



# **Pupil Premium Strategy**

## **2025-26**

# Pupil premium strategy statement 2025-26

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	Esteem North Academy
Number of pupils in school	255 at census point
Proportion (%) of pupil premium eligible pupils	79%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025 Sept 2026
Statement authorised by	Janine Dix
Pupil premium lead	Janine Dix
Governor / Trustee lead	Isabela Tatu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,270
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,270

## Part A: Pupil premium strategy plan

### Statement of intent

- At Esteem North Academy we aim for disadvantaged pupils to aspire to be the very best they can be. Their academic pathways, attainment, and career options should be in line with their non-disadvantaged peers. All pupils on roll at our academy are vulnerable pupils and the vast majority are permanently excluded from mainstream school. Typically, 75% are entitled to PP. When pupils arrive to roll in the academy in KS3 and 4, a significant majority arrive well below their initial academic flightpaths from KS1. We aim to be an academy that all pupils, and especially disadvantaged pupils, enjoy attending for the wide variety of pathways available to them. This plan prioritises core strategies to improve the learning experience and therefore outcomes for disadvantaged pupils. To enable any gap between disadvantaged pupils and their peers to narrow, we must address SEMH, wellbeing, behaviour, attendance, aspirations and a curriculum that meets their interests. The plan also acknowledges the academy's responsibility to provide opportunities for all to explore and engage in the wider curriculum enrichment activities.
- All pupils in our academy have additional needs due to being permanently excluded. We intend to support pupils to re-engage in education through further identification of needs, through staff CPD and the provision of equipment and assistive technologies that aid learning.
- Key principles of equality of opportunity for disadvantaged pupils, will ensure:
  - that pupil premium funding helps disadvantaged pupils to access a suitable curriculum, with opportunities for progress relative to their starting points, AND
  - that the curriculum prepares pupils for the next stage of transition, this could be a return to mainstream, a new curriculum pathway or a positive post-16 destination, AND
  - that pupils have made targeted progress with their numeracy and literacy skills from their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Academic gaps for pupils following permanent exclusion and fragmented schooling. The flightpath analysis of a significant majority KS3 and 4 PEX pupils compared to their KS1 and 2 data highlights that the pupils begin to move further away from their projected trajectory as they increase in age. The average incoming attendance for our PEX pupils in 2024-25 was 54.3%. If pupils are not in school learning, then they are not learning. The average incoming attendance for the PP cohort was only 52.9%.</p> <p>KS4 pupils assessed on entry using BKSB are assessed as working at pre GCSE and below age related expectations.</p>
2	<p>Reading age assessments demonstrate low reading ages on entry. Of our secondary age pupils assessed, 45% are typically working with a reading age below that of 9.5 years. Of those typically half have reading ages at 3 or more years below their chronological age.</p>
3	<p>Poor engagement and lack of interest in learning following permanent exclusion</p>
4	<p>Equality of access owing to personal and family circumstances, including access to appropriate clothing and resources for school with nearly three quarters of pupils being from low socio-economic background.</p>
5	<p>Pupil's attendance records from their previous excluding school show poor historical attendance and low starting points. The average incoming attendance for the PP cohort was only 52.9%.</p>
6	<p>Vulnerable pupils subjected to CRE, other such safeguarding concerns and being in care. 40% of our pupils typically have a named social worker and are subject to a safeguarding plan.</p>
7	<p>Low resilience and wellbeing. Baseline assessments of pupil's wellbeing on entry show that more pupils need to improve their wellbeing.</p>
8	<p>Lack of aspirations and value for education. At induction, pupils discuss their aspirational career and plans for leaving school. Not a significant majority have aspirations for being employed or trained beyond school.</p>
9	<p>A limited view of the world and few family experiences, trips or holidays. Socio-economic disadvantages may prevent access to memorable moments</p>

	underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents.
10	Unidentified learning needs. Many parents state on entry during the on-rolling induction process that they feel their child has undiagnosed needs.
11	This year we have 2 ECTs and 2 other employed UQTs. Therefore, we need to ensure that Quality First Teaching is high as is staff knowledge and skills across every curriculum area leading to the best possible outcomes in every subject area.

## 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 average number of outcomes	Outcomes for disadvantaged pupils in English and Maths are in line with those of their peers. PP pupils achieve the number of outcomes in line with their peers. <i>Measured by: PP academic outcomes compared to peers in</i>
More pupils will be functional readers	Pupils will make progress from their starting point and those with a reading age below 9.5 years will make progress to be functional in society. <i>Reading age baselines, lexplore reading ages, analysis of those with reading ages below 9.5 and % who have made progress by re testing. % of pupils who have engaged with the phonics and/or reading programme.</i>
To create a literacy-rich learning environment that promotes the love of reading	Staff will have a wide range of literacy activities available in their planning in each subject. The sites will have an increase in the presence of books. Reading will be promoted across the academy, on the website and with parents. More pupils will engage in reading for pleasure. <i>Pupil questionnaires, book orders, website, MTPs, climate walks, CDRs.</i>
Staff will develop their pedagogical knowledge and understanding of pupil additional learning needs including speech and language difficulties and use of the oral language	Outcomes improve for pupils. Pupil behaviour improves. Pupil's needs are met and lessons are accessible for all. To ensure that all children who need adaptations (such as symbols, equipment and high tech. devices) to the curriculum content delivered to support their learning needs and understanding have this in place. <i>Behaviour scores in Arbor, average behaviour scores per the academy over time, Suspension data, results analysis for year 11, support planning documents, climate walks, class profiles.</i>

<p>To provide accurate assessment of pupil's current level on entry to the academy so that target setting is aspirational and interventions can be planned for</p>	<p>All pupils will have a suite of baseline assessments on entry, including reading, maths and English using BKSB. Pupils will have clear targets set and will make progress towards their targets. Pupils will be involved in their learning journey. <i>Measured by: PP baseline assessment data and target setting in Arbor, half termly progress analysis, summer 2026 exam results and outcomes,</i></p>
<p>To provide greater opportunities and awareness of the world, through planned enrichment experiences</p>	<p>All children will access a variety of suitable and relevant learning experiences that enhance the curriculum and expose young people to a wider view of the world. This may be achieved through external trips and visits, visiting speakers, and discreet learning on global and topical issues. <i>Measured by: Quality of curriculum offer, parental and pupil voice, % of pupils engaging with offsite activities, Evolve trips planned for and appendix 1 planning for category 1 trips</i></p>
<p>Improved Post 16 destinations with raised aspirations</p>	<p>More pupils have a planned destination for post 16 and pupils are provided with CIAG with an in- school staff member who is more accessible than out sourcing to a commissioned company. <i>Post 16 data, NEET %, work experience placements,</i></p>
<p>Improved attendance of pupils and a reduction in severely persistent absentees</p>	<p>Pupil attendance is above the national average for APs. PP pupils will have an attendance more in line with their peers. Most pupils make positive progress against their starting point or historical attendance data. Severely persistent absentees will decrease <i>Measured by: PP attendance figures and persistent absenteeism and severe PAs, attendance progress data using academy info.</i></p>
<p>All pupils, including those who are LAC are able to access the curriculum onsite and at home</p>	<p>LAC pupils to have access to ICT where required so that they can access education from home taking into account possible instability in living arrangements and frequent moves. BKSB Learning to support online learning.</p>
<p>Pupils will have planned opportunities to develop their resilience and to improve wellbeing</p>	<p>Pupils will engage in lessons about resilience and will engage in activities that improve their fitness and wellbeing and have a positive experience in doing this whilst also developing their own personal resilience. <i>Wellbeing questionnaire analysis, Duke of Edinburgh off site physical activities. Mental health and wellbeing visitors /promotions such as Snap-it.</i></p>
<p>Pupils make progress and meet their target grades within all subject areas and curriculums across the academy</p>	<p>To ensure Teaching quality is at the highest level through evidence related to the schools QA. To have a robust and high quality CPD in place for all staff across school. To have a robust training needs analysis audit in place. To ensure all new staff know where they can go to receive advice and CPD focused around their own pedagogy. To ensure that all new subject co-ordinators who are experts within their own subjects. To plan in time for all teachers to observe each other and share best practice through a coaching programme.</p>

## 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: £25,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will develop their pedagogical knowledge and understanding of speech and language difficulties and use of the oral language.</p> <p>The Educational psychology service will be used for 3 staff CPD sessions over the year to increase their knowledge of how pupils learn and use of our language.</p>	<p>EEF Recommendation 'Improving literacy in Secondary Schools'</p> <p>EEF Preparing for literacy recommendation 1: Prioritise the development of communication and language</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 10</p>
<p>Robust, high quality CPD in place, improving pedagogy for all. Teachers/ subject co-ordinators to have time to observe each other and share best practice.</p> <p>Training for any non-specialist teachers is in place</p> <p>A coaching programme to be utilised to develop professional practice.</p>	<p>Targeted CPD to ensure Teaching quality is at the highest level.</p> <p>EEF Research on the effective implementation of a synthetic phonics programme who say training and pedagogical skills and knowledge is key.</p> <p>EEF Effective Professional Development: "research tells us that high quality teaching can narrow the disadvantage gap".</p>	<p>1 2 11</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that materials for phonics sessions are reading age related and available for pupil interests. Purchase of Read Write Inc materials for the phonics programme.	<a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
To ensure that the academy is signed up to the development package in RWI. New staff to have RWI phonics CPD delivered	RWI is a synthetic reading scheme which is an evidence based approach to improve reading	2
To continue to ensure that the academy libraries are well stocked with a wide range of books that are phonetically matched to a child's reading ability.	EEF Research on the effective implementation of a synthetic phonics programme.	2
Technology to support engagement in teaching and learning. Increase in purchase of laptops and ipads for pupil use across the whole academy including pupils off site. Ipads for use in the new Photography GCSE offer to increase outcomes. Other Ed Tech support to aid pupils to learn.	<a href="#">EEF_Digital_Technology_Guidance_Report.pdf</a>	1, 2, 3, 4
Assessment of pupil baseline levels, gaps and target setting. Purchase of Lexplore, ICT equipment and eye trackers for all sites to enable reading assessments to take place. Purchase of BKS online assessment tool.	EEF Using digital technology to improve learning recommendation 4. Technology can play a role in providing important assessment and feedback.  EEF Supporting Maths in KS2/3, recommendation 1, "Use assessment to build upon pupils' existing knowledge and understanding"	1, 2, 3
Literacy activities embedded into the academy day and tutor time. Purchase of magazines and subscriptions to cater for pupil's interests and the Newshed subscription for comprehension exercises.	EEF: <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

One to one tuition for pupils with pathways 2 and 3 of our academy offer. Employment of home tutors through our Bespoke Pathways staffing team to ensure that vulnerable pupils can be physically seen off site and attendance maintained.	EEF <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 5, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and employment of an attendance officer	EEF supporting school attendance -	5
Purchase of Breakfast provision for pupils through the National school Breakfast programme.	EEF- Schools that offer breakfast provision have some positive impact on progress made in reading, writing and maths.	4, 7
Team Teach training for more Instructors in the academy to support proactive trauma informed approach	EEF Improving Behaviour in schools recommendation 2. Teaching pupils to be reflective.	3, 6, 7
Rewards: <ul style="list-style-type: none"> <li>Rewards system with items purchased to celebrate success and positive behaviours and attendance</li> <li>Rewards off site trips funded through the PP strategy.</li> </ul>	EEF Improving Behaviour in schools recommendation 3 "Reward systems can be effective when part of a broader classroom management strategy".	3, 4, 5, 6
Ensuring that pupils have the clothing and equipment they need to access school. Site stocks of t-shirts, jumpers and trousers to be purchased and available to families. Providing PPE for work experience and arts/forest education such as waterproof clothing, wellies, steel toe capped boots.	<a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	4
Supporting LAC pupils to maintain in education when they may move homes frequently through purchase of laptops and revision guides.	EEF Using digital technology to improve learning recommendation 4.	6
Reducing NEETs and raising aspirations.	EEF <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	8

Purchase of DBS for work experience companies that require it to ensure pupils are safeguarded		
External off site vocational AP commissioned		3, 5, 8
<p>Exposure to enrichment opportunities and outdoor learning.</p> <p>All Duke of Edinburgh physical activities to be funded such as climbing walls.</p> <p>Off- site enrichment trips to be funded for pupils to increase their cultural capital and experience of the world.</p>	<p>EEF</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>SEN support: A rapid evidence assessment</p>	8, 9

**Total budgeted cost: £227, 270**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Measuring Impact

Last year we spent the majority of our pupil premium funding on supporting the development of staff to ensure high quality teaching, subject leadership and the meeting of pupils needs with a new SENDCo post. Our academy does not have a consistent cohort and has an ever changing roll of new pupils, with a significant proportion being disadvantaged. Therefore, Pupil Premium funding is likely to be used annually to maintain systems, programmes of support and the curriculum offer for the academy. As a strategy, pupil premium funding is used at ENA to re-engage and support young people through bespoke curricula that best meets the needs that could not be met in mainstream..

Suspension sessions have significantly reduced from 329 sessions in 2020-21 to 53 sessions in 2022-23 to 184 sessions in 2023-24 to 187 session in 2024-25. Last year 80% of pupils had no suspensions at all. Only 7% of all pupils on roll received more than one suspension session.

A key performance indicator for pupils at ENA is the extent to which young people move on to a positive destination when they leave the academy. 77% of all pupils in year 11 had a planned destination. However, a greater percentage of PP pupils had a planned destination compared to non- pupil premium.

Positive Destinations: 77%

PP Positive Destinations: 45 pupils of 57 = 79%

Non PP Destinations: 26 pupils of 36 = 73%

#### Year 11 Post-16 Destinations 2024-25

	Employment	Apprenticeship	College/Post-16 Training Provider	NEET	Unknown
All Pupils - 93	8 (9%)	2 (2%)	61 (66%)	19 (20%)	3 (3%)
Pupil Premium - 57	3 (5%)	1 (2%)	41 (72%)	10 (18%)	2 (4%)
Non PP - 36	5 (14%)	1 (3%)	20 (56%)	9 (25%)	1 (3%)

**Summer 2025 Outcomes for Year 11 pupils:**

PP pupils have out-performed their peers in Maths as 100% have achieved a maths qualification and 99% of PP pupils have achieved an English and maths qualification. English outcomes for GCSE were the same whether the pupil was a PP child or not. There is a minimal gap between GCSE Maths and Functional Skills Maths. The number of outcomes have decreased for all pupils compared to last year and the PP pupils have achieved slightly less outcomes on average compared to their peers. Although PP pupils have achieved slightly less outcomes on average, they have out-performed their peers for those who have met or exceeded their targets in Biology and Functional Skills English.

**English & Maths GCSE and Equivalent Achievement - Vulnerable Groups Comparison**

Demographic Group	Number of Pupils	GCSE English Language		Functional Skills English		GCSE Maths		Functional Skills Maths	
		Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort
All Y11	93	50	54%	58	64%	48	52%	40	43%
PP	69	37	54%	40	58%	35	51%	29	42%
Non-PP	24	13	54%	18	75%	13	54%	11	46%

**All English & Maths Outcomes - Vulnerable Groups Comparison**

	Number of Pupils	Maths Achieved		English Achieved		English & Maths Achieved		Average number of GCSEs or equivalents	Average number of outcomes
		Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort		
All Y11	93							2.30	6.23

<b>PP</b>	<b>69</b>	<b>69</b>	<b>100%</b>	<b>68</b>	<b>99%</b>	<b>68</b>	<b>99%</b>	<b>2.17</b>	<b>6.17</b>
<b>Non-PP</b>	<b>24</b>	<b>23</b>	<b>96%</b>	<b>23</b>	<b>96%</b>	<b>23</b>	<b>96%</b>	<b>2.71</b>	<b>6.96</b>

		<b>GCSE Art &amp; Design</b>	<b>GCSE Biology</b>	<b>GCSE English Language</b>	<b>Functional Skills English</b>	<b>GCSE Food Preparation &amp; Nutrition</b>	<b>GCSE Maths</b>	<b>Functional Skills Maths</b>
<b>% Achieved or Exceeded</b>	<b>All Pupils (93)</b>	<b>57%</b>	<b>42%</b>	<b>44%</b>	<b>81%</b>	<b>52%</b>	<b>52%</b>	<b>66%</b>
	<b>PP (69)</b>	<b>38%</b>	<b>50%</b>	<b>41%</b>	<b>81%</b>	<b>29%</b>	<b>38%</b>	<b>64%</b>
	<b>Non-PP (24)</b>	<b>80%</b>	<b>17%</b>	<b>53%</b>	<b>75%</b>	<b>43%</b>	<b>67%</b>	<b>67%</b>

A total of 19 pupils had in-person work experience. 9 Pupils accessed Springpod work experience online. PPE was purchased for placements where required so that the pupils could engage safely. Pupils were purchased steel toe capped boots and water- proof clothing.

Alternative Provisions were commissioned which allowed pupils to re-engage in vocational learning of interest. 6 pupils achieved outcomes in Cooking, music, construction and a National Outdoor Award. 5 of these pupils were PP pupils.

All KS3 pupils had Duke of Edinburgh included in their curriculum offer. The Duke of Edinburgh activities received positive feedback from pupils during the Ofsted Inspection, our trial of the new Ofsted framework in February 25 and also in the Inclusion Quality Mark report in July 25. These sessions further increased pupil physical activity and therefore complimented our drive to improve wellbeing, improve behaviour and therefore have a positive impact on learning and outcomes.

The average attendance for PP pupils was 3.7% below non PP pupils. This was a slightly larger gap compared to last year where they were only 2.6% below. However over time the PP cohort have improved the gap which was historically 9% lower in 2021-22. The gap between these groups has significantly decreased over the past 3 years. We will further utilise the PP funding for 25-26 to focus on improving attendance.

LAC pupils had on average an 5% higher attendance than non LAC pupils.

66% of PP pupils improved their attendance over the year from their baseline compared to 71% of non PP pupils.

### **Reading Intervention 2024-2025:**

Overall, 59% of the pupils have accessed reading intervention during the academic year made progress. 60.7% of PP pupils who were offered reading intervention made progress from their baseline reading age. Non-PP pupils who were offered intervention also made progress, but less so than the PP pupils.

### ***Pupil Premium vs. Non-Pupil Premium***

<b>Pupil Premium</b>	<b>% Below 9.5 First Reading Age</b>	<b>% Below 9.5 Latest Reading Age</b>	<b>% Improvement from First Reading Age to Latest</b>
<b>Non-PP</b>	45.8	37.5	-8.3
<b>PP</b>	38.8	29.3	-9.5

Both PP and non-PP pupils improved, with the biggest relative gain for PP pupils. PP boys made one of the biggest improvement. PP girls and non-PP boys both improved, though less significantly.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
BKSB	British Key Skills Builder
Phonics Programme	Read Write Inc
Physical Intervention Training	Team Teach Ltd