students 10.69 Non PP students 11.56 Difference –0.87 **The September 2024** reading ages for the same cohort are: All students 10.54 PP students 9.9 Non-PP students 10.83 For the academic year 24/25, the reading ages of non-pp students increased by an average of 0.73 years, the average reading age of PP students in this cohort increased by 0.79 years. The gap between reading ages closed by 0.06. The reading ages of students who are PP and SEND increased by 1.09 years, the reading ages of students with an EHCP increased by 1.07 years, the reading ages ALP provision increased by 1.05. This shows that the improvement in literacy teaching across lessons and the range of literacy interventions that are in place have supported our PP students to make over twice as much progress as their non-PP peers.

	*The data for the current Y8 cohort also does not include any follow up SSRT reading age tests, which will be done following the Y8 STAR tests in November 2025 We have a whole school literacy strategy. Currently we are focussing on oracy and reading to support writing and emotional literacy. 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	**Supporting our students' wellbeing and metacognition** Observations in classrooms and staff voice 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	**Developing a culture in which all students belong** 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 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 (2024-2025), disadvantaged students' behaviour incidents increased by 66%, whereas non-disadvantaged increased by 68%. Targeting disadvantaged and SEND students for mentoring and wellbeing support have supported this decrease.
The number of suspensions for disadvantaged students has decreased for the 2024-25 academic year compared to the previous year.
We acknowledge that behaviour for our disadvantaged students remains a barrier, and we want to continue to improve this.

Enrichment
Our disadvantaged students are less likely to attend enrichment activities, and this impacts on their sense of belonging and their experiences of school life. 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.

2023-24: 20% gap in participation between disadvantaged students and their peers.

	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.
5. Attendance and engagement	**Supporting learners to attend and help parents to engage in positive power of education** Attendance data from 2024 indicates that absence among disadvantaged students has been 8% higher than for non- disadvantaged students, this is a reduction compared to previous years. Last academic year, 268 disadvantaged students were persistently absent. This equated to 50.66% of the disadvantaged cohort. When compared to non-disadvantaged students for the same period, the persistent absence figure stood at 16.41%, which was 202 students. 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. 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.

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 .	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: • Average Attainment 8 score of 3.09 • English: 43% 4+ and 27% 5+ • Maths : 32% 4+ and 16% 5+ 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: • 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+ **ASPIRATIONAL TARGET** For 2025/26, we are aiming for improved outcomes. Our targets are to match national average outcomes for disadvantaged students which are: • Average Attainment 8 score of 3.45 • English: 62% 4+ and 45% 5+ • Maths : 54% 4+ and 34% 5+
Improved reading, comprehension, vocabulary and oracy for disadvantaged students	• STAR reading/comprehension tests demonstrate gaps narrowing between disadvantaged students and their non-disadvantaged peers. • 1:1 follow up assessments by Primary trained HLTA to ascertain the literacy gap and complete SSRT tests. • Oracy (working with Voice 21) benchmarks and observation indicates that classroom talk is embedded. • Quality assurance and staff voice report that disciplinary literacy is embedded across the curriculum. • CPD delivered to all staff to support with disciplinary reading
Improve and sustain attendance for all students, and especially for disadvantaged students	Sustained attendance from 2024/25, demonstrated by: • Overall absence rate for all students is no more than 8.5% 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 25% 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	• 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.	Sustain high levels of wellbeing from 2025/26 and towards 2026/7 as demonstrated by: • Quantitative data from student voice via SSWQ Bounce Together surveys show students feel above national (versus Bounce comparisons) belonging to school. • Qualitative data 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: • 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. • Overall suspension rate to not exceed 28% • Introduction of a new MIS to support the tracking of 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: • 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £254,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of **standardised diagnostic assessments** *e.g. STAR reading/ comprehension test, Lucid Exact (access arrangements).*	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
Enhancement of Science, Humanities and ALP curriculum planning. *We will fund Science and Humanities leaders release time to work with specialists and curriculum support / specialist consultants.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 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. In a Geography peer review in November 2025, the teaching of Geography to the ALP students was highly praised. From the current Y7 cohort, the ALP students are now taught History and Geography by specialists. All former ALP students, including those accessing the ARC provision achieved a grade in GCSE Combined Science in Summer 2025.	1
Explicitly develop high-quality oracy teaching practices, *with support from 'promising project' Voice 21, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. This will involve Voice*	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicitly in classrooms) and can be developed together.	1, 2, 3

21 subscription, staffing (two Voice 21 Champions plus SLT Strategic Lead), teacher training and support / release time.		
Improving disciplinary literacy *in all subject areas in line with 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.*	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](#) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: [word-gap.pdf (oup.com.cn](#) Our school literacy strategy has been developed with support from the Literacy Lead at Learn Sheffield who has praised the work we are doing,	1, 2
Staff development, resources, and release time, *as appropriate, around our key teaching and learning principles, key priorities and curriculum and knowledge-development*	Using the EEF guidance on effective professional development, but also maintaining key priorities from the school development plan https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development **Feedback and assessment** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback **ATL Criteria, Data Input, and Reporting** [Metacognition and Self-regulated Learning	EEF](#) [Metacognition and self-regulation	EEF](#)	1, 2, 3

13	**Teacher Walkthru** https://www.walkthrus.co.uk/general-6 (including ECT support, as required) **Literacy** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Voice 21, Deliberate Vocabulary Development (Spring 24) and further development work on Disciplinary Literacy (Autumn 24) **SEND** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Resources to allow early identification and assessment of need and level of need ie Motional, dyslexia screeners etc **Metacognition / Self-Regulation** Targeted intervention for disadvantaged students to articulate the process of learning and how to regulate their emotions. Training to upskill SEND team to deliver speech and language interventions, Lego therapy and zones of regulation interventions targeted at disadvantaged pupils. Funding of Bounce survey programme to support identification of trends across learners with regards to their wellbeing, attitude to learning and transition points. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition **Curriculum, knowledge, and principles of instruction:** https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf **Pupil Premium** https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (Marc Rowland).	

Acceler-ated Reader: Develop-ing read-ing hab-its *AR pro-gramme, staffing, ad-min and lead staff time re-quired.*	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 re-wards for regular reading; support for those not engaging as often. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1, 2
Whole class reading: *Class Reads as part of Form Time* *Resources and staff develop-ment / Staff time*	Form groups reading together twice each week, sup-ported by Form Tutors, to access and enjoy reading a range of texts. Reading comprehension strategies can have a positive im-pact on pupils' ability to understand a text: Reading comprehension strategies | Toolkit Strand | Edu-cation Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2
Online re-sources *to support stu-dents to know and remem-ber more (i.e., home learning and enrich-ment / in-class pack-ages)*	Digital resources to support regular practice and knowledge recall: e.g., SPARX Maths; Seneca (Science); MFL – Lin-guascope; GCSE Pod (all subjects) 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2
Quality As-surance, Ad-ministration and Staffing *and costs to ensure con-sistent, high-quality T&L through effec-tive imple-mentation.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Staff training to develop practice which will affect change for all learners and particular focus on disadvantaged learners. Teaching and Learning coaches are in place to support whole-school initiatives which are evidence informed to drive forward progress of disadvantaged learners.	1 - 5

	Appointment of 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. Capacity to allow Middle and Senior Leaders to assess the impact of strategy via QA strategy.	

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

Budgeted cost: £152,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Licenses and HLTA/LSA time to support interventions	Program records pre and post-test scores and suggests who needs additional support. Students are given a device to use at home if required. Vocabulary targeted to support comprehension and reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3- ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching- assistants	1,2
Lexia (Power Up) online reading intervention *Licenses purchased and LSAs are required to facilitate, monitor and support students as they complete Lexia online in small groups and at home.*	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia https://educationendowmentfoundation.org.uk/educat	1,2

	ion-evidence/guidance-reports/teaching-assistants	
RWI: Read Write Inc *Structured phonics intervention in small groups (Y7-8) with an LSA/HLTA to develop reading fluency/speed to support comprehension, vocabulary and spelling.*	**Phonics literacy programme** which supports students with lower reading ages – working in small group interventions with a trained LSA. Training to refresh staff knowledge and equip new staff with relevant skills to deliver RWI effectively. https://educationendowmentfoundation.org.uk/educat ion-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/educat ion-evidence/teaching-learning-toolkit/phonics	1,2
EAL Coordinator / Literacy Support *Appointed EAL coordinator to work with EAL students and also deliver literacy intervention, targeted at disadvantaged students. Supporting in the creation and delivery of reading comprehension programme to bridge the gap between RWI and expected literacy levels.*	Working as a teaching assistant for disadvantaged EAL learners (including but not limited to refugees and asylum seekers) Teaching Assistant Interventions	EEF Providing literacy support to small groups of disadvantaged students Small group tuition	EEF Creating a literacy programme that bridges the gap between the RWI programme and expected literacy levels, moving out of Y7 transition and KS3. Improving Literacy in Secondary Schools	EEF section 7.	2, 4
Maths Intervention as part of Tutor time (SODA):	Small group, targeted interventions to improve Maths grades – based on marginal gains and emerging gaps at GCSE identified in assessments.	1

Small Group targeted interventions / teacher time / numeracy resources	[Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF](#) [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3](#)	
Reciprocal Reading *Targeted, small group reciprocal reading sessions to develop vocabulary, reading and comprehension*	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: [Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF](#) [Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF](#)	1, 2
Literacy and Maths Transition projects *Teacher release, staffing and resources.*	Lead Teachers to work on Transition projects for Summer 2026 [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3](#) [https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4](#)	1, 2
*Purchase of **standardised diagnostic assessments and tracking** e.g. STAR reading / RWI / pupil progress*	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: [Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF](#)	1, 2

Bespoke Summer Camp Targeting Year 6 disadvantaged, vulnerable and SEND students *Staffing (Lead, teaching and support staff) and resources.*	https://educationendowmentfoundation.or g.uk/education-evidence/teaching- learning-toolkit/summer-schools Summer School targets students who may find the transition to secondary school more challenging. The EEF suggests that summer schools can support students to engage and attend through a blend of academic and wider approaches. Camp aims to foster better belonging and attendance at school, in addition to mitigating the summer 'dip' in attainment.	1, 2, 4, 5
Cameron Parker motivation workshop	Targeted one-off workshop based around academic mentoring and aspiration with methods of organisation, revision and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3, 4
Quality Assurance, Administration and Staffing *costs to ensure consistent intervention and accountability processes.* *Teacher and leader cover / admin for RAP meetings*	RAP (Raising Attainment and Progress) meetings across Departments and Year Groups – using the EEF implementation guidance for monitoring and evaluation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Raising achievement and progress meetings with curriculum leaders, pastoral and senior leaders.	1 - 5
Interventions to accelerate progress in English and maths *Staff time and resources Programme costs (if external) for*	Funding to support additional Year 11 interventions, as required (prioritising English and Maths): e.g. Strive for Five (incl Science) / Holiday Interventions / Pupil Progress	1

example, the Action Tutoring programme.	tracking, super learning days and drop-down sessions. Action tutoring programme in place where disadvantaged students from Y7, Y10, and Y11 receive maths tutoring before and after the school day. New EEF trial: low-cost tutoring can boost struggling pupils'…	EEF Action Tutoring - trial	EEF	
Homework Club provision / Study Hub resources / Providing resources for students to take home	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. We offer a homework club, a fully stocked Study Hub, and curriculum areas that can help students overcome barriers by offering the resources and support needed to undertake homework or revision. This is supplemented by students having regular access to devices both before/after school and at home, through the school's loan service where disadvantaged and SEND students have priority access to device loans where required/requested/referred. https://educationendowmentfoundation.org.uk/educat ion-evidence/teaching-learning-toolkit/homework	1 - 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision Mapper and Arbor totrack impact of academic and wider interventions	Tracking impact is essential for monitoringprogress 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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Provision Map can assist schools with EEF SEND recommendations 4 and 5 in particular: https://educationendowmentfoundation.org.uk/educat ion-evidence/guidance-reports/send	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
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. Costs include mentor staffing 1 day perweek.	Evidence suggests that structured, positivementoring 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, promote wellbeing, improved behaviour/self-regulation, and increased attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 4, 5
Adoption of a **cognitive behavioural therapy (CBT)** intervention for students who are in crisis and/or requiresupport with regulating behaviour	There is evidence to suggest that CBT canhave a high impact on risky behaviours and behavioural difficulties: Cognitive Behavioural Therapy -	3, 4, 5

and emotions. *Trust Counsellor appointed 2 days per week at Ecclesfield*	YouthEndowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's socialand emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review onthe effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	
Improve attendance through embedding principles of good practiceset out in DfE's advice. Costs include: Staffing, training and release time to develop and implement procedures. Attendance staff appointed (three attendance officers), and supported to improve attendance and wellbeing (at the heart of many attendance concerns) Staff training around highlighting andsupporting attendance. Targeted attendance rewards andincentives.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)	4, 5
Student Wellbeing Officer Additional staff capacity to support staffdevelopment, student welfare, attendance and deliver targeted wellbeing interventions; support parent and/or external agency liaison.	Full time role, targeting students and groups for support, based on pastoralreferrals. PSHCE lessons include SEMHsignposting. 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	3, 4, 5

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 *Time if required in specific cases e.g. cover in tutor time; resources rewards. Workshop.*	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 learner has a trusted adult. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 4, 5
Pupil Premium Champion *Costs for one member of staff to support the development of the ENABLE strategy: Attendance project mentoring – improving attendance*	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. ESOL, SALT, Zones of Regulation (social and emotional learning) *Staff development / staff time to support students and offer numerous interventions to address improved behaviour, wellbeing, and attendance*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and- emotional-learning Although weaker evidence bases on impact on attainment, targeted rather than general approaches have a greater impact on wellbeing, engagement and attendance.	3, 4, 5

Bounce Together *Monitoring and tracking tool for well-being.*	Survey data provides evidence to prioritise and target support effectively. Results from survey will help our school understand student well-being barriers and provide appropriate intervention. Bounce Together can also provide well-being data of staff and parents.	1, 4, 5
Breakfast Club *Costs include food, staffing andresources when required*	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. https://educationendowmentfoundation.org.uk/projects-and- evaluation/projects/magic-breakfast	3, 4, 5
Enrichment: ***Enrichment opportunities for disadvantaged students through 'PP Bids' e.g.*** *Funded peripatetic music lessons; support to access to trips; funded taster sessions.*	Boosting attendance to enrichment for disadvantaged students can help build belonging and increase attendance andengagement to school. 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. Students are more likely to attend if theyhave access to snacks and are invited toattend. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical- activity https://educationendowmentfoundation.org.uk/educ ation-evidence/teaching-learning-toolkit/arts-participation	3, 4, 5
Pupil Premium Funding Bids: *Staff invited to make small funding bidsfor projects to drive elements of the ENABLE strategy*	Termly bid windows opened where staff can request small amounts which supportENABLE: • Excellent Teaching and Learning • No excuses • Attendance • Belonging (incl. behaviour, increased rewards & well-being)	

	• Literacy • Enrichment	
Y6 Transition support: *Pupil premium students provided uniform and equipment upon entry. Summer school organised for our most vulnerable students.*	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. 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.	1, 4, 5
ClassCharts **Use of ClassCharts for attendance, behaviour, merits, rewards, parental communication etc.** *Use of ClassCharts to better monitor and track behaviour and attendance, as well as increasing the school's rewards package to foster belonging.* *ClassCharts also allows for improved communication between parents, students, and school.*	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 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. 2. Build a culture of community and belonging for pupils	EEF Disadvantaged students are easily identifiable using the seating plan tool.	4, 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5

Total budgeted cost: £495,600

Part B: Review of the previous academic year 24/25

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 2.93. We think that Progress 8 would have been a more favourable measure this year, but this was not possible due to no KS2 SATs. *See DfE guidance for more information about KS4 performance measures.*

	2019	2022	2023	2024	2025
P8	-0.37	-0.46	-0.91	-0.84	N/A
A8	3.7	3.7	3.1	3.1	2.93

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 –0.91) and for non-disadvantaged pupils it was 0.17 (Ecclesfield 0.00).

Disadvantaged students at Ecclesfield School made slightly better progress in 2024 compared to 2023. However, when compared to the progress of non-disadvantaged students, they were over three quarters of a grade lower on average (-0.84 gap).

2024/25 saw a drop in A8 to 2.93 but there was no P8 result so progress could not be measured.

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	-0.84	0.00	-0.84

PROGRESS
- Disadvantaged student progress has declined since 2019 -0.37 (2019) -0.38 (2020) -0.37 (2021) -0.46 (2022) -0.91 (2023) -0.84 (2024).
- P8 gap has widened since 2019:
  -0.50 (2019) -0.71 (2020) -1.14 (2021) -0.56 (2022) -0.83 (2023) -0.84 (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) 2.93 (2025).

- The Disadvantaged Gap Index (Dis. E+M attainment compared to non-dis peers) improved between 2023 and 2024 but dropped in 2025.
- Grade 4+ E&M was 28% in summer 2023 compared to 36% in summer 2024 and 26% in summer 2025..
- Grade 5+ E&M was 14% in summer 2023 compared to 19% in summer 2024 and 12% in summer 2025.
- EBACC entry was 39% for disadvantaged students in summer 2025.

ABSENCE

Absence among disadvantaged pupils was 11.59% higher than their peers in 2024/25 and persistent absence 34.25% 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.

24/25 Attendance PP	81.8%
24/25 Attendance Non-PP	93.39%
24/25 Persistent Absence PP	50.66%
24/25 Persistent Absence Non-PP	16.41%

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 2025-26.

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 reduced significantly for the 2024-25 academic year by 137 suspensions. This meant the suspension rate % went from 32.71% to 22.92%. There was also a reduction for non-disadvantaged students, from 6.06% to 5.07%. Resulting in 21 fewer suspensions for this group.

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. We have also created a pupil premium action plan and monitoring document to facilitate leaders reviewing key activities and interventions over the course of the academic year. 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
Maths Tutoring	Action Tutoring
Art Therapy	Sheffield Art Therapy Service
Educational Psychologist	Private Educational Psychologist
Wellbeing / Student Voice surveys	Bounce Together
ClassCharts	ClassCharts
Speech and Language Service	Let's Verbalise
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

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 2024-25 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 2024-25 (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
Staff create challenging and inclusive classrooms where all learners feel successful and supported.	*Ecco culture is lived by all: we work together to improve the life chances and aspirations of all students.*	*Attendance is prioritised so that barriers to learning are removed and gaps close.*	*Students and families are included, supported and feel belonging to our Ecco Family.*	*Literacy is explicitly taught so that students are language rich and confidently access learning and life.*	*Students are prepared for life; developing character through enrichment and feel belonging to our Ecco Family.*
Hinterland Curriculum rich in knowledge, literacy, retrieval, enrichment opportunities to build engagement	Accountability for all students in our care, especially with barriers to attendance and belonging	Culture of attendance permeates all aspects of school life	Classrooms are a place of psychological safety where all feel they can make and learn from mistakes	Oracy focus to target language gaps, build fluency, develop confidence and emotional literacy	Explicit opportunities to develop Ecco Values and Character
High quality, inclusive T&L for ALL – with high expectations and scaffolding to support meaningful participation	Shared responsibility for improving disadvantaged student outcomes and attendance through meaningful participation	All know their role in supporting/improving attendance	Positive framing used in all interactions	Reading for pleasure through SODA and AR in English. Reading for purpose through curriculum	Develop the range of student leadership and volunteer opportunities
Assessment and feedback is timely and developmental	SEND Non-negotiables, PROUD and Ecco Way used to support meaningful participation	Staff are proactive in removing any barriers to attend (EBSA)	Early interventions and proactive pastoral support to reduce sanctions		Increased range of opportunities linked to careers, within and beyond the curriculum
ATL criteria is used to support and engage Y7-11 as successful students	Behaviour Curriculum is explicitly taught and modelled	Comprehensive trigger system to alert support for students at risk of poor attendance	Continued safeguarding and wellbeing support	Build disciplinary literacy strategies within departments for Oracy, Reading and Writing to support meaningful participation	Enrichment data is tracked, and student voice used to increase meaningful participation
Staff development, wellbeing & retention	Students own their ATL and know how to be Successful Students	Early links with Families & Feeders, including bespoke transition events	Proactive family engagement pledge.		Holiday Camps (including Bespoke Transition) and Residentials to widen meaningful participation
Develop curriculum and opportunities for alternative pathways	Clear systems and processes support improving outcomes e.g. RAP, QA, P6, interventions	Support families with home visits and multi-agency support	Parental partnerships for supporting improved attitude to learning and behaviour for learning		Disadvantaged and SEND students are supported to engage with more clubs and trips
KS4 Qualification review	Systems for reporting are effective and support students to improve	Reward and recognition for improved / good attendance	Additional opportunities for stakeholder voice and consultation so that stakeholders see that their voices matter and drive improvement	Literacy screening and targeted intervention	Increased range of enrichment opportunities within the curriculum
Increased PSHCE and RPE Curriculum development	All staff continue to engage with quality professional development	Use of ClassCharts to register / track attendance to form and lessons, and to target support quickly	Rewards and celebration events are driven by student voice		