

Pupil premium strategy statement – Ecton Brook Primary School

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	564
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Jan 2026-Dec 2029
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	N.Woods/D Archer
Pupil premium lead	L Hyslop
Governor / Trustee lead	C Hoare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,875
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£218,875

Part A: Pupil premium strategy plan

Statement of intent

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.
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 30% 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.)

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 identifies gaps and barriers – catch up interventions have impact.• Tracking in all year groups demonstrate 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.
Disadvantaged pupils in all phases of the school	<ul style="list-style-type: none">• The school delivers a consistent approach to teaching pupils to talk and listen effectively.

<p>increase receptive and expressive language. (Oracy skills)</p>	<ul style="list-style-type: none"> • 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. • 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 and that the CPD is informing good practice. • High quality, commissioned language support enables staff to deliver adapted '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. • The curriculum plans for purposeful and deliberate teaching of vocabulary. Teachers' planning reflects the same.
<p>A highly effective, carefully planned, knowledge rich curriculum that supports pupils to embed learning</p>	<ul style="list-style-type: none"> • metacognitive strategies support learning • 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,</p>	<ul style="list-style-type: none"> • MyConcern records and tracks pupils identified as having an area of need.

and support for pupils, where external factors act as a barrier to learning.	<ul style="list-style-type: none"> • 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.
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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: £ 155,843

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
DfE validated Systematic Synthetic Phonics programme - Continued CPD for Rec/KS1 & Y3 including release time for lead to coach teachers.	<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
Enhancement of our maths teaching and curriculum through Enigma Maths hub and use of Power Maths scheme/Oak Academy 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 foundation subject curriculum. CPD Effective Learning Strategies Funding will provide additional CPD and release time to ensure that all teachers can deliver high quality teaching.	<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>	1,2,3
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. Oracy strategy, resources and CPD NELI language Intervention training	<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> <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>	1,2,3
Retention of part-time pastoral worker Retention of three part-time Family Workers, working across the school with pupils and families to address	<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> <i>"Metacognition and self-regulation approaches have consistently high levels of impact, with pupils</i>	1,2,3,4

barriers to engagement in learning	<i>making an average of seven months' additional progress." (EEF toolkit)</i> <i>Evidence on learning behaviours from the Teaching and Learning Toolkit EEF</i>	
CPD – Safeguarding Leads & Family Support Workers		

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

Budgeted cost: £ 7,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<i>Diagnostic assessments provide information related to gaps in pupil's knowledge. Additional tutoring in school at the end of the school day for Y6 pupils 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.</i> <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 Commissioned Educational Psychologist Support Commissioned Occupational Therapy Support Commissioned Behaviour support	<i>Commissioned support ensures that pupils specific learning needs are identified and that teachers, parents and external agencies can work collaboratively to improve outcomes. High quality teaching is complimented by carefully selected small-group and one-to-one interventions</i>	1,2,3,4

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

Budgeted cost: £55,599

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)</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)</i>	2,3,4

Total budgeted cost: £ 218,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes in the previous academic year.

Impact that our pupil premium activity had on pupils in the 2024-2025 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 & 2022/23 & 2024/25). **Combined attainment at the end of KS2 was 10% above national.**

End of KS2 data 36 pupils (40%)	% PPG pupils achieving EXP School	% PPG pupils achieving EXP National
Reading	66%	60%
Writing	75%	59%
Maths	68%	61%
Combined	57%	47%

Ecton Brook's strategies and chosen activities in the previous year have supported 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 2023/24 & 2025 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. New- to- year- group staff received four-day Sounds Write (synthetic phonics) training. An external phonics audit in July 2024 by Roade English Hub identified phonic teaching practice in school as "being exemplary". NPQLTD (DfE professional qualification in leading teaching) was

completed by five teachers in 2024/25 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%(2023/24) and 59% (2024/25) of our Pupil Premium population received 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
CPD for teachers Effective Teaching Strategies	StepLab

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.