

Pupil premium strategy statement

This statement outlines Esher Church School's approach to using the Pupil Premium and Recovery Premium funding for the academic year 2025–2026. Our aim is to improve outcomes for disadvantaged pupils and ensure every child has the opportunity to thrive both academically and personally.

It sets out our strategy for how we plan to use this funding to support pupils this year, and also reflects on the impact of last year's spending. We are committed to using evidence-informed approaches to close attainment gaps and support the wellbeing and progress of all children, especially those facing additional challenges.

School overview

Detail	Data
School name	Esher Church School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Ben Foley
Pupil premium lead	Claire Simpson
Governor / Trustee lead	Oliver Jaegemann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£31,815

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the pupil premium funding, Esher Church School considers the:

- needs of the school
- its context
- and specific challenges we face.

Alongside this, we have grounded our decisions in research, conducted by the Education Endowment Fund (EEF).

Some of the common barriers to learning for disadvantaged pupils, at Esher Church School are:

- cognition and learning attainment
- low entry data
- Special Educational Needs and Disabilities
- access to wider enrichment activities.
- poor attendance

We will ensure that all teaching staff are involved in analysing of data and identification of pupils, so that we are fully aware of strengths and weakness, across the school.

Our principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, high-quality teaching is our first priority in addressing the needs of all pupils
- We believe that disadvantaged does not mean deficient, so we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context:

Esher Church School is located in Esher, Surrey, and is a two-form entry school with 393 pupils. Esher is widely recognized for its affluent status, with a significant proportion of residents enjoying a higher-than-average standard of living. However, while this may be true for some of our families, it does not reflect the circumstances of all.

At Esher Church School, we are committed to treating each pupil as an individual and recognising the diverse range of backgrounds and experiences within our community. We are mindful that factors such as low income, unemployment, and financial insecurity can affect some of our families, and we strive to ensure that our support is tailored to meet the needs of every child. Our inclusive approach ensures that all pupils are given equal opportunities to thrive, regardless of their personal or family circumstances.

Esher Church School serves a diverse and vibrant community. While the overall ethnic diversity is relatively small compared to national averages, our pupils come from a wide range of ethnic backgrounds, with no single group forming a predominant majority. This varied cultural mix enriches our school environment and contributes to a broad and inclusive perspective across the curriculum.

Although we are a Church school, we recognise and celebrate religious diversity. We value the beliefs and traditions of all our pupils and their families, and we are committed to fostering an environment of mutual respect, understanding and inclusion.

We are proud of the individuality of each child and celebrate the unique heritage and experiences they bring. Our approach is rooted in ensuring that every pupil feels valued and supported in their learning journey.

Ultimate Objectives:

Our Commitment to Equity and Enrichment

At Esher Church School, we are dedicated to ensuring that every child has access to a rich and inclusive educational experience, regardless of background or circumstance. We recognise the importance of supporting all families to access a wide range of enrichment opportunities, including residential trips, school visits, and extracurricular clubs. These experiences play a vital role in broadening horizons, building confidence, and deepening engagement with learning.

We also provide targeted support for homework and independent learning, helping pupils to develop essential skills and routines that contribute to long-term academic success.

Closing the Gap

A key priority for our school is to close the attainment gap between disadvantaged pupils and their peers, within our own school performance measures. We recognise that disadvantaged pupils often begin their learning journey with lower starting points and typically make less than expected progress compared to non-disadvantaged pupils.

We are committed to changing this pattern by ensuring that disadvantaged pupils receive the support they need to make strong and sustained progress, helping them reach age-related expectations by the end of Year 6.

Our long-term goal is for every disadvantaged pupil to leave primary school with a secure foundation in English and Maths, preparing them to achieve well at GCSE level and succeed in their future education and beyond.

Achieving These Objectives:

Improving Teaching for All Pupils

We're making sure that every classroom uses teaching strategies that are backed by research. This helps all children benefit from high-quality, effective learning every day. High quality effective teaching in every lesson is our aim.

Making Enrichment Accessible to Everyone

We fully fund or heavily subsidise trips, clubs, and residential so that every child—regardless of background—can take part in exciting, hands-on learning experiences.

Providing Targeted Support

Our Inclusion lead and LSAs are trained and run small-group sessions focused on core skills and precision teaching. These are designed to help children catch up quickly and close any gaps in their learning.

Focusing on Disadvantaged Pupils.

Focus pupil premium strategies on accelerating progress, enabling disadvantaged pupils to reach at least age-related expectations and thrive academically.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils at our school face significant barriers to achieving age-related expectations, particularly in core subjects reading, writing and maths. Internal data reflects the need for targeted support to help close the attainment gap and ensure all pupils have the opportunity to succeed academically.
2	Address attendance for a small number of PPG pupils where it is below 90%.
3	31% of our pupil premium children are also on the SEND register , meaning they face additional learning challenges. This highlights the importance of providing tailored support, as these pupils may need more help to access the full curriculum and enrichment opportunities.

4	Evidence that a small number of PPG children have greater difficulty with accessing and completion of homework and reading with lack of parental engagement at home.
5	Although Surrey has a relatively low number of disadvantaged (pupil premium) children, the gap in economic status between them and their peers can be particularly wide. These pupils often face financial barriers that limit their access to enrichment activities and wider curriculum opportunities.

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
Improve reading attainment	Quality delivery of phonics and rapid catch up programme. Quality teaching of fluency and comprehension work from Year 2 upwards. Start precision of HFW to improve reading fluency for targeted children. Reading workshops for parents of targeted children by invite. Monitoring of reading of target children in PPM
Improve writing attainment	Quality delivery of writing and spelling lessons Trained LSAs to deliver interventions like precision teaching of spelling to help improve writing. Monitoring of target children in PPM/book scrutinise/ internal/external writing moderation To improve achievement at ARE and GD across the school.
Improve maths attainment	High quality delivery of maths and fluency programs in school in every lesson. Trained LSAs to deliver interventions in maths fluency and precision teaching. Monitoring of target children in PPM/book scrutinise/ maths assessments
Attendance and punctuality for PPG children who are falling below 90% improves.	Continue good working relationships with all parents/carers. Understand the unique challenges of children with poor attendance and specific targeted support for them.

	Support with wrap around care and holiday care available as needed. Attendance and punctuality of targeted pupils will improve.
To achieve and sustain improved wellbeing of all pupils	Sustained levels of wellbeing demonstrated through: - Qualitative data from student and parent/carer voice - Teacher observations - Increased participation in enrichment activities

Activity in this academic year

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

Teaching

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Continued whole school CPD around teaching of phonics. Coaching for staff to develop and improve their skills and monitoring of interventions.	Little Wandle (our chosen phonics approach at Esher Church school and its interventions) has a strong evidence base, which indicate a positive impact on accuracy of word reading, particularly for disadvantaged pupils. Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. Phonics EEF	1
SEMH Improve the quality of SEMH learning through embedding zones of	We know that mental health and support for this is an important area of support for schools. We recognise that anxiety and SEMH can have a detrimental impact on attendance and wellbeing for the child and the wider family. We are committed to supporting our families as fully as we can through our SCARF/PSHCE curriculum, through a whole school approach by introducing Zones of Regulation and through targeted	4 5

regulation through the school.	support through ELSA, drawing and talking and visits with the therapy dog Oatie. Social and emotional learning EEF	
Teaching and Learning Implementation of Step lab coaching for staff to improve HQT offer. Enhanced curriculum for reading, teaching fluency and exploring great texts in depth. CPD linked to zones of regulation and scaffolding to be in place through the year for all staff including LSAs. Targeted development of LSAs so they have an area of specialism and provide targeted interventions in this so these are evidenced based and high quality with staff who are well trained.	We are constantly looking to learn and develop teaching and learning based on the best available evidence. Guidance reports summarise the best available evidence and further research into areas like reading with Chris Such and Peps Mccrea have helped us shape our philosophy and approach for the coming year. Primary Reading Simplified: A Practical Guide to Classroom Teaching and Whole-School Implementation EEF blog: Scaffolding – more than just a worksheet EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in Key Stages 2 and 3 EEF Training materials for DfE Mathematics guidance NCETM Teacher Handbook: SEND Whole School SEND	1, 2, 3
CPD CPD to be enhanced through use of step lab.	Effective professional development supports the process of change. Effective Professional Development EEF	1, 2, 3

Targeted academic support

Budgeted cost: £7 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Interventions</u> Develop the range and breadth of interventions on offer in school Ensure staff are trained and become experts in delivering these. Ensure that there is a link between interventions and classroom practice.	These are an important part of support for children in school complementing but not replacing teacher time and support. We know evidence can inform our decisions about the best intervention strategies to use that are evidenced based. Selecting interventions EEF	1, 2, 3, 4
Whole school training on Zones of Regulation	EEF states that whole school development and using approaches for all pupils, as well as personalised support, works better. EEF Zones of Regulation	5
Little Wandle Keep-Up intervention All pupils with PPG who are working below ARE put on a placement assessment and intervention where needed for phonics and reading	Importance of using a systematic synthetic phonics programme and catch up/keep up sessions with placement assessment as baseline https://www.littlewandlelettersandsounds.org.uk/	2,5
Continuation of offer for parental involvement in school with reading workshops targeted at key groups, send coffee afternoons and other curriculum area events.	Parental engagement enhances children's experiences of school and develop our relationships with key parents which can support attendance. Parental engagement EEF	1,2,3,4

Wider strategies

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, Drawing and Talking and Social Skills group Toast club at entry	Early years Social and Emotional learning EEF SEL ELSA - impact https://www.elsa-support.co.uk/	5
Attendance interventions where needed	To improve long term outcomes for attendance EEF Attendance interventions	4
Continuation of extra-curricular clubs and residential trip support in years 4, 5, and 6. All visits linked to enhancing the curriculum. Clubs offered from a range of clubs run at school for enrichment purposes from preforming arts to sports coaching Homework club by invite only	Enrichment approaches can directly improve a pupils' attainment, building a child's motivation and resilience. Enrichment and whole EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Importance of developing 'soft skills' particularly in music and sport An Unequal Playing Field report.pdf (publishing.service.gov.uk)	4 and 5

Total budgeted cost: £ 31,815

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

<u>Aim</u>	<u>Outcome</u>
Improve achievement in writing and spelling. Pupils will have equal access to technology to aid them with their learning.	KS1 Writing outcomes: 76% KS2 writing outcomes: 78% 15 laptops for EHCP children bought. Each class has a set of 15 chrome books which are available at all times to children
To close the gap in attainment for all disadvantaged pupils, particularly those who have an additional SEND need To meet the individual needs of all pupils with PPG so that they make expected progress through QFT strategies and high-quality interventions	In 2024- 2025 PP children made progress against their own targets and peers. Reading: 50% made expected and above expected progress. Writing: 76% made expected and above expected progress Maths: 50% made expected or above progress.
Attendance and punctuality for PPG children who are falling below 90% improves.	Attendance and punctuality for PPG children falling below 90% remains a significant concern, requiring focused efforts to build trusting relationships with families to uncover and address the root causes. A personalised, supportive approach is now essential to help improve outcomes and ensure every child has access to consistent learning.
The SEMH needs for disadvantaged pupils will be addressed and families will be supported and signposted to advice from outside agencies and/or professionals.	Referrals have been made and ELSA support continues, with Zones of Regulation being adopted as a whole-school approach. We continue to support the SEMH needs of disadvantaged pupils addressing these through targeted support, and families will be

	signposted to external agencies and professionals where appropriate.
PPG pupils with additional needs will be provided with the additional support needed to make good progress.	Targeted interventions are in place to ensure PPG pupils with additional needs receive the specific support required to make good progress, both academically and emotionally. These strategies are regularly reviewed to adapt to individual needs and maximise impact.
Disadvantaged pupils, who experience lack of parental engagement at home, will have access to support with homework and reading at school.	Homework club is being accessed by a wide range of pupils with identified needs, providing valuable academic support.
Disadvantaged pupils will have access to any extra-curricular clubs or activities including residential to close the socio-economic gap.	All parents are contacted and offered club places this happens before they are open to general admissions.

Outcome 1 and 2

Pupils achieving national expectations at the end of the summer term 2024/25

	<u>All children</u>	<u>PPG</u>
<u>Reading</u>	82%	53%
<u>Writing</u>	58%	27%
<u>Maths</u>	78%	46%

In the academic year 2024 -25, PP children achieved the following:

- 100% of pupils attained their phonics in Year 1

The data shows that while PPG children performed strongly in phonics (100% attainment in Year 1), their overall attainment in reading, writing, and maths remains below their peers, highlighting a persistent gap. This suggests that although early intervention is effective, continued targeted support is needed to raise outcomes across core subjects.

Outcome 3

31% of PPG children had attendance below 90%, with underlying issues often linked to SEMH needs, economic, and transport challenges. Each case is individually monitored, and we work closely with families to address concerns early and improve attendance and punctuality.

Outcome 4

Addressing SEMH needs for disadvantaged pupils and their families will be ongoing, with staff working collaboratively to identify concerns early and provide consistent emotional and practical support. Families will be actively supported and signposted to appropriate external agencies or professionals, ensuring a joined-up approach to wellbeing and inclusion.

Outcome 5

PPG pupils with additional needs are supported through a wide range of targeted interventions to help them make good progress. Provision includes academic support such as maths fluency, phonics, reading fluency, and pre-teaching, alongside SEMH support including Drawing and Talking, ELSA sessions, and therapeutic visits with our school dog, Oatie.

Outcome 6

Disadvantaged pupils are prioritised for access to a teacher-led homework club, which provides structured support with homework and reading. The club is invite-only, includes access to technology to aid learning, and ensures PPG children receive the help they need in a focused and supportive environment.

Outcome 7

Pupils were financially supported with school trips, access to clubs and residential. 100% of PPG children attended residential and all were offered participation at a wide range of clubs from tennis to the performing arts.

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

Programme	Provider
Little Wandle	Letters and sounds
Times Tables Rockstars	Maths Circle Ltd
Widget	
Spellzone	https://www.spellzone.com
White Rose Maths	

Clickr	Cricksoft
English Type Junior	

Further information (optional)

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