

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ecclesbourne School
Number of pupils in school	1602
Proportion (%) of pupil premium eligible pupils	7.05%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025-July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clarissa Ourabi
Pupil premium lead	Helen Green
Governor / Trustee lead	Sanjev Chopra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,200
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	£103,200

Part A: Pupil premium strategy plan

Statement of intent

At Ecclesbourne School our intention is that all students, regardless of their background or learning difficulties, or other challenges they may face, make good progress and achieve high attainment across the curriculum.

The intention of our Pupil Premium strategy is to put into place actions which will help disadvantaged students to achieve that goal. We will consider the barriers to learning that students might face and work in partnership with students and families to try and overcome those barriers.

The strategies put into place will also benefit other students, regardless of whether they are classified as pupil premium or not.

We follow the EEF tiered approach which prioritises Quality First Teaching. We know that the best way to improve outcomes for our disadvantaged students is to have them in the classroom; deploying teaching and learning tools which are proven to help students achieve.

We use data to identify where there are gaps in learning and use a variety of support and intervention strategies to close those gaps. With our small number of PP students we adopt a personalised approach to interventions, ensuring that we don't over-rely on strategies which are outside of the classroom. We also respond to common trends which are known to have an impact on PP outcomes, notably attendance, the engagement of families and the raising of cultural capital.

Our approach has at its heart the attitude that pupil premium is not to be conflated with low-attainment; therefore we have high expectations for all of our PP students. We take a whole school approach to PP with staff cognisant that we are all responsible for the outcomes of our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment</u> There is a currently a progress gap between non-disadvantaged students and disadvantaged students.
2	<u>Literacy barriers</u> Some disadvantaged students arrive in Year 7 with below age-related expectations in reading and writing.

	Some students do not read for pleasure.
3	<u>Attendance</u> Attendance to school is, on average, slightly lower for disadvantaged students than non-disadvantaged.
4	<u>Enrichment</u> Some disadvantaged students don't have access to cultural capital opportunities outside of school.
5	<u>Well-Being</u> We know that students who are happy and feel safe perform their best. Therefore, we must look support to well-being in school to improve outcomes.

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
Improved attainment among disadvantaged pupils across the curriculum by the end of KS4.	<ul style="list-style-type: none"> To achieve top quartile for Progress 8 made by disadvantaged pupils amongst similar schools. To achieve top quartile for Attainment 8 made by disadvantaged pupils amongst similar schools.
Improved levels of literacy among disadvantaged pupils across KS3 and to encourage a 'love of reading' amongst pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> Progress made by individual students who use our literacy intervention programme. All Year 7 students to be given a book for Christmas An increase in reading for pleasure seen through Student Voice and observations of English Faculty during reading lessons Year 7 and Year 8 tutor groups to read at least one book a year together as part of the DEAL programme. Participation of students in Buddy Reading. Attendance of students at extra-curricular clubs related to reading: Book Club, Poetry at Heart; National Lit Quiz
Improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> Qualitative data from student voice which indicates high levels of wellbeing.

Increased extra-curricular and enrichment opportunities, including for those pupils who are disadvantaged.	<ul style="list-style-type: none"> Increased participation in extra-curricular activities by disadvantaged pupils. Priority given to PP students on trips where spaces are limited. Financial support for families to enable PP students to participate in extra-curricular activities. All participation logged and tracked on the PP Master Document.
Improved attendance by disadvantaged students.	<ul style="list-style-type: none"> PP attendance to be >90%

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: £72,240 (70%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching (improved attainment)</p> <ul style="list-style-type: none"> Aspirational targets for all students. Whole staff CPD on the three-tiered approach and the importance of QFT. Curriculum maps in place to ensure sequenced learning and consistency of delivery. All faculties to have representatives on the TLC to discuss and disseminate effective teaching and learning strategies. Weekly T&L takeaway for all teachers. Teacher presence in exercise books to be clear, with personalised next step advice Using scaffolding and modelling techniques to help students with writing; with the gradual removal of that support when students can use those strategies themselves. Using the Teaching and Learning Community (TLC) to bring best practice to CLT which gets disseminated within departments. Focuses to include embedding retrieval practice, CFU (checking for understanding) and the use of hinge questions, MCQs. 	<p>EEF 2 (Aspiration interventions)</p> <p>EEF 11 (Metacognition and self-regulation)</p> <p>EEF 6 (Feedback)</p> <p>EEF 7 (Homework)</p> <p>EEF 9 (Mastery learning)</p> <p>EEF 13 (Oral language interventions)</p>	1, 2, 3

<ul style="list-style-type: none"> • A focus on questioning techniques, using ideas from SMC/TLC/Teaching Takeaway, which helps make our DA students feel included in the classroom and to boost their participation. • CPD through peer lesson observations. • All students to have laptops to support high quality teaching. • Homework set via SMHW providing students with resources and detail to support their independent study. <p><i>This will be quality assured through curriculum reviews, SLT Learning Walks, lesson observations, departmental minutes, book scrutiny, entries on the Master Document</i></p>		
<p>Improving literacy levels</p> <ul style="list-style-type: none"> • The Literacy Co-ordinator to oversee the implementation of Catch-Up Literacy (CUL) with students selected for the programme through a range of diagnostic assessment. The Salford Test used to monitor progress. • Literacy co-ordinator is a member of the TLC and uses that group as a means of training staff on whole school literacy interventions. • Drop Everything and Listen scheme to run with Years 7-8 with selected texts. DEAL to take place in Year 9 with First News. • 10 minutes of reading at the beginning of every English lesson in KS3, combined with accountable talk in lessons. • Accountable reading activities in KS3 English lessons once a week looking at reading, vocabulary and comprehension. • Library to be open before school and at the end of the school day. • Buddy Reading for selected KS3 students, with a Sixth Form mentor providing individual support. <p><i>This will be quality assured through Staff Voice and Student Voice; lesson visits of DEAL sessions and library lessons; library lending rates</i></p>	<p>EEF 12 (One to one tuition)</p> <p>EEF 13 (Oral language interventions)</p> <p>EEF 16 (Peer Tutoring)</p> <p>EEF 18 (Phonics)</p> <p>EEF 20 (Reading comprehension)</p> <p>EEF 25 (Small Group Tuition)</p>	<p>1, 2, 5</p>

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

Budgeted cost: £15,480 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (improving attainment) <ul style="list-style-type: none"> Subject tutoring by teachers to small group or individual targeted students 	EEF 26 (small group tuition) EEF 18 (Oral language interventions) EEF 12 (Metacognition) EEF 9 (Feedback) EEF 21 (Reading comprehension)	1, 2, 5
Literacy intervention <ul style="list-style-type: none"> Catch Up Literacy Buddy Reading 	EEF 20 (Reading comprehension strategies) EEF 13 (Oral language interventions) EEF 16 (Peer tutoring) EEF 18 (Phonics) EEF 26 (Social and Emotional learning)	
Revision resources (improving attainment) <ul style="list-style-type: none"> Revision guides to be provided for PP students. Student Revision Zone available for all students, with resources uploaded (including Knowledge Organisers). All students can access using their school laptop. 	EEF 7 (homework) EEF 11 (Metacognition and self-regulation)	1
Peer support (improving attainment, literacy, wellbeing) <ul style="list-style-type: none"> Sixth Form Subject mentoring of Year 11 students on a weekly basis In-class KS3 lesson support by Sixth Form students 	EEF 16 (Peer tutoring)	1, 2, 3, 5

<ul style="list-style-type: none"> Buddy reading: Sixth Form students or Year 10 students with Year 7 students Wellbeing ambassadors Anti-bullying ambassadors <p><i>This will be quality assured through Student Voice and data analysis</i></p>	EEF 26 (Social and Emotional learning)	
<p>Reading interventions</p> <ul style="list-style-type: none"> School to use a reading intervention programme which will enable students with lower-than-expected reading ages to make progress. Students to be supported in using these programmes by the Literacy Co-ordinator and trained LSOs <p><i>The programme will monitor progress</i></p>	<p>EEF 9 (mastery learning)</p> <p>EEF 20 (reading comprehension)</p> <p>EEF 18 (phonics)</p>	1, 2, 5
<p>Pastoral support (wellbeing)</p> <ul style="list-style-type: none"> Behaviour procedure followed by all staff whereby routines are evident across the school and students experience consistency in behaviour management. Merits are encouraged and reward trips take place at the end of the school year. Senior Pastoral Worker and School Nurse to work with individual students to provide support to individual students, liaising with families and external agencies where necessary Small Nurture Group programme to be followed by selected students for half a term at a time. DSL to follow supervision model whereby pastoral concerns of PP students are discussed in LS/US/SF meetings and strategies for support discussed My Concern used by all staff to record concerns. Pastoral Leadership Team to meet weekly to discuss issues which may be affecting disadvantaged students, using the support of external agencies to support if necessary. 	<p>EEF 3 (behaviour interventions)</p> <p>EEF 10 (mentoring)</p> <p>EEF 15 (parental engagement)</p> <p>EEF 26 (social and emotional learning)</p>	1, 3, 5
<p>SEND in class support (improving attainment)</p> <ul style="list-style-type: none"> LSOs to be linked with faculties in order to be able to provide greater specialist support to students in lessons. LSOs to use the EEF model of support which encourages independence of students and meta-cognition. 	EEF 28 (Teaching Assistant interventions)	1, 2, 5

<ul style="list-style-type: none"> • Student Passports for all E and K code students available on Arbor for teachers to refer to in adapting lessons according to individual student need 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,480 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance (attainment, wellbeing)</p> <ul style="list-style-type: none"> • Attendance data to be a standing item on the weekly PLT agenda to identify any patterns of low attendance • The School's Attendance and Welfare Support Worker to work with families to help individuals overcome any boundaries to attendance • Graduated response to low attendance to be followed across all year groups • Home visits made where persistent absence occurs • Attendance to be used as a tag on My Concern to see attendance, and interventions, alongside a student's profile and chronology • Any student late to school to be given a break time detention. This then escalates to a lunchtime, then after school detention. After this a meeting with parents takes place. <p><i>Attendance data to be reviewed weekly; DSL to monitor attendance patterns on My Concern; DSL to monitor lateness on Sims</i></p>	<p>EEF 15 (parental engagement)</p> <p>EEF 10 (mentoring)</p>	1, 3, 5
<p>RSE programme (wellbeing)</p> <ul style="list-style-type: none"> • RSE programme to be clearly sequenced and seen visually on a 'learning journey' document • RSE events, including talks and workshops, to be organised to support the RSE curriculum 	<p>EEF 3 (behaviour interventions)</p> <p>EEF 26 (social and emotional learning)</p> <p>EEF 4 (collaborative learning)</p>	1, 3, 4, 5

<ul style="list-style-type: none"> • “Cre8tive” resources to be used to ensure consistent delivery across the school. • Sixth Form PDC to be taught on a carousel. • RSE Staff CPD to be delivered by external providers • Parental awareness evenings on RSE and drugs and alcohol awareness to be delivered by Derbyshire Children’s Services. <p><i>This will be quality assured through curriculum reviews, RSE mapping documents, lesson observations, staff and student voice after events, attaining the BERT award</i></p>		
<p>Development of enrichment programme</p> <ul style="list-style-type: none"> • In-school talks by people from industry and other educational establishments • Careers events: Take Your Child to Work Day (Y8) with provision for students unable to secure a place; Work Experience (Y10 and Y12) • Opportunities for student leadership roles: Student Council, Well-being Ambassadors, Anti-Bullying Ambassadors, Community Ambassadors. Disadvantaged students encouraged and supported in these roles. <p><i>The participation of disadvantaged students in all extra-curricular activities to be monitored by SLT lead on enrichment. Data will be analysed to ensure disadvantaged students are being given opportunities. Where this isn’t happening intervention to occur.</i></p>	<p>EEF 2 (Aspiration interventions)</p> <p>EEF 1 (Arts participation)</p>	<p>1, 4, 5</p>
<p>Uniform and resources</p> <ul style="list-style-type: none"> • Regular communications with DA families so that they are aware that we can provide financial support with uniform. • Stationery provided to PP students. • Resources for practical subjects purchased: Art books, Food Tech ingredients, etc. 	<p>EEF 23 (school uniform)</p>	<p>1, 5</p>

<p>Building cultural capital</p> <ul style="list-style-type: none"> • Peripatetic music lessons, e.g. guitar, singing, to be subsidised • UK trips and visits to be subsidised • 50% of cost of international trips to be provided 	EEF 1 (arts participation)	1,
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes from 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium summary

Intended outcome 1: exam results

Improved attainment among disadvantaged pupils across the curriculum across the end of KS4, with a focus on EBacc subjects

Exam results

The number of disadvantaged students in the 2024-25 cohort was 12, plus 2 service children (7.6%). This is lower than our previous year's cohort of 16 and significantly lower than the national average of 27.1% at secondary schools.

The Progress 8 score of all students was 0.41 showing a gap between non-disadvantaged and disadvantaged. Attainment of our DA students was very high and comparable to both local and national figures.

Our high number of DA students entering EBacc compared to locally non-disadvantaged students shows our high aspirations for all students.

	School disadvantaged pupils (12	Local authority non-disadvantaged	England (non-disadvantaged pupils)
A8 score	40	19.1	50.3
English and Maths at Grade 9-5	41.7%	50.5%	52.8%
English and Maths at Grade 9-4	50.5%	73.7%	72.7%

Achieving the EBacc (Standard Pass)	8.3%	23.8%	30.4%
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Additional support / interventions provided:

- 6 PP students participated in the weekly Sixth Form Subject Mentoring scheme
- 1 PP student was provided with external tutoring for Maths and English
- 1 PP student was provided with in-house additional tutoring for Business Studies, 2 for Maths and 2 for Geography.
- All PP students who took history, science, Spanish and RS were given revision resources
- All students were invited to attend revision sessions prior to each exam
- All students were provided with a laptop and thus had access to our Revision Zone
- Priority was given to DA students for trips and visits where spaces were limited

Intended outcome 2: literacy

Improved levels of literacy among disadvantaged pupils across KS3 and to encourage a 'love of reading' amongst pupils, including those who are disadvantaged.

- All Year 7 and Year 8 PP students participated in the weekly Drop Everything And Listen scheme.
- There were several events and strategies employed to promote reading for pleasure:
 - The author of the Year 7 reading book visited school and led workshops with all Year 7 students.
 - Whole School assemblies were delivered to promote reading: World Book Day, Poetry Day
 - Posters in every classroom of suggested books related to the curriculum
 - World Book Day whole school competition
 - 3 students who were part of the Catch-Up Literacy programme were PP.
 - 3 out of the 13 Year 7 students who participated in Buddy Reading (following diagnostic assessments) were PP students (23%)

Intended outcome 3: student wellbeing

Improved wellbeing for all pupils, including those who are disadvantaged.

During 2024-25, the school continued to follow the system of carrying out three wellbeing (WRAT) interviews between form tutors and each individual student. These

took place during terms 1, 3 and 6. All of the responses were collated and follow-up was carried out by members of the pastoral team and recorded on My Concern. This system ensured that every child had the opportunity to express concerns and provide feedback.

All Year 7 forms have assigned Peer Mentors, who are Sixth Form students, who support them weekly and provide peer support should they have any concerns or worries.

Year 7 and Year 8 began their PDC work with Circle Time during the first half term. The purpose of this was to create a sense of community within each form group and foster a sense of belonging and encourage peer support.

All of Year 9 were involved in team building events to build cohesion within the year group. This included Year 9 Health Day in which RSE topics were covered.

The school employs a Student Welfare Support Worker and a nurse. In addition we have two pastoral support workers who are based in the pastoral offices. They help individual students who need help with their mental health and wellbeing. Disadvantaged students are prioritised.

The school trains students to be Well Being Ambassadors. They raise awareness of mental health and wellbeing in School. They provide peer support during lunchtimes in safe spaces around the school. One of Deputy Heads was the Well Being lead; a number of members of the PLT are mental health first aid trained. Next year the DSL and Senior Deputy Head will be Well Being Lead.

The school trains students to be Anti-Bullying Ambassadors. We undertake the Diana Award and that training is then disseminated to the rest of the team. They raise awareness of anti-bullying initiatives in assemblies and signposting around the school site and organise events during anti-bullying week. Some ABAs provide individual support to students who have requested help. Both ABAs and WBAs wear badges so students know who they can go to for help.

The school has established a Welfare Hub for students to visit before and after school or at lunchtime if they feel like they want someone to talk to.

The school uses Tootoot so students can report concerns anonymously. This is monitored by the DSL.

The school has achieved the Derbyshire BERT Award (Building Effective Relationships Together) and the Silver Equalities Award. These awards recognise the work we do in relation to wellbeing.

Intended outcome 4: enrichment

Increased extra-curricular and enrichment opportunities, including for those pupils who are disadvantaged.

The Master Document was used to record PP student participation in extra -curricular activities. There were many events which all PP students participated in. Where places are limited for events, PP students were prioritised.

	All PP students	Some PP students
Year 7	English trip to the Theatre Humanities visit to Lincoln Author visit Rewards Trip Safe and Sound talk STEM day	Guinness World Record participant for National Poetry Day (7) Drama club (5) Choir (1) Shakespeare Performance (1) Netball club and team (2) Football club and team (3)
Year 8	Take Your Child To Work Day Safe and Sound talk Rewards Trips	Big Bang Science Trip (6) Prizegiving Day prize (3) Helper at parents evening (1) Drama club (2) Football club and team (1) House Dance (1) Rounders club (1)
Year 9	Hindu temple visit Beth Shalom visit (Holocaust memorial centre) Chelsea's Story workshop Lea Green team building day Enterprise Day Safe and Sound talk Rewards Trips	Prizegiving Day prize (5) V&A Challenge finalist (2) Music lessons (2) Football club and team (4) County Cup football tournament (2) Art workshop and Art trip (11) Cricket team and matches (1)
Year 10	Work Experience Geography Field Trip Rewards Trips	Art workshops and Art trip (7) Prizegiving Day prize (4) Graduate Fashion Week trip (1) Music lesson (1)
Year 11	Careers Interviews 16+ support and interview Apprenticeship talk College talk	Dance Leadership (1) Music lessons (1) College taster day (3) Crime scene to courtroom (1)

	Rewards Trips	Football club and team (1)
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Intended outcome 5: attendance

Whole school attendance 2024-25 was 94.1%. The national figure was 91.3% (difference +2.8%).

Pupil Premium attendance 2024-25 was 90.2%. The national PP figure was 86.2% (difference + 4.0%)

Attendance for our PP students was better than national PP attendance across the whole school and within each year group.

FSM6	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	90.2	92.7	91.2	93.9	94.5	87.6
National	86.2	89.8	87.0	85.2	84.2	84.0
Difference	+4.0	+2.9	+4.2	+8.7	+0.3	+3.6