

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	87 + 8 Nursery Pupils
Proportion (%) of pupil premium eligible pupils	18%
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 2025
Date on which it will be reviewed	September 2026
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	£20,410
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>	£20,410

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.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • 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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of further standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Access resources and training to develop a broader range of effective feedback strategies incorporating peers as well as adults.	EEF suggests high-quality feedback can add up to +6–7 months of progress and particularly benefits independence and motivation: • Immediate verbal feedback reduces fear of being wrong. • Live marking and conferencing guide pupils to become self-correcting. • Short, personalised next steps increase pupil ownership of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2, 3
Access resources and training to develop metacognition and self regulation approaches to support pupils to think about their own approach to problem solving more explicitly.	EEF identifies metacognition as one of the <i>highest-impact</i> approaches (+7 months). This is especially powerful in maths because success depends on pupils learning to plan, monitor and evaluate their problem-solving strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Improve learners' understanding of written text through development of Reading Comprehension Strategies. Purchase of Accelerated Reader Programme to be used across Y2-Y6.	Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: -prediction (based on text content and context); - questioning; - clarifying;	1, 3

Develop more precise reading comprehension skills teaching focussing on specific objectives and clearer progression across year groups. Purchase Grammarsaurus subscription to support, and allocated CPD time across the year to develop.	- summarising; and - activating prior knowledge. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

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	1, 2
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	1
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	1

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

Budgeted cost: £3410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand residential visits and create easier access for disadvantaged pupils. Enhance staffing ratios to support vulnerable pupils, and subsidise visit for children who may not be able to attend.	EEF evidence shows that outdoor adventure learning—including residential experiences—can support improvements in pupils' self-confidence, resilience, motivation and teamwork, all of which underpin stronger engagement with reading, writing and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor	4,5
Expand provision for mental health and wellbeing support in school through training of additional staff member to work directly with pupils.	Improvement in children's wellbeing can link to academic development as well as attitudes to learning and social development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5
Further training for all teaching staff in supporting emotional needs of all pupils.	Programmes are more effective when embedded into everyday practices and teachers are committed to agreed approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5

Total budgeted cost: £20,410

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 1/3 disadvantaged pupils achieved the national standard in reading, 1/3 in writing and 0/3 in maths at KS2. 1 disadvantaged pupil took the phonics screening check last year and did not pass. This has resulted in a referral to speech and language therapy. 1 disadvantaged child failed to achieve a good level of development in Reception, but achieved expected level for maths and English. Issues around social and emotional development prevented the GLD, and further support for identified SEND needs is in place.

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.

The data demonstrates that for reading, writing and maths at KS2 in 2025 our school was below the national average, though with only 3 pupils in this category this data should be treated with caution. 47% of disadvantaged pupils nationally met the expected standard compared with 69% of other pupils. Our 3-year average for disadvantaged pupils achieving expected standard in reading, writing and maths is 18% compared to 46% nationally.

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.

81% of pupil premium children attended an after school club in the past year, widening experience of arts and sports activities. 100% of pupil premium children attended residential visits in the last year.

Attendance of FSM children in 2024-25 improved from 91.8% in the previous academic year to 93.1%.

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

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