

Pupil premium strategy statement and review

This statement details our school's use of pupil premium funding to help improve the attainment and progress 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	Esh Winning Academy
Number of pupils in school	280 (SEP 2025)
Proportion (%) of pupil premium eligible pupils	122 children 44% (SEP 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2026
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Caroline Hodgson/Adele Graham
Pupil premium lead	Caroline Hodgson/Adele Graham
Governor lead	Alan Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,000 (SEP 2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£168,000 (SEP 2025)

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged children is to close the gap between disadvantaged and non-disadvantaged pupils attainment and to ensure all children achieve their full potential. To enable this to occur we will:

- Improve outcomes across KS2.
- Improve transcription and compositional skills in writing across KS2 for our disadvantaged children.
- Ensure pupils with SEND receive a high-quality curriculum
- Improve attendance so that it is at least in line with National Average
- Improve persistent absence to at least National Average

Challenges

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

Challenge number	Detail of challenge
1	Due to low starting points when entering nursery/reception and two school years of disruption, children in all year groups will struggle to meet age-related expectations in Reading, Writing and Maths.
2	Low attendance rates or lack of punctuality for some pupil premium children impacts on their learning, meaning they are constantly having to catch up to their peers.
3	Some children are not supported at home with school work/basic skills, which means that staff have to ensure there are lots of opportunities in school to support and value reading and basic maths skills
4	Social, Emotional and Mental Health (SEMH) needs can be a barrier to learning for some children. Emotional resilience and self-confidence of pupils eligible for pupil premium can be low compared to their peers. This can affect their ability to concentrate on academic tasks, especially when tasks are more challenging.
5	A high percentage of pupil premium children are also SEND children (%), so have additional needs academically which requires increased levels of support and impacts on progress.

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
Children enter nursery and reception with low starting points	Children will be provided with high quality teaching and support to ensure they make progress in lessons. The percentage of pupil premium children in all year groups meeting age-related expectations will increase.
More consistent attendance for the majority of children	Ensure parents and children understand the importance of regularly attending school. A designated member of staff will follow up on any child not attending school and arrange attendance meetings with parents, staff and PSA. This should hopefully allow for a more consistent learning approach for all children. % of persistent absentees is closer to National levels.
Children with SEMH needs will be targeted for interventions	Children with SEMH will be identified and referred to the appropriate outside agencies in the most severe cases and in the less severe cases, in-school interventions will be delivered by trained/qualified school staff.
A higher percentage of children will be able to read age-appropriate texts with independence and fluency.	A systematic Phonics programme will be delivered to EYFS and KS1 and a number of KS2 children who are not yet able to read age-appropriate texts with fluency.
A higher percentage of PP pupils will reach ARE expectations in Reading, Writing and Maths at end of phases.	Targeted children will have access to additional tutoring through the School-Led Tutoring Programme. Tutoring will be tailored specifically to their needs, with teacher and tutor liaising to ensure a bespoke programme for each child. Support staff will be deployed appropriately to best support the lower achieving pupils.
Provide all children with high quality teaching and support to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in reading, writing and maths will increase.
Maintain a part-time Parent Support Advisor to support children and families.	PSA will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, signposting families to the relevant outside agencies.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Training Package £3,675.00</p> <p>Oxford Owl (RWI Online Subscription) £506.25</p> <p>RWI Resources £1476.31</p>	<p>During the academic year 2023/2024, the percentage of pupils in Years 1 who passed the Phonics Screen Check was 74%, which was slightly below National Data of 79%.</p> <p>RWI is a systematic Phonics Approach which will be implemented across the whole school to support children with their phonological awareness and their ability to read and improve the percentage of children passing the Phonics Screen Check in Years 1 and 2. KS1 children will be assessed every 6-8 weeks to ensure they are making expected or more than expected progress. They will then work in homogenous RWI groups.</p> <p>LKS2 children who are reading below ARE will access the RWI Programme as an intervention and will be assessed every 6-8 weeks to ensure they are making more than expected progress.</p> <p>To ensure staff are fully up to date with RWI training and have the relevant resources to ensure their RWI lessons can be delivered to the highest standard, school purchased the RWI Training, online subscription as well as resources to deliver each lesson.</p> <p>UKS2 Children who are reading below ARE will access the Fresh Start programme as an intervention and will be assessed every 6-8 weeks to ensure they are making more than expected progress.</p> <p>Research has shown that phonics approaches have been consistently found to be effective in supporting younger pupils master the basics of reading, with an average impact of an additional 5 months progress. Research also suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p>	<p>1</p>

	<p><i>RWI is a DfE accredited systematic synthetic phonics approach.</i></p> <p>EEF Toolkit: Phonics – additional 5 months progress.</p>	
<p><u>Evaluation of impact of Read Write Inc and Oxford Owl provision OCT 2025</u></p> <p>Year 1 Phonics data - 90% of children passed Phonics screening test June 2025 80% Disadvantaged students passed Phonics Screening . Total number of children who did not pass = 3</p> <p>RWI strong and embedded practice with all staff competent. Cost of subscription to Oxford Owl and Ruth Miskin Portal - positive impact on children's progression through afternoon booster sessions and quick intervention resources.</p> <p>2 KS2 children who were accessing Phonics (Year 5) passed Phonics Screening Dec 2024 - Both children PP therefore 100% KS2 passing Phonics Screening Dec 2024.</p>		
<p>White Rose Maths Premium Resources (plus concrete resources)</p>	<p>White Rose Maths (WRM) Premium Resources, a consistent maths approach, will continue to be purchased as a whole school. This is a systematic approach which identifies the steps to learning a particular mathematical concept.</p> <p>EEF Toolkit: Mastery – additional 5 months progress.</p>	<p>1 4</p>
<p><u>Evaluation of the impact of White Rose Maths Resources OCT 2025</u></p> <p>July 2025 - All teaching staff are competent in using the Whiterose Maths programme and the programme does follow the CPA approach, majority of students attaining well. See attached PP analysis to show attainment in Maths with disadvantaged.</p> <p>Need to consider promoting more problem solving and challenge specifically for disadvantaged children through use of Third space learning, NRICH materials promoting abstract thinking and real life maths problems. Maths Coordinator to work alongside and network with other Trust coordinators to strategically plan and deliver richer maths curriculum.</p>		
<p>Times Tables Rock Stars (TTRS) £94.90 Including Sessions Bolt-on £37.20</p>	<p>Times Tables Rock Stars (TTRS) is an online Times Tables Programme, which supports and challenges children with their Times Tables knowledge, which in turn, will support children with their maths learning. TTRS can be accessed from most devices, both in school and at home.</p> <p>Staff have the ability to direct Times Tables learning by setting a specific number of sessions that children have to access in the Sessions Bolt-on, before allowing them 'free choice' on other TTRS games.</p>	<p>1 4</p>
<p>Twinkl Resources £222</p>	<p>To support teaching staff with resourcing lessons, a Twinkl subscription was purchased for each EYFS, KS1 and KS2.</p>	<p>1 4</p>
<p><u>Evaluation of the impact of TTRS and Twinkl subscriptions OCT 25</u></p> <p>Staff use Twinkl resources effectively to support a broad and varied curriculum and to enhance visual displays and resources effectively. Twinkl resources are aligned with Whiterose Maths curriculum and National Curriculum objectives so are a useful and reliable resource to use for teachers.</p>		

<p>14/16 of disadvantaged children scored 20+ in Multiplication check = 87.5% passed.</p> <p>TTRS is used effectively from Y3 to monitor, assess and plan interventions to support rapid recall of times tables. The school promotes in school and home learning competitions which sustain motivation and the school also hosts TTRS days where children dress up and compete in activities linked to Timestables. Rewards and certificates (trophies/ badges) are celebrated in Assemblies.</p>		
<p>Maintain the employment of a part-time PSA £16,299</p>	<p>PSA will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, signposting families to the relevant outside agencies.</p> <p>PSA will arrange Maths and Literacy Cafes in order to upskill parents to enable them to support their children with homelearning.</p> <p>PSA will liaise with HT, Governors and SLT and prepare termly reports on impact and progress. Research shows that parental engagement has a positive impact on average of 4 months additional progress. Research also shows that parental engagement has a higher impact for pupils with low prior attainment.</p> <p>EEF Toolkit: Parental Engagement – additional 4 months progress</p>	<p>2 3 4</p>
<p><u>Evaluation of the impact of PSA</u></p> <p>Mrs Doherty has a positive impact on our Esh Winning families. Unfortunately, since the end of May 2025 Mrs Doherty has been on long term sick and TAF's and Core group meetings have been attended by HT/DHT and members of the SLT. This has negatively impacted on families and staff workload and Mrs Doherty's role is vital in supporting our disadvantaged families.</p>		

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

Budgeted cost: £16095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-Led Tutoring £16095</p>	<p>Children have been targeted for School-Led Tutoring across the school. 5 members of staff have completed and passed the National Tutoring Programme Online Training. Staff are now delivering School-led Tutoring sessions. Evidence suggests that, compared to their peers who do not receive additional tuition, pupils who receive small group tuition may make, on average, 4 months additional progress, and pupils who receive</p>	<p>1 2 3 4</p>

	<p>one-to-one tuition may make, on average, 5 months additional progress.</p> <p>EEF Toolkit: Small Group Tuition – additional 4 months progress</p> <p>EEF Toolkit: 1 to 1 Tuition – additional 5 months progress</p>	
<u>Evaluation of the impact of School-led tutoring</u>		

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

Budgeted cost: £35,160.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>De-escalation and Physical Intervention</p> <p>£2520</p>	<p>To address any behavioural issues, that can be a barrier to learning, all staff completed 6 hours of Positive Handling training with Clennel. Research has shown that the average impact of behaviour interventions is 4 months additional progress over a year. Evidence suggests that on average, behaviour interventions can produce moderate improvement in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Toolkit: Behaviour Interventions – additional 4 months progress</p>	<p>4</p> <p>5</p>
<p><u>Evaluation of the impact of Team Teach intervention training</u></p> <p>All staff trained by Clennel in Positive handling attending Twilight training. All staff understand and are confident with deescalation procedures and policies. Staff competent in completing record keeping linked with positive handling and all procedures followed. Staff work closely with Miss Common (SENCO) regarding providing the best provision to children with SEND, promoting</p>		
<p>SEND Surgery</p> <p>3 x £450</p>	<p>To address the issues of SEND within mainstream classrooms. Specialist SEND staff hold surgeries for our staff to be able to discuss barriers to learning and possible strategies to implement.</p> <p>EEF Toolkit: Teaching Assistant Interventions – additional 4 months progress</p>	<p>5</p>
<u>Evaluation of the impact of SEND surgeries OCT 2025</u>		

<p>Positive impact with provision for children with SEND. Teachers found discussions, strategies and resources given by Ed psychologists and behaviour specialists useful and implemented these into classroom practice seeing a positive impact on children's engagement and progress. Send surgeries are to be booked in for academic year 2025/.2026.</p>		
<p>PSHE Jigsaw £1075</p>	<p>To ensure a consistent approach to PSHE across the school, the PSHE Jigsaw Programme was purchased. These lessons will be delivered weekly to all year groups. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</p>	<p>4</p>
<p><u>Evaluation of the impact of the Jigsaw programme OCT 2025</u> Jigsaw is taught consistently and effectively throughout all keystages with EYFS implementing Twinkl PSHE curriculum linking with new EYFS curriculum. All learning is sequenced and progressive and can be adapted and utilised to tackle current issues that need addressing.</p>		
<p>Educational Psychologist £2133</p>	<p>The EP assesses children fully, providing detailed reports showing support and resources required. It also supports staff CPD</p>	<p>5</p>
<p><u>Evaluation of the impact of Educational Psychologist</u> Educational psychologist is</p>		
<p>Safeguarding and Child Protection Training £365</p>	<p>We commit to all of our staff being fully trained to Level 1 in safeguarding. We also use the safeguarding board to access additional training in areas specific to our school (including working with SEND children and Operation Encompass).</p>	<p>4</p>
<p><u>Evaluation of the impact of Safeguarding Training OCT 2025</u> All SLT have now been trained to Level 2 safeguarding with Clennell Mrs Hodgson and Mrs Graham have completed Operation Encompass Training. CPOMS review and recording training booked in to support more streamlined recording of incidents.</p>		
<p>SEND and Inclusion Service – Cognition and Learning Team 5 x £395</p>	<p>This service supported staff with SEND assessments of children and conduct surgeries to support staff to manage children with additional needs in class.</p> <p>EEF Toolkit: Teaching Assistant Interventions – additional 4 months progress</p>	<p>5</p>
<p><u>Evaluation of the impact of Cognition and Learning OCT 2025</u> Teachers given strategies and constructive feedback on using resources and effectively supporting children with SEND. Parents are informed and included in child's meetings and open to strategies and support given. Strategies and resources are then implemented into child's SEN support plan and reviewed termly with Parents and Carers.</p>		

<p>Durham Music Service £685.50</p>	<p>In order to extend learning experiences available to pupil premium children, 5 children have the opportunity to access guitar lessons, delivered by a music specialist from the Durham Music service. 2 children also have access to Rock Steady - joining live music by playing in a band. Weekly lessons are delivered in school. These lessons are subsidised by the school and supports the children socially and emotionally, well-being is assured so education can be successfully accessed. Research has shown that the average impact of arts participation is an additional 3 months. Improved outcomes have also been identified in English, Maths and science for both primary and secondary pupils. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Toolkit: Arts Participation – additional 3 months progress</p>	<p>4</p>
<p><u>Evaluation of the impact of Music Service Oct 2025</u> Children participate and learn a musical instrument including theory behind music. Children perform in front of audiences through planned assemblies and events.</p>		
<p>OAA/Educational Visits £4176</p>	<p>In order to extend learning experiences available to pupil premium children, those FSM children who want to attend OAA and Educational visits have 50% of their fees paid to ensure all children can be included. This also supports them socially and emotionally. Well-being is assured so education can be successfully accessed. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</p>	<p>4</p>
<p><u>Evaluation of the impact of OAA/Educational Visits</u> Children have thoroughly enjoyed trips to Ullswater, Weardale and France, where they have learned new skills in teamwork and independent learning. The children who visited France learned about diversity and different cultures, practicing their French oral skills and being fully involved within French society.</p>		
<p>Nurture Group £6,521.35</p>	<p>In order to address the social, emotional and mental health issues, a weekly targeted nurture group will be delivered by two qualified teaching assistants. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable</p>	<p>4</p>

	<p>impact on attitudes to learning and social relationships.</p> <p>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</p>	
<p><u>Evaluation of the impact of Nurture Group Oct 2025</u></p> <p>Our vulnerable children have accessed bespoke and adapted provision to support emotional and social regulation. Key skills in socialising, turn taking, focussing on oracy have been practices. Children have been assessed and monitored using Boxall assessments.</p>		
<p>Sensoryworx £3045</p>	<p>Six children access Sensoryworx on a regular basis in order to learn strategies to support functional skills and sensory regulation. Children then follow a bespoke programme designed specifically for their individual needs. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</p>	<p>4 5</p>
<p><u>Evaluation of the impact of Sensoryworx</u></p>		

Total spend: £166,424.32