

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	Sep 2021 -577 pupils	Sep 2022 – 591pupils	Sep 2023 - 585 pupils
Proportion (%) of pupil premium eligible pupils	Sep 2021 30%	Sep 2022 -159 pupils 27%	Sep 2023 - 156 27%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024		
Date this statement was published	December 2021	Reviewed Oct 2022	Reviewed Nov 2023
Date on which it will be reviewed	Oct 2022 Sep 2023		
Statement authorised by	N Woods/D Archer joint Head Teachers		
Pupil premium lead	L Hyslop Deputy Head Teacher		

Funding overview

Detail	Amount 2021/2022	Amount 2022/2023	Amount 2023/2024
Pupil premium funding allocation this academic year	£261,895	£232,680	£238,150
Recovery premium funding allocation this academic year	£27,985	£24,650 (£4,717 from 21/22)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,387	£1,101	£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	£ 301,267	£258,431	£238,150

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 Improvement Plan. It uses a tiered model of high-quality teaching, targeted academic support and wider strategies to signpost specific evidence-informed resources on important areas of teaching and learning. High quality teaching is heavily supported by a professional development plan which includes whole school and small group training, as well as coaching and individual study.

In 2021/22, 2022/23 our strategy formed part of our plan for education recovery, notably in its targeted support through the National Tutoring Programme for school led tuition, for pupils whose education had been worst affected by national lockdowns. This Tutoring Programme will be continued in specifically targeted areas in the 2023/2024 academic year, funded in part through Pupil Premium Grant.

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 in the curriculum is often hindered by underdeveloped reading skills.
2	Underdeveloped receptive and expressive language across all age phases impacts on pupils' ability to access key concepts in learning. (2021/22 -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% (This increased to 30% 2023) of pupils (EB) from disadvantaged backgrounds require a high level of additional pastoral & family support in order to access learning. Readiness for learning, self-regulation & underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.) (2021/22 -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.)

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
Accelerated progress in reading skills (decoding) and reading comprehension for identified groups of disadvantaged pupils.	<ul style="list-style-type: none"> • Evidence of a synthetic phonic scheme (Sounds Write) being taught with fidelity by an expertly trained teaching team. • Tracking of decoding skills by the phonics lead identify gaps and barriers – catch up interventions have impact. • Tracking in all year groups demonstrates progression in reading. • Pupils access and progress through phonetically decodable books that match the phonic scheme. • Pupils' engagement in reading skills sessions is high. • Pupils demonstrate greater fluency in reading, which in turn supports comprehension. • End of KS2 attainment data for disadvantaged pupils is at least in line with national disadvantaged pupils. • End of KS2 data shows that disadvantaged pupils make good progress in reading from their EYFS baseline score. • Data/teacher assessment demonstrates accelerated progress for pupils identified through Pupil Progress Meetings.

<p>Disadvantaged pupils in all phases of the school increase receptive and expressive language. (Oracy skills)</p>	<ul style="list-style-type: none"> • The school delivers a consistent approach to teaching pupils to talk and listen effectively. • Pupils demonstrate through their talk and their writing that they have increased their receptive and expressive language. • Pupils' written and oral work demonstrates the impact of the teaching of specific vocabulary. • 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. • Paired talk is of a high quality • Evidence of effective, specific teaching strategies, in all classes. • Evidence that staff have undertaken CPD linked to vocabulary (and Oracy 2022/2023) and that the CPD is informing good practice. • High quality, commissioned language support enables staff to deliver differentiated 'quality first teaching' and focussed intervention, where appropriate. • Targets for pupils with SEND are adapted 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. • 2022/2023 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.
<p>A highly effective, carefully planned, knowledge rich curriculum that supports pupils to embed learning; supported by the use of metacognitive strategies (2022/2023)</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. • Pupils' work demonstrates the use of combined knowledge and skills in a sequenced way • 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) • Evidence in classrooms and books of planned strategies to support pupils' working and long term memories (cognitive load) • Pupil progress Meetings & data outcomes demonstrate good levels of attainment • 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.
<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 having a lower priority; low readiness for learning; underdeveloped 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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding in the year 2020/21) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

2021/20 Budgeted cost: £ 115,000	2022/2023 Budgeted Cost £133,100	2023/2024 £174,130
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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 (2021), Continued CPD for Rec/KS1 & Y3 including release time for external support from English Hub (2022/23, 2023/24)	<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

<p>Herts for Learning Reading Fluency Project & CPD Staff will receive CPD for both whole class reading instruction and group intervention. Funding will support training and release time 2022/23. 2023/24 - CPD 'Reading Skills' teachers and TAs</p>	<p><i>Reading fluency supports reading comprehension. Reading fluency/comprehension strategies have high impact and are a crucial component of early reading instruction. (EEF)</i></p>	<p>1, 2,</p>
<p>Enhancement of our maths teaching and curriculum through Enigma 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.</p>	<p><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. "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></p>	<p>2,3</p>
<p>Enhancement of the teaching and delivery of the foundation subject curriculum. 2023/24 Development of Subject Leads Funding will provide additional CPD and release time to ensure that all teachers can deliver high quality teaching.</p>	<p><i>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 by the DfE as the driver of school improvement.</i></p>	<p>1,2,3</p>
<p>Embed teaching strategies that provide pupils with opportunities to increase receptive an 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. Oracy strategy, resources and CPD Sep 2022 – July 2023 NELI language Intervention training 2022/23 Further embed Oracy training 2023/24 NELI language Intervention training 2023/24</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 Disadvantaged Pupil Project (2021-2023) 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 of strategies and interventions is a key aspect of what schools do to improve. (DfE & EEF)</i></p>	<p>1,2,3,4</p>
<p>Engagement in the National Professional Qualification for Leading Teachers (NPQLTD)</p>	<p><i>NPQLTD gives participants all of the essential knowledge, skills and concepts that underpin successful leadership of teacher development.</i></p>	<p>1,2,3,4</p>

<p>2022/2023 – Further engagement in NPQ courses for additional staff.</p> <p>2023/24 - Additional staff engaged in training (2)</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>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>Engagement in the Senior Mental Health Lead training- quality assured by the DfE 2021/2022</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>	1,2,3,4
<p>Recruitment of part-time pastoral support worker 2021/2022.</p> <p>Retention of part-time pastoral worker 2022/2023/2024</p> <p>Retention of three part-time Family Workers, working across the school with pupils and families to address barriers to engagement in learning</p> <p>CPD – Safeguarding Leads & Family Support Workers</p>	<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

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

2021/2022 – Budgeted cost £96,000	2022/2023 Budgeted Cost £58,997	2023/2024
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in the National Tutoring Programme to provide school led tutoring. (2021/2022)	<i>Diagnostic assessments provide information related to gaps in pupil’s knowledge. Additional tutoring in school at the end of the school day</i>	1,2,3,4

<p>DfE funding covers 75% of the cost, school will pay the additional 25% (£7290)</p> <p>2022/2023 – DfE funding will cover 60% of the cost. School will pay the additional 40%.</p> <p>2023/2024 - DfE funding will cover 50% of the cost. School will pay the additional 50%.</p>	<p><i>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><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></p>	
<p>NELI (Nuffield Early Literacy Intervention)</p> <p>We will fund two members of staff to deliver the intervention and complete assessments.</p>	<p><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></p>	1,2,3
<p>Commissioned Speech and Language Support</p> <p>Commissioned Educational Psychologist Support</p> <p>Commissioned Occupational Therapy Support</p> <p>Comissioned Behaviour support</p>	<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
<p>Herts for Learning Fluency Project intervention</p> <p>Training/delivery 2021/22</p>	<p><i>Increased fluency in reading increases confidence and comprehension, improving engagement and outcomes for pupils.</i></p>	1,2
<p>Pastoral workshops including resources</p>	<p><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></p>	4

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

2021/2022	Budgeted cost £60,000	2022/2023	Budgeted cost 48,990	2023/2024	£64,920
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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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

2021/2022 Total budgeted cost: £ 261,000	2022/2023 Total Budgeted Cost £241,087	2023/2024 £238,150
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Part B: Review of outcomes in the previous academic year.

Impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

As indicated in the table below attainment outcomes for our pupils in receipt of the Pupil Premium Grant were well above the national average in reading, writing and maths (this was also the case in the year 2021/22). **Combined attainment at the end of KS2 was 15% above national.**

End of KS2 data	% PPG pupils achieving EXP	% PPG pupils achieving EXP
34 pupils (38%)	School	National
Reading	62%	60%
Writing	65%	58%
Maths	68%	59%
Combined	59%	44%

Ecton Brook's strategies and chosen activities as indicated above have ensured that this three-year plan has, over time, improved outcomes for learners. The pattern in our school is that many pupils in receipt of PPG begin their school journey with challenges to learning including low language acquisition, low levels of 'readiness for learning', under-developed metacognition and social and emotional barriers. Over time pupil challenges are addressed by the school (as above) and pupils enter KS3 with improved 'readiness for learning' and ability to access the curriculum.

Pupil's individual educational needs have been addressed and supported throughout the 2022/23 academic year using a number of precisely planned, research-based strategies and interventions. The impact of interventions is evident in teacher assessment; national comparative judgement assessments in writing; end of KS2 data and pupil health and wellbeing. A clear assessment calendar ensured that diagnostic assessments were delivered consistently throughout the year. Pupil progress meetings between teachers and leaders ensured that diagnostic assessments informed practice and identified gaps in pupil knowledge. This was moderated through wider academy trust practices.

Regular CPD in reading, writing and maths, facilitated by school leaders and the Academy Trust ensured that pupils received consistent and progressive approaches to teaching and learning. Four, new- to- year- group staff received four-day Sounds Write (synthetic phonics) training. An external phonics audit in November 2023 by Roade English Hub identified phonic teaching practice in school as being exemplary. NPQLTD (DfE professional qualification in leading teaching) was completed by three teachers in differing subject areas. Training and information to support other teachers within the school was cascaded

through additional staff CPD. The wider curriculum, which is ambitious and designed to ensure that pupils have the knowledge and cultural capital they need to succeed in life, has been further embedded through rigor in its implementation. Subject Leads across the school have been funded for release time to work alongside the Curriculum Lead to monitor and improve teaching in all areas of the curriculum.

Pastoral and SEMH needs have been successfully identified and addressed. 55% of our Pupil Premium population receive some level of additional support through the Family Support Team. Governor monitoring and pupil, teacher and parental voice demonstrate the impact that Social Emotional Learning interventions have on pupil engagement in school. This includes improved attendance for a number of pupils.

Impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

KS2 results at the end of the academic year 2021/2022 show that school results in Reading, Writing and Maths are well above national. **Combined attainment at the end of KS2 was 14% above national.**

End of KS2 data	% PPG pupils achieving EXP	% PPG pupils achieving EXP
35 pupils (38%)	School	National
Reading	62%	62%
Writing	68%	55%
Maths	74%	56%
Combined	57%	43%

Early on in the academic year 2021/22 it became evident that the wellbeing of pupils and general self-regulation skills amongst pupils had suffered as a result of disruption due to the pandemic. The three Family Support Workers supported children, families and teaching staff in accessing school positively. Wellbeing/safeguarding records indicate that intervention groups run by the pastoral workers were successful in increasing motivation to learn and self-esteem. An external safeguarding audit in October 2022 stated *“The school is committed to strong relationships between staff, with pupils, their parents, the local community, and agencies working within it. There are robust procedures in place to keep children safe. Staff receive regular training, are aware of their safeguarding responsibilities and of the importance of listening to children. This is reflected in the confidence shown by pupils who were clear that they had a number of adults in school who they feel they would listen to them if they had a concern.”*

Attendance monitoring was proactive and robust however the impact of intervention was difficult to track due to a high level of covid related reasons given by parents for not attending school. A monitoring visit from West Northants EIPT October 2022 confirmed that school are proactive in tackling attendance.

All members of staff benefitted from CPD in reading, maths and foundation subjects. The Curriculum Lead supported Subject Leads in developing their roles further in order to support other members of staff. One of our Deputy Heads completed the Lead Practitioner in Mental Health training recommended by the DfE. This training will be cascaded through the school during the next academic year. NPQLTD & EEF CPD for two members of staff was completed successfully. This has informed good practice. Further NPQ CPD has been facilitated for the academic year 2022/2023. The majority of Reception and KS1/Y3

teachers are now fully trained in Sounds Write phonics: this is monitored and supported by a phonics lead. An external phonics audit in October 2022 reported that the school is successful in delivering the programme with fidelity. This consistent approach will support improved outcomes in the Year 1 phonic screen later in the year.

Engagement in the National Tutoring Programme was high (80 pupils). Targeted support was offered to address gaps in learning. Pupils displayed greater levels of readiness for learning and confidence within the classroom.

A clearly planned assessment calendar ensured that diagnostic assessments were delivered consistently throughout the year. Pupil progress meetings between teachers and leaders ensured that diagnostic assessments informed practice and identified gaps in pupil knowledge. This was moderated through wider academy trust practises.

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