

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)
Number of EYPP eligible pupils	30 pupils 11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
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)
EYPP funding allocation for this academic year	£17,100
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	£185,100 including EYPP (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 continually building on strong foundations and quality interactions starting from our Early years provision.

- Ensure quality interactions, early identification of needs and targeted support building on foundational knowledge in Early Years provision.
- Improve outcomes within Maths specifically problem solving and reasoning across KS1 and 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 children specifically in communication and language skills, children from disadvantaged backgrounds are behind their non-dis disadvantaged peers in speaking, listening and understanding across all areas of the curriculum.
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. A higher percentage of PP children are PA in school.
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 accelerate learning within fundamental reading and maths skills. This means all staff need to be delivering first quality teaching and focused, bespoke intervention to support children's individual needs.
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.
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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
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 EY pupil premium children and children in all other 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 Attendance Champion (Miss K Burns) 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. School will support these children through Nurture provision, social and emotional lunchtime intervention groups.
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. CPD in Year 2 and extending through KS2 will be based around increasing fluency.
A higher percentage of PP pupils will reach ARE expectations in writing and Maths.	Targeted children will have access to additional tutoring which will be bespoke and scaffolded to children's needs particularly upper KS2 children. Support staff will be deployed appropriately to best support the lower achieving pupils. CPD will be heavily focussed around increasing attainment in writing and problem solving and reasoning within Maths.

<p>Provide all children with Quality First Teaching and support to ensure progress in lessons.</p>	<p>The percentage of pupil premium children in all year groups meeting the expected standard in reading, writing and maths will increase due to adapted lessons which still enable children to achieve and aim high.</p>
<p>Maintain a part-time Parent Support Advisor to support children and families.</p>	<p>PSA will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, deprivation and mental health issues, signposting families to the relevant outside agencies.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Anxiety in schools.	<p>EEF Self Esteem, Self-Efficacy and toolkit strategies Improving_Social_and_Emotional_Learning in Primary Schools EEF</p> <p>To support children’s regulation and mental wellbeing in order to learn.</p>	1,2,3,4,5
<p>RWI Training Package</p> <p>Oxford Owl (RWI Online Subscription)</p> <p>RWI Resources</p>	<p>During the academic year 2024/2025, the percentage of pupils in Year 1 who passed the Phonics Screen Check was 90%, which was significantly higher than the National Average. 80% of our disadvantaged children passed the Phonics Screening test. This evidenced that the current training packages and reading programme offered to our KS1 children is working and positively impacting on attainment.</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</p>	1,3

	<p>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><i>RWI is a DfE accredited systematic synthetic phonics approach.</i></p> <p>EEF Toolkit: Phonics – additional 5 months progress.</p>	
<u>Evaluation</u>		
White Rose Maths Premium Resources (plus concrete resources)	<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 3 5</p>
<u>Evaluation</u>		
Times Tables Rock Stars (TTRS) Including Sessions Bolt-on	<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 3 5</p>
Twinkl Resources	To support teaching staff with resourcing lessons, a Twinkl subscription was purchased for each EYFS, KS1 and KS2.	1-5
<u>Evaluation</u>		
Maintain the employment of a part-time PSA	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.	1-5

	<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>	
Evaluation of impact		
Improve the quality of social and emotional (SEL) learning. (Zones of Regulation) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<p>Teachers will explicitly teach and be trained in referring to the Zones of regulation and supporting children to self regulate.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	4
Evaluation of impact		
Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.	<p>Supporting high quality teaching is pivotal in increasing children’s outcomes within all areas of the curriculum.</p> <p>CPD cover for teachers taking NPQ’s.</p> <p>Effective Professional Development Guidance report EEF</p>	1-5

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

Budgeted cost: £ 56000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured interventions EYFS - Year 6.	TA Small group interventions across English and maths from EYFS - Year 6.	1 2
	Launchpad for literacy - EYFS.	4
	ELSA - Targeted support to support emotional skills with children in Early Years.	3 4
	EEF Toolkit: Small Group Tuition – additional 4 months progress	
	EEF Toolkit: 1 to 1 Tuition – additional 5 months progress	
One to One support for children with additional needs.	One to one support for children with high complex needs. EYFS - Year 6.	1-5
<u>Evaluation</u>		

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

Budgeted cost: £ 65,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
De-escalation and Physical Intervention	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. EEF Toolkit: Behaviour Interventions – additional 4 months progress	4 5
<u>Evaluation of the impact of Deescalation and Physical intervention</u>		
SEND Surgery	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.	5

	EEF Toolkit: Teaching Assistant Interventions – additional 4 months progress	
Evaluation of SEND Surgery:		
EYFS ELSA	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF: Social and Emotional Learning	1,4
<u>Evaluation of the impact</u>		
PSHE Jigsaw EYFS - Year 6	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. EEF Toolkit: Social and Emotional Learning – additional 4 months progress	4
Twinkl PSHE/RSE Curriculum EYFS	Resource to create a bespoke EYFS curriculum addressing the social and context needs of our children starting our school provision. EEF Toolkit: Social and Emotional Learning – additional 4 months progress	4,5
<u>Evaluation of the impact of the Jigsaw programme</u>		
Educational Psychologist	The EP assesses children fully, providing detailed reports showing support and resources required. It also supports staff CPD	5
<u>Evaluation of the impact of Educational Psychologist</u>		
Safeguarding and Child Protection Training	We commit to all of our staff being fully trained to Level 1 in safeguarding. All of our SLT team are also safeguarding trained to a Level 2. We also use the safeguarding board to access additional training in areas specific to our school (including working with SEND children and Operation Encompass).	4

<u>Evaluation of the impact of Safeguarding Training</u>		
SEND and Inclusion Service – Cognition and Learning Team	<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>	5
<u>Evaluation of the impact of Cognition and Learning</u>		
Durham Music Service	<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>	4
Rock Steady Music & additional music support services	<p>Provide opportunities for our most vulnerable children to learn and participate in live music, from learning musical instruments to singing and performance.</p> <p>We pay 50% of fees for this service for our PP children.</p>	4
<u>Evaluation of the impact of Music Service</u>		
OAA/Educational Visits	<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>	4

<u>Evaluation of the impact of OAA/Educational Visits</u>		
Nurture Group	<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 impact on attitudes to learning and social relationships.</p> <p>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</p>	4
<u>Evaluation of the impact of Nurture Group</u>		

Budgeted Spend: £ 185,100 (including EYPP)