

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Ecton Brook Primary School
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	N Woods/D Archer joint Head Teachers
Pupil premium lead	L Hyslop Deputy Head Teacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,895
Recovery premium funding allocation this academic year	£27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,387
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	£ 301,267

Part A: Pupil premium strategy plan

Statement of intent

At Ecton Brook Primary we believe that all pupils, irrespective of background, can attain well and be successful. We believe that holistic child development is an integral part of developing successful lifelong learners and we recognise that although academic attainment is necessary it should not be the sole measurement of success.

We will carefully consider the challenges faced by disadvantaged pupils at Ecton Brook and develop approaches which tackle and breakdown barriers. Barriers in our context include low language acquisition on entry to school; families who place less importance on education often due to negative prior experiences; disrupted 'readiness for learning' influenced by tiredness, diet and access to appropriate equipment; underdeveloped self-regulation, social and emotional skills; limited opportunities to engage with enrichment experiences outside of school.

Our approach focuses on high expectations for all learners and high quality teaching supported by sustained evidence based CPD. Robust diagnostic assessment will ensure that early identification of gaps in pupils' learning are addressed with planned, evidence-based intervention. There will be a constant drive to develop positive relationships between staff, families and children. Evidence supports purposeful and positive relationships as being integral to promoting a strong learning environment for all pupils.

Our strategy forms part of our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for school led tuition, for pupils whose education has been worst affected by national lockdowns.

Challenges

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

Challenge number	Detail of challenge
1	Reading comprehension and engagement is hindered by underdeveloped reading skills. 2020/21 end of year data for Reception & KS1, suggests that between 40% - 73% of disadvantaged pupils were working below age related expectations. This is considerably lower than 'other' pupils where the range was 23%-52% working below expectations. Overall on average across EB Reception and KS1 classes at the end of the academic year 2020/21, 55% of our disadvantaged pupils did not reach age-related expectations in reading compared to 36% of 'other' pupils.
2	Underdeveloped receptive and expressive language across all age phases impacts on pupils' ability to access key concepts in learning. (Sep 2021 -receptive and expressive language acquisition skills have been further impacted upon due to time out of school during the pandemic.)
3	Underdeveloped metacognition is a common theme amongst pupils. Often, 'assumed' knowledge and links within the wider curriculum present increased challenge on pupils' cognitive load. (Often due to limited wider learning experiences & prior knowledge)
4	Up to 25% of pupils (EB) from disadvantaged backgrounds require a high level of additional pastoral & family support in order to access learning. Readiness for learning, self-

	<p>regulation & underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.)</p> <p>The impact of the lockdown during the pandemic has further exacerbated the above with many pupils struggling to regulate and work with stamina. This is particularly evident in Foundation & KS1.</p>
--	---

Intended outcomes

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

Intended outcome	Success criteria
<p>Accelerated progress in reading skills and reading comprehension for identified groups of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Teachers in all classes use diagnostic assessment identify underachieving pupils. • All teachers demonstrate systematic approaches to improving pupil outcomes. • Clear allocation of resources, including identified adult support, demonstrates 'different to' support (<i>where appropriate</i>) for disadvantaged pupils. • Allocation of additional resources through the National Tutoring Programme ensures disadvantaged pupils have opportunities to address reading gaps. • The allocation of Recovery funding to HfL fluency project demonstrates impact in improving outcomes. • Evidence of clear tracking of the effectiveness and impact of targeted strategies used to support pupils. • Team Leaders can demonstrate clear processes that are in place to ensure that targeted reading support is regular, purposeful and meaningful to pupils and parents. • Data/teacher assessment reflects accelerated progress for identified pupils.
<p>Evidence of specific teaching strategies, in all classes, (including a high level of commissioned support) that provide opportunities for disadvantaged pupils to increase receptive and expressive language.</p>	<ul style="list-style-type: none"> • Evidence that staff have undertaken CPD linked to vocabulary and that the CPD is informing good practice. • NELI baseline and retest demonstrates that specific intervention supports the progress of pupils who enter the school in Reception year with speaking, listening & attention skills below national expectations. • High quality, commissioned language support enables staff to deliver differentiated 'quality first teaching' and focussed intervention, where appropriate. • Targets for pupils with SEND differentiated to improve outcomes. • It is evident that vocabulary has a high profile in all classrooms and other areas of the school. • All classrooms provide specific vocabulary resources, accessed by all pupils. • Pupils' written and oral work demonstrates the impact of the teaching of specific vocabulary. • The curriculum plans for purposeful and deliberate teaching of vocabulary. Teachers' planning reflects the same. • Oracy is a key feature in all elements of teaching. Learning walks show evidence of teachers modelling language as a planned strategy. Pupils are given frequent opportunities to orally rehearse . • Paired talk is of a high quality.

<p>Highly effective delivery of a carefully planned, knowledge rich curriculum, including the teaching of metacognitive strategies, that empowers pupils to embed learning.</p>	<ul style="list-style-type: none"> • Curriculum maps and plans evidence the provision of a foundation of ‘knowledge’ that supports the development of learning skills. • Long and medium term planning has been adapted to ensure that the curriculum links are clear both vertically and horizontally; that pupils have planned opportunities to build on knowledge and develop skills as they progress through school. • Pupils’ work demonstrates the use of combined knowledge and skills in a sequenced way. (NPAT Knowledge organisers for Geography, History, R.E., Science) • Pupils’ classwork reflects appropriate content and coverage in line with whole school curriculum planning. • Pupils can make references and links to prior knowledge and apply this knowledge in different contexts. • Evidence of pre-teach for pupils with subject knowledge ‘gaps’; thus ensuring that the curriculum is accessible to all. • Pupil Voice demonstrates that pupils know how to develop their thinking (metacognition) • Regular discussion with subject leaders ensures that curriculum content is challenging, cohesive and supports learning over time. • Evidence in classrooms and books of planned strategies to support pupils’ working and long term memories (cognitive load) • Leaders use training and current research to inform curriculum decisions and staff CPD. • The impact of CPD and development of teachers’ practice reflects current research. • Teachers adapt teaching to meet the needs of specific groups of pupils based on research and training. • Pupil progress Meetings & data outcomes demonstrate good levels of attainment • Allocation of additional resources through the National Tutoring Programme ensures disadvantaged pupils have opportunities to address gaps in reading, writing and maths. • Recovery funding supports pupils in developing reading, writing and maths skills required to access the wider curriculum.
<p>Focussed pastoral intervention ensures clear identification of and support for, pupils where external factors act as a barrier to learning.</p>	<ul style="list-style-type: none"> • MyConcern records and tracks pupils identified as having an area of need. • All staff are aware of the characteristics of EB disadvantaged pupils and the impact those characteristics have on learning. (education being undervalued; low readiness for learning; poor self- regulation skills; under-developed social & emotional skills; low self-esteem) • Regular CPD ensures all staff access the appropriate pathways to support pupils through referrals to the pastoral worker and school Family Workers. • Group and 1:1 interventions are in place to support children with pastoral needs. • Early Help and Child In Need supports families to improve outcomes. • Initial home visit from a school Family Worker identifies potential home/emotional barriers requiring support. • .The LAC and PEP process meets the needs of children who are Looked After. • Attendance is monitored by an attendance lead and intervention is in place where appropriate

- Breakfast club supports children with emotional needs.
- **Catch Up funding** provides workshops which address the impact of external factors on pupils access to the curriculum.

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: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure consistency in administration and interpretation.	<i>Standardised tests can provide reliable insights into the strengths and weaknesses of each individual pupil to ensure they receive the correct additional support through interventions or teacher instruction. (Standardised tests/assessing and monitoring pupil progress EEF)</i>	1,2,3
Purchase of DfE validated Systematic Synthetic Phonics programme, including CPD (Sounds Write)	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. (EEF Oral language interventions)</i>	1,2
Purchase of additional reading scheme books to support Sounds Write phonics.	<i>Proficiency in reading is vital for pupils' success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum. (DfE)</i>	1,2
Herts for Learning Reading Fluency Project & CPD Staff will receive ongoing training for both whole class reading instruction and group intervention. Funding will support training and release time.	<i>Reading fluency supports reading comprehension. Reading fluency/comprehension strategies have high impact and are a crucial component of early reading instruction. (EEF)</i>	1, 2,
Enhancement of our maths teaching and curriculum through a maths hub and use of Power Maths scheme to develop mastery. We will fund teacher release time to embed key elements of guidance in school.	<i>DfE non-statutory guidance (Maths Guidance KS1 and 2) has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.</i> <i>"on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches" (EEF toolkit).</i>	2,3
Enhancement of the teaching and delivery of the NPAT, foundation subject curriculum.	Access to a well-sequenced and well-planned curriculum, taught by competent, knowledgeable teachers, is the route to educational excellence .A broad, rich and rigorous curriculum is viewed as the driver of school improvement.	1,2,3

<p>Funding will provide additional CPD and release time to ensure that all teachers can deliver high quality teaching.</p>		
<p>Embed teaching strategies that provide pupils with opportunities to increase receptive and expressive language. This will include commissioning external Speech and Language support who will provide whole school strategies and resources. We will fund training and release time for staff.</p>	<p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." (EEF toolkit/Oral Language interventions)</i></p> <p><i>"The focus on vocabulary and oral language is critical to the long-term success of disadvantaged and vulnerable pupils, both in respect of social skills and academic attainment in all subjects." (Marc Rowlands 2018)</i></p>	<p>1,2,3</p>
<p>Engagement in the EEF</p> <p>We will fund release time for those taking part in the course and those who are supported in their development as a result of the course.</p>	<p><i>Implementation is a key aspect of what schools do to improve.</i></p>	<p>1,2,3,4</p>
<p>Engagement in the National Professional Qualification for Leading Teachers (NPQLTD)</p> <p>We will fund release time for those taking part in the course and those who are supported in their development as a result of the course.</p>	<p><i>NPQLTD gives participants all of the essential knowledge, skills and concepts that underpin successful leadership of teacher development.</i></p> <p><i>Teacher development is recognised as being key to ensuring that all pupils receive high quality teaching. High quality teaching has the greatest impact on outcomes for all pupils.</i></p>	<p>1,2,3,4</p>
<p>Engagement in the Senior Mental Health Lead training- quality assured by the DfE</p>	<p><i>A Strategic Approach to Whole-School Mental Health and Wellbeing has been designed to align with Public Health England's eight principles for promoting children and young people's emotional health and wellbeing.</i></p>	<p>1,2,3,4</p>
<p>Engagement in the National Tutoring Programme to provide school led tutoring.</p> <p>DfE funding covers 75% of the cost, school will pay the additional 25% (£7290)</p>	<p><i>Diagnostic assessments provide information related to gaps in pupil's knowledge. Additional tutoring in school at the end of the school day provides teachers, who already know the gaps their pupils have, to deliver a further hour per week of high quality teaching specific to the individual. Groups will consist of no more than three pupils.</i></p>	<p>1,2,3</p>

Recruitment of part-time pastoral support worker.	<p><i>Raising attainment begins with ‘readiness for learning’ External factors particular to the school’s demographic make-up mean that many children and families require additional support with accessing learning.</i></p> <p><i>“Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.” (EEF toolkit)</i></p> <p><i>Evidence on learning behaviours from the Teaching and Learning Toolkit EEF</i></p>	4
Retention of three part-time Family Workers, working across the school with pupils and families to address barriers to engagement in learning		4

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

Budgeted cost: £ 96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for pupils from Y1-Y6 who have been most affected by lockdowns during the pandemic.	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support those falling behind both one-to-one and in small group. (EEF)</i>	1,2,3,4
NELI (Nuffield Early Literacy Intervention) We will fund two members of staff to deliver the intervention and complete assessments.	<i>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills.</i>	1,2,3
Commissioned Speech and Language Support	<p><i>Commissioned support ensures that pupils specific learning needs are identified and that teachers, parents and external agencies can work collaboratively to improve outcomes.</i></p> <p><i>High quality teaching is complimented by carefully selected small-group and one-to-one interventions</i></p>	1,2,3,4
Commissioned Educational Psychologist Support		
Commissioned Occupational Therapy Support		
Herts for Learning Fluency Project intervention Training/delivery	<i>Increased fluency in reading increases confidence and comprehension, improving engagement and outcomes for pupils.</i>	1,2
Pastoral workshops including resources	<i>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact on average of four months additional progress on academic outcomes over the course of a year (EEF).</i>	4

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club – nurture Includes reading catch up	<i>Previous school evidence shows that attendance improves when pupils attend breakfast club.</i>	1,2,4
Instructional Coaching 'Teachers Talking Teachers' training and implementation. We will fund release time for teachers to embed this style of instructional coaching.	<i>In terms of impact on student outcomes, instructional coaching has a strong evidence base. (Ambition Institute 2020)</i>	1,2,3,4
Subsidies for wider enrichment experiences including music, arts and external visits.	<i>Evidence shows that pupils make links to new learning through their experiences within wider contexts. The focus on vocabulary and oral language is critical to the long-term success of disadvantaged and vulnerable pupils, both in respect of social skills and academic attainment in all subjects." (Marc Rowlands 2018)</i>	2,3,4

Total budgeted cost: £ 261,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the impact of Covid-19 and the disruption caused to a number of subject areas. As evidenced in schools across the country, school closure was most detrimental to our most disadvantaged pupils. Pupil Premium funded, targeted interventions were not taught to the degree that they were originally planned. Accurate assessment data through diagnostic assessment was impacted upon making specific targeting gaps in learning more difficult to tackle.

We continued to provide a sequenced, knowledge rich curriculum during periods of lockdown through our online teaching platform and resources provided by Oak Academy. Observations and discussions with pupils indicated that many of our most disadvantaged pupils encountered further barriers to accessing learning. These barriers included overcrowded living spaces, limited parental support due to work commitments, lack of motivation and engagement. During lockdowns, some families became extremely difficult to reach. We recognise that many of our families face further issues related to deprivation following the pandemic. This is one of the reasons, pastoral support remains a focus on our current plan. In addition observations have indicated that well-being and mental health in our disadvantage pupils has been impacted upon therefore we will continue to support pupils through interventions detailed on this plan.

Reading skills in KS2 were positively impacted upon through Herts for Learning Fluency project and phase one of the Sounds Write training in KS1 had positive outcomes in the structured delivery of phonics.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Herts for Learning reading fluency project	Herts for Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A