

Pupil premium strategy statement – Esh C of E 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	100 (including 12 in nursery)
Proportion (%) of pupil premium eligible pupils	15
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)	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Park, Head Teacher
Pupil premium lead	Andrew Park, Head Teacher
Governor / Trustee lead	Jo Coxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£25,970

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil premium strategy is aimed at ensuring pupils, whatever, their background have opportunities to achieve. We aim to for all of our pupils to make good progress and achieve well, and our pupil premium funding is allocated in a way that supports disadvantaged pupils to ensure they have the same opportunities as their peers.

School-wide interventions also benefit children who may need additional support but are not in receipt of the pupil premium grant, and consideration is given to the challenges faced by vulnerable pupils, such as those with a social worker and young carers.

Ensuring teaching is of a consistent high-quality is our prime focus for our pupil premium strategy. This includes making best use of evidence-based research through CPD, making effective use of diagnostic assessment and allowing teachers to develop their own practice in a way that will benefit disadvantaged pupils and other children across the school.

Our pupil premium plan is linked to areas of priority within the school improvement plan.

Challenges

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

Challenge number	Detail of challenge
1	Internal and national assessment data based on observations, formative and summative assessments shows some children in school have low levels of literacy in comparison to their peers. This is more prevalent amongst disadvantaged pupils.
2	Assessments indicate that some children need further targeted support in maths in order to match the progress of their peers.
3	Teaching is not yet outstanding across the entire school due to a recent restructure and some staffing changes within school.
4	Attendance amongst children eligible for free school meals is lower than non-free school meals. 91.1% Compared to 96.5% in the academic year 2023/24.

5	School has identified an increase in social and emotional needs across school, sometimes linked to SEND needs, which are often more prevalent for disadvantaged children.
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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 reading attainment among disadvantaged pupils.	KS2 reading outcomes over next 3 years show at least 50% of disadvantaged pupils achieving expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes over next 3 years show at least 50% of disadvantaged pupils achieving expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes over next 3 years show at least 50% of disadvantaged pupils achieving expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for disadvantaged pupils in school.	The gap between non-disadvantaged pupils and disadvantaged for attendance is reduced from current figure – 6.4% to less than 5%.

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: £12,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,2,3
<p>Access resources and training to develop a broader range of effective feedback strategies incorporating peers as well as adults.</p>	<p>Feedback studies show a high impact on learning from a broad range of approaches. It is an effective strategy for children of all ages.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Access resources and training to develop metacognition and self-regulation approaches to support pupils to think about their own more explicitly.</p>	<p>Metacognition is a high-impact strategy with the potential to improve children’s learning significantly. Disadvantaged pupils are less likely to use metacognitive and self-regulation strategies without specific teaching and modelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Improve learners’ understanding of written text through development of Reading Comprehension Strategies.</p> <p>Purchase of Accelerated Reader Programme to be used across Y2-Y6.</p>	<p>This strategy links to metacognition above and requires a diagnostic approach to identify gaps. Explicit and consistent teaching of strategies is needed in order for children to make progress, and this needs to be tailored to the level of understanding of individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring and small group interventions in maths.	Extremely effective method of improving pupil outcomes and works well for our school with low proportion of disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional phonics sessions in small groups or 1:1 targeted at disadvantaged pupils who require further phonics support. This will be delivered by teaching assistants.	Understanding of phonics is vital for younger children to master basics of literacy. Continuous interventions ensure that older children are able to access increasing demands of the curriculum as they move through school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of Nessy online literacy programme to develop spelling and reading. This is an online intervention that can be used at home as well as school.	Nessy programme is very accessible and child friendly. It can be used flexibly and across a range of ages. Parents can also use the programme at home to support their child. It supports the development of spelling and phonics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	

<p><u>improve school attendance.</u></p> <p>This will involve training and release time for staff to develop and implement new procedures and working with local officers to improve attendance.</p>	<p><u>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</u></p>	
<p>Expand provision for mental health and wellbeing support in school through training of additional staff member to work directly with pupils.</p>	<p>Improvement in children’s wellbeing can link to academic development as well as attitudes to learning and social development.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p>	
<p>Further training for all teaching staff in supporting emotional needs of all pupils.</p>	<p>Programmes are more effective when embedded into everyday practices and teachers are committed to agreed approaches.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p>	

Total budgeted cost: £25,970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 100% of disadvantaged pupils achieved the national standard in reading, writing and maths at KS2. 100% of disadvantaged children also achieved greater depth standard in maths. 67% of disadvantaged children passed the phonics screening check and 0% achieved a good level of development.

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 (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that for reading, writing and maths our school was above the national average. 45% of disadvantaged pupils nationally met the expected standard compared with 67% of other pupils. This is an improvement on previous years and shows that we have reduced the attainment gap over the 3-year period the plan was in place. School now needs to work to maintain this over the next 3 years.

40% of pupil-premium children across school attended residential visits in the last year including 100% of those eligible for each visit, improving experiences of outdoor adventurous activity and developing independence, teamwork and resilience.

93% of pupil premium children attended an after school club in the past year, widening experience of arts and sports activities.

Attendance of pupil premium children last year was 93.9% compared to the national figure of 88.9%. This is a decline from

20% of children eligible for pupil premium have received support around mental health and wellbeing. This has resulted in improved attendance, and emotional regulation.

Intended Outcomes:

Quality of teaching is improved so there is an outstanding teacher in every classroom by the end of Year 3. *There are areas of outstanding practice in school, but this continues to be an area for development as the school refines its curriculum. Children often perform above national average in some areas such as KS2, but below in others.*

As pupil premium cohorts and year groups are particularly small there will be variation from year to year.

Attainment gap is closed between disadvantaged pupils and their peers in literacy. **The plan has been successful in meeting this target by closing the gap in at KS2.**

Attainment gap is closed between disadvantaged pupils and their peers in maths. **The plan has been successful in meeting this target by closing the gap in at KS2.**

Improved life experiences and cultural capital for pupils. **The plan has supported many children extending their life experiences through residential visits and**

Improved provision for children's wellbeing in school. **This outcome has been met with wider wellbeing provision now available through training of Senior Mental Health Lead, external support that is available to school, training of teachers in school to be more informed around children's wellbeing and also a teaching assistant timetabled to give emotional wellbeing support during the week, working with pupils 1:1.**

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
Accelerated Reader	Renaissance Learning
Nessy	Net Educational Systems
Times Tables Rock Stars	Maths Circle
Numbots	Maths Circle