



The Echelford Primary School

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Echelford Primary School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Karen Oakley & Jessica Bugembe (Headteachers)
Pupil premium lead	Katie Willis
Governor / Trustee lead	Ray Vango

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,535

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

How do we administer Pupil Premium funding?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.



As a school we draw upon evidence from our own and others’ experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Closing the attainment gap between pupil premium children and non-pupil premium children
2	Attendance – increasing and improving attendance for pupil premium children. Currently 47% of pupil premium children achieve 95% attendance or above
3	Many of our Pupil Premium children have reduced exposure to experiences and knowledge of the world around them, impacting access to a broad curriculum
4	High levels of emerging social, emotional and mental health needs amongst Pupil Premium children that need to be met with early intervention. Currently Pupil Premium children are more likely to have an SEMH need than a non Pupil Premium child.
5	Many of our Pupil Premium children fit into other vulnerable groups e.g. SEND or EAL. Currently 41% of our Pupil Premium Children fit into one of these other groups.



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>For Pupil Premium children’s attendance to improve and over 75% of pupil premium children to reach 95% attendance over the next two years.</p>	<p>Attendance data will demonstrate an increase in attendance for Pupil Premium children to 95% for over 75% of pupil premium pupils or persistent absentees reduced by 50%.</p> <p>Evidence of targeted family support will result in increased pupil attendance.</p>
<p>For 85% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading, Writing and Maths.</p>	<p>Sonar data will demonstrate expected or better progress being made in line with expectations.</p> <p>Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made.</p> <p>Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.</p>
<p>Enrichment opportunities will be equally participated in by pupil premium and non-pupil premium children.</p>	<p>Children will talk confidently about the knowledge they have acquired across a range of enrichment experiences.</p> <p>Monitoring will demonstrate the delivery of a broad and balanced enrichment offer which reflects our community and offers varied opportunities to learn about the world around them.</p> <p>Children talk confidently about their short and longer term aspirations.</p> <p>Equal participation in:</p> <ul style="list-style-type: none"> - Pupil roles - Trips and visits - Residentials - Extra-curricular clubs - Opportunities to represent the school
<p>For Pupil Premium children to improve their oracy skills in order to empower them to find their voice to succeed in school and life.</p>	<p>Through the Oracy Framework, children will demonstrate improved listening and speaking skills.</p> <p>Monitoring will demonstrate the delivery of a high quality Oracy curriculum and the impact on children’s listening and speaking skills both inside and outside of the classroom.</p> <p>Children talk confidently about their learning and will use their voice to manage conflict positively.</p>
<p>For Pupil Premium children who also have social, emotional and mental health needs to have these needs met through intervention.</p>	<p>Children with social, emotional and mental health needs will be identified in a timely manner through the Boxall Profile.</p>

	<p>They will have access to early intervention through in-class support, group or 1 to 1 support with the Emotional Literacy Support Assistant, the Mental Health Schools team or other specialist support.</p> <p>Data from the Boxall Profile will demonstrate the impact of the targeted provision.</p>
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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: £ **10,024**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching staff regarding adaptive teaching through the use of the Ordinarily Available Provision.	EEF Research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. When this training is planned to respond to what the monitoring data is telling us the impact will be greater.	1, 3, 4, 5
Staff training and planning time to develop and review curriculum development and delivery	Educational research highlights that providing a broad and balanced curriculum will support pupils to develop into well rounded individuals who have a good understanding of the world around them and their part in it.	1, 3, 5
Oracy Project - including regular staff training and monitoring of use of Oracy in the classroom.	Research from Voice 21 and the EEF has shown that Oracy skills are crucial to children and young people's success in school and in their life beyond and that oracy increases confidence. Young people with poor communication skills are 1.5 times more likely to have mental health difficulties. Oracy narrows gaps enabling disadvantaged students to fulfil their potential. Pupils can make +6 months progress through oral language intervention.	1, 3, 4, 5
Continued Zones of Regulation training for all staff	EEF toolkit: Very high impact and low cost. +7 months EEF CPD report.	4, 5
Nurture Programme and use of the Boxall Profile to identify pupils who need support and to plan whole class strategies - training	Evidence shows that Nurture enables teachers to identify, understand, and address pupils' social and emotional needs with the right support. It helps schools to	1, 2, 4



and monitoring to develop this whole school approach	improve attendance, behaviour and attainment, and reduce exclusions.	
Inclusion role (non-class based)	Coordinates Pupil Premium strategy, monitoring of interventions, staff training, partnership with parents.	1, 2, 3, 4, 5
Consultancy Support including STIPs, EP, MHST	When staff have received this training and support in the past, it has helped to develop their professional knowledge and specific strategies to support individuals.	1, 2, 3, 4, 5

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

Budgeted cost: £ **154,671**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with SLT ensure progress of pupil premium children is good.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1, 2, 3, 4, 5
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing	1, 3, 4, 5
Interventions led by support staff, including precision teaching. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1, 3, 4, 5
Literacy for All intervention	Evidence informed approach. Data demonstrates significant progress in reading in a short amount of time. The intervention uses early identification, good quality assessment and intervention to promote the literacy skills of all young people.	1, 5
Little Wandle and rapid catch up phonics interventions	Evidenced based phonics programme to support the teaching of reading and close the attainment gap.	1, 5
Nurture class - small group learning in a nurture group environment	Nurture groups replace missing early experiences by developing positive pupil relationships with both teachers and peers, allowing learning to take place in a supportive environment	1, 2, 3, 4, 5

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

Budgeted cost: £ **13,940**



Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker support. - Parenting courses - Parental support	EEF toolkit: Parental engagement has a positive impact on average of 4 months additional progress.	2,4,5
ELSA support	After receiving ELSA, there were 5 areas identified as being improved: social behaviour and friendships; self-esteem and feelings; social and emotional confidence; behaviour; and learning and concentration	1,2,3,4
Attendance Management	Enables clear tracking and actions to be taken to ensure high levels of attendance are maintained.	2
Young carers club	Young Carers encourage schools to offer sessions for young carers so they can meet other young carers and see they are not alone in their role.	2, 3, 4
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	4, 5
Nurture intervention	Targeted short term therapeutic approaches help to remove barriers to learning	2, 4, 5
Resources including Playpod, Power of Reading, iPad project, CPG Workbooks	All resources contribute to the children's academic progress in class, language development and successful peer interactions	1, 2, 3, 4, 5
Bursaries to support inclusion in After School Activities, school trips and residential	To offer a wider range of experiences to broaden their experiences of the world around them	2, 3, 4
Forest School Provision	Outdoor learning promotes pupil wellbeing and broadens the children's experiences and opportunities to interact with the world around them.	1, 2, 3, 4

Total budgeted cost: £ 178,635

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

The number of Pupil Premium children making expected or better progress is a strength.



- Early reading is a strength with 75% Pupil Premium children passing their phonics screening.
- End of KS2 reading data is also a strength.
- End of KS2 data shows that GDS in reading and maths was a strength.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to COVID-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that:

- While the gap remains in our end of KS2 data between Pupil Premium and non-Pupil Premium children, the gap is less than it is nationally.
- Nationally, in Reading, Writing and Maths, 47% of disadvantaged pupils met the expected standard with a gap of 22 percentage points between these pupils and non-disadvantaged pupils. At The Echelford Primary School, 57% disadvantaged pupils met the expected standard, with a gap of 20 percentage points between these pupils and non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- In 2024-25, 39% Pupil Premium children achieved 95% attendance or above.

Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve by the end of the academic year 2024/25, as stated in the Intended Outcomes section above.

Pupil premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2024-25 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
For Pupil Premium children's attendance to improve and over 75% of pupil premium children to reach 95% attendance over the next two years.	Attendance data will demonstrate an increase in attendance for Pupil Premium children to 95% for over 75% of pupil premium pupils or persistent absentees reduced by 50%. Evidence of targeted family support will result in increased pupil attendance.	Attendance of pupil premium children continues to sit below 95% and this is a school development priority in 2025-26. The school is working closely with the Inclusion Officer to ensure all possible positive steps are being taken to improve the attendance of these pupils.
For 75% of Pupil Premium pupils to make expected or better progress as a result of targeted	Sonar data will demonstrate expected or better progress being made in line with expectations. Monitoring of learning produced and engagement in lessons will	In Reading, 84% Pupil Premium pupils made expected or better progress. In writing, 79% Pupil Premium pupils made expected or better progress.



support in Reading, Writing and Maths.	demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.	In Maths, 83% Pupil Premium pupils made expected or better progress.
For Pupil Premium children’s knowledge and understanding of the world around them and their aspirations within this to grow and develop as a result of a broad and balanced curriculum offer.	Children will talk confidently about the knowledge they have acquired across a range of subject areas in each year group and how this builds on their prior knowledge. Monitoring will demonstrate the delivery of a broad and balanced curriculum which reflects our community and offers varied opportunities to learn about the world around them. Children talk confidently about their short and longer term aspirations.	Pupils speak confidently about the knowledge they have acquired in each subject area. Monitoring of the curriculum overviews and knowledge organisers, as well as learning in the classroom, has demonstrated that there is a broad and balanced curriculum that builds on prior knowledge. The range of trips and visits, as well as experience days, continues to expand. Pupils can talk about what they have learnt from trips and visits and how this builds on what they have learnt in the classroom.
For Pupil Premium children who also have social, emotional and mental health needs to have these needs met through intervention.	Children with social, emotional and mental health needs will be identified through a range of methods. They will have access to early intervention through in-class support or group or 1 to 1 support with the Emotional Literacy Support Assistant or the Mental Health Schools team. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision.	24% pupil premium children received 1 to 1 support with their Emotional Literacy Support Assistant and 7% pupil premium children received 1 to 1 support with the Mental Health Schools Team for their social, emotional and mental health needs in 2024-25. On average there was an improvement in the Boxall Profile for these children following this intervention.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	Maths Circle
Numbots	Maths Circle
Rock Steady	Rock Steady Music School
Bikeability	Surrey CC
Feet First	Surrey CC

