



Pupil Premium Strategy

2025-28

Pupil premium strategy statement 2026-27

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 South Academy
Number of pupils in school	69 over the year in 25-26 PAN 60
Proportion (%) of pupil premium eligible pupils	85% of all pupils on roll However, only 12 single registered at census point
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	Sept 2025
Date on which it will be reviewed	October 2026 October 2027 October 2028
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	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,000

Part A: Pupil premium strategy plan

Statement of intent

At Esteem South 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 are either permanently excluded from mainstream school or are at risk of permanent exclusion and are dual registered. We typically have between 85-90% of pupils on roll who are entitled to Pupil Premium. However, we only receive funding for those who are single registered. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those in Care. The activities we have outlined in this statement are also intended to support pupils' needs and experiences, regardless of whether they are disadvantaged or not.

When pupils arrive to roll in the academy, a significant majority arrive well below age related expectations, disengaged from education and make poor decision regarding their communication choices. We aim to be an academy that all pupils, and especially disadvantaged pupils, enjoy attending and have a curriculum that provides opportunities for positive experiences to improve attitudes to learning. 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. As an AP academy, especially for our dual registered pupils, our aim is to re-engage pupils with a positive learning experience and improve their behavioural responses over time. This plan therefore acknowledges the academy's responsibility to provide opportunities for all to explore and engage in the wider curriculum enrichment activities. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' progress will be sustained and improved alongside progress for their disadvantaged peers.

- Key principles of equality of opportunity for disadvantaged pupils, will ensure:
 - that pupil premium funding helps disadvantaged pupils to access a suitable curriculum and provides enrichment experiences for all, 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	Academic gaps for pupils following permanent exclusion and fragmented schooling. The average incoming attendance for Pupil Premium pupils in 2025-26 was 52.2%. If pupils are not attending, then they are not learning. Secondary age pupils assessed on entry using BKSb are assessed as working at pre GCSE and typically pupils enter below age related expectations.
2	Poor engagement, poor attitudes to learning and lack of interest in learning following permanent exclusion
3	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.
4	Pupil's attendance records show poor historical attendance and low starting points. The average incoming attendance for the PP cohort was only 52.2% and nearly half of the PP pupils enter as a severely persistent absentee. Absenteeism will negatively impact disadvantaged pupils' progress.
5	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.
6	Our assessments, including wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, low self-esteem, poor resilience and low general wellbeing. These challenges particularly affect disadvantaged pupils, including their attainment.
7	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.
8	A limited view of the world and few family experiences, trips or holidays. Socio-economic disadvantages may prevent access to memorable moments, positive enrichment experiences or talents that are not explored.
9	This year we have 1 employed Unqualified Teacher (UQT). Therefore, we need to ensure that Quality First Teaching is high leading to the best possible outcomes.

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 qualifications and certificated outcomes	Outcomes for disadvantaged pupils in English and Maths are in line with those of their peers. Year 11 PP pupils achieve the number of outcomes in line with their peers. <i>Measured by: PP Y11 academic outcomes compared to peers</i>
More pupils will be functional readers and writers	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. Those identified as requiring handwriting support make progress. <i>Measured by: Reading age baselines, analysis of those with reading ages below 9.5 and % who have made progress by re- testing. Those who are identified as requiring handwriting development, make progress.</i>
Disadvantaged pupils will make academic progress in line with their peers	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 have high quality First Teaching from qualified teachers. <i>Measured by: baseline assessment data and target setting in Arbor, half termly progress analysis, summer 2026 exam results and outcomes, Unqualified Teachers become qualified and gain Qualified Teacher Status.</i>
Disadvantaged pupils have access to a range of enrichment opportunities that provide a greater awareness of the world and allow pupils to tap into new talents or interests	All children will access a variety of enrichment experiences. This may be achieved through external trips and visits, visiting speakers, and discreet learning on global and topical issues. Pupil participation for the 5 pillars of enrichment is high and there is no significant difference of participation for disadvantaged pupils. <i>Measured by: pupil voice, % of pupils engaging with enrichment opportunities</i>
Improved Post 16 destinations with raised aspirations	More pupils have a planned destination for post 16. <i>Measured by: Post 16 destination data, NEET %, work experience placements,</i>
Improved attendance of pupils and a reduction in severely persistent absentees	Pupil attendance is above the national average for APs. PP pupils will have an attendance more in line with their peers. Pupils will 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 from starting point.</i>

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	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>Measured by: Wellbeing questionnaire analysis, Duke of Edinburgh off site physical activities. Participation in enrichment, reintegration data</i>
Pupils develop the emotional resilience, self-regulation and social skills needed to engage positively with their personalised curriculum and wider school community.	There are less incidents of severe behaviour that lead to crisis and a restrictive physical intervention. There is no difference in the number of suspensions. Average number of incidents per pupil reduces and pupils develop greater social skills with their peers and/or adults in school and in the community. Pupils continue with tasks and improve their ability to see things through and not give up. <i>Measured by: Wellbeing questionnaire analysis, Duke of Edinburgh off site physical activities. Participation in enrichment, suspension data, behaviour incidents, RPI data, Boxall profile data, reintegration data.</i>

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF EEF Preparing for literacy recommendation 1: Prioritise the development of communication and language Oral language interventions EEF (educationendowmentfoundation.org.uk) Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:	1

	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects. word-gap (Oxford University Press)	
We will fund professional development so that all teachers are qualified and gain Qualified Teacher Status (QTS)	Targeted professional development to ensure Teaching quality is at the highest level. EEF Effective Professional Development: “research tells us that high quality teaching can narrow the disadvantage gap”.	1 9

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

Budgeted cost: £4000

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. To ensure that the academy is signed up to the development package in RWI. New staff to have RWI phonics CPD delivered. Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.	Phonics EEF (educationendowmentfoundation.org.uk) RWI is a synthetic reading scheme which is an evidence based approach to improve reading. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics Teaching and Learning Toolkit EEF	1
Assessment of pupil baseline levels, gaps and target setting. Purchase of BKSB online assessment tool.	EEF Supporting recommendation 1, “Use assessment to build upon pupils’ existing knowledge and understanding”	1

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide food on arrival for all pupils	Purchase of Breakfast provision for pupils through EEF- Schools that offer breakfast provision have some positive impact on progress made in reading, writing and maths.	1, 2, 3, 4, 5, 6
Drive a whole academy wellbeing culture through achieving a Wellbeing Award for the school which will focus on a wide variety of strategies. This will improve staff awareness, knowledge and provision for pupils with low wellbeing.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions	1, 2, 4, 5, 6
Develop a positive attendance culture with all staff, parents and pupils to reduce severely persistent absentees and improve attendance through positive rewards. Rewards system with items to celebrate success for positive attendance and behaviours	Embedding good practice set out in DfE's guidance on working together to improve school attendance Reward systems can be effective when part of a broader classroom management strategy.	1, 2, 4, 5, 6
Team Teach training for more Instructors in the academy to support and model proactive trauma informed approach. Team Teach training for all staff to support positive and proactive strategies, awareness of Adverse Childhood Experiences (ACES) and therefore to improve behaviour.	EEF Improving Behaviour in schools recommendation 2. Teaching pupils to be reflective. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2, 3, 5, 6
Ensuring that pupils have the clothing and equipment they need to access school. Site stocks of t-shirts, jumpers and suitable bottoms available as spares. Providing PPE for work experience and arts/forest education such as waterproof clothing, wellies, steel toe capped boots. All resources provided for any in school cooking and arts activities. All classroom equipment provided for all pupils.	School uniform EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Reducing NEETs and raising aspirations. Purchase of DBS for work experience companies that require it to ensure pupils are	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	7

safeguarded. Embed employer opportunities into off site enrichment to widen exposure.		
External off- site vocational Alternative Provision commissioned to re-engage in education that is bespoke to the pupils to develop engagement, SEMH or prepare for post 16		2, 4, 6, 7
Exposure to enrichment opportunities and outdoor learning. All Duke of Edinburgh physical activities to be funded for all pupils Off- site enrichment trips to be funded for pupils to increase their experience of the world and increase engagement, resilience and wellbeing.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.	2, 3, 4, 6, 7, 8

Total budgeted cost: £15,000

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 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments and examination results. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Measuring Impact

Attendance

2025-2026 Data	Pupil Premium (59 – data for 55) 86.7%	Non- Pupil Premium (9 – only data as yet for 7) 13.3%
Average Incoming attendance	52.2%	58.5%
Current average attendance of cohort	72.3% +20.1 from incoming	71.2% +12.7 from incoming
PA Incoming	53 pupils of 55 (96.4%)	6 pupils of 7 (85.7%)
Current Persistent Absentees	40 pupils of 55 (72.7%) +23.7% from incoming	5 pupils of 7 (71.4%) +14.3% from incoming
SPA Incoming	26 pupils of 55 (47.3%)	3 pupils of 7 (42.9%)

Current Severely Persistent absentees	10 pupils (18.2%) +29.1 from incoming	1 pupil of 7 (14.3%) +28.6% from incoming
% of pupils who have made progress from baseline	50 pupils of 55 (91%)	7 of 7 pupils (100%)

- All non pupil premium pupils have improved their attendance from incoming compared to 91% of the PP pupils. This is still high however.
- In the previous review in mid 2025-26 65.5% of PP pupils had improved from baseline. This has improved to 91%. This is a gain of 25.5%.
- The pupil premium cohort entered with an incoming attendance of 6.3% lower, however made significant gains to end the year with an attendance of 1.1% higher than their non -PP peers.
- Both groups have reduced their PAs. However, the PP pupils have reduced them more than the non PP pupils by 9% more.
- The reduction in SPAs by both groups is now much more similar with only 0.5% difference.

Reintegrations

Of the mid-year leavers who were successfully reintegrated to other schools in 25-26 there were 19 of the 59 PP pupils (32.2%). Of the 10 non-PP pupils who were on roll, 3 pupils successfully reintegrated mid-year to another school (30%). This is very positive data for the academy and there was a slightly higher % of PP pupils who were successfully reintegrated mid year.

Post 16 Destinations

A key performance indicator for pupils at ESA is the extent to which young people move on to a positive destination when they leave the academy. There were 10 year 11 leavers. 80% of all pupils in year 11 had a planned destination. However, all of the 10 pupils were PP and so no comparison of non-pp is possible.

Commissioned Alternative Provision

6 pupils over the year engaged in external AP as part of their curriculum. All 6 pupils were PP pupils. 4 of the 6 improved their attendance in their AP compared to their incoming baseline attendance (67%). Of these 6 pupils, one was reintegrated back to their mainstream school and 2 gained special school places through the EHCP process. One pupil was a year 11 and 2 of the 6 pupils are still on roll in 2026-27. Both of these 2 pupils made positive progress with meeting their pupil placement plans which focussed around SEMH development.

Behaviour Trend Analysis

The data presents a more nuanced picture than might typically be expected. Although Pupil Premium (PP) pupils account for the majority of the cohort, they do not consistently demonstrate higher behaviour incident rates than Non-Pupil Premium pupils. The average number of incidents per pupil was 38 for PP pupils and 34 for non-PP pupils. The gap between the average number of incidents

over the year reduced and by the end of the year was only marginal. However, cohort size is important: PP cohort = 60 pupils, non-PP cohort = 9 pupils. The very small non-PP cohort means averages can be heavily influenced by individual pupils, making direct comparison less reliable.

The suspension data for 2025-26, however, shows that all suspensions were attributable to PP pupils, suggesting that while behaviour incidents occur across both groups, the most serious incidents requiring suspension were concentrated within the PP cohort. Suspensions were very low. On average there was 0.15 suspensions per PP pupil. There were 11 suspension sessions over the whole year. Suspensions per PP pupil fell from 0.86 in 24-25 to 0.15, representing an approximate reduction of 83%. This is a substantial improvement and suggests behaviour support, de-escalation strategies and inclusion practices have become significantly more effective

All 8 pupils who had been supported with a Restrictive Physical Intervention (RPI) have been PP pupils. Overall incident rates between groups remains relatively small.

Wellbeing

The school introduced wellbeing assessments late in the Spring term. Of the 17 pupils that completed the wellbeing questionnaires, 1 was non-PP and 16 were PP pupils. The one non-PP pupil was assessed as having high wellbeing. Of the non-PP pupils, 3 had high wellbeing, 10 average and 3 low wellbeing. The 3 pupils with low wellbeing still require re-assessment to measure progress. However, of the PP pupils that have been reassessed, their average scores have risen from 85.6 to 98.6. These pupils are still scoring in the average wellbeing range. 102 is an indicator of high wellbeing.

Academic Progress and Outcomes

GCSE Vulnerable Groups Comparison									
Demographic Group	Number of Pupils	GCSE Science		GCSE English Language		GCSE RE		GCSE Maths	
		Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort
All Y11	10	10	100%	10	100%	4	40%	9	90%
PP	10	10	100%	10	100%	4	40%	9	90%
Non-PP	0								
FSM	10	10	100%	10	100%	4	40%	9	90%
Non-FSM	0								
Boys	6	6	100%	6	100%	3	50%	6	100%
Girls	4	4	100%	4	100%	1	25%	3	75%
LAC	2	2	100%	2	100%	0	0%	2	100%
Non-LAC	8	8	100%	8	100%	4	50%	7	88%
EHCP	2	2	100%	2	100%	1	50%	1	50%
Non EHCP	8	8	100%	8	100%	3	38%	8	100%
White British	10	10	100%	10	100%	4	40%	9	90%
BAME	0								

All English & Maths Outcomes including Entry Level - Vulnerable Groups Comparison									
	Number of Pupils	Maths Achieved		English Achieved		English & Maths Achieved		Average number of GCSEs or equivalents	Average number of all outcomes
		Number of Pupils	% of Cohort	Number of Pupils	% of Cohort	Number of Pupils	% of Cohort		
All Y11	10	10	100%	10	100%	10	100%	4.4	5.8
PP	10	10	100%	10	100%	10	100%	4.4	5.8
Non-PP	0								
FSM	10	10	100%	10	100%	10	100%	4.4	5.8
Non-FSM	0								
Boys	6	6	100%	6	100%	6	100%	4.7	6.0
Girls	4	4	100%	4	100%	4	100%	4.0	5.5
LAC	2	2	100%	2	100%	2	100%	4.0	6.0
Non LAC	8	8	100%	8	100%	8	100%	4.5	5.8
EHCP	2	2	100%	2	100%	2	100%	4.0	5.0
Non EHCP	8	8	100%	8	100%	8	100%	4.5	6.0
White British	10	10	100%	10	100%	10	100%	4.4	5.8
BAME	0								

All of the ten year 11 pupils were PP entitled, therefore there is no comparison of outcomes for non-PP pupils for 2025-26. However, one pupil did not achieve their GCSE Maths outcome and 6 did not achieve a GCSE in RE. This affected the number of outcomes achieved. The school achieved the most successful outcomes to date however, with pupils averaging 4.4 GCSEs or equivalent.

Current assessment information demonstrates that the majority of Pupil Premium pupils are making progress across the curriculum, with particularly strong outcomes in mathematics. Secondary mathematics is a notable strength, with over 93% of disadvantaged pupils making progress and over 82% on track to achieve or exceed targets. Primary mathematics outcomes are also positive, indicating that interventions and classroom practice are supporting disadvantaged learners effectively. English outcomes remain comparatively weaker, particularly within the primary phase where only 62% of disadvantaged pupils met or exceeded their target. However, this was very similar to the non-PP pupils and therefore this does not indicate that this is related to pupils being disadvantaged. Consequently, improving reading, writing, vocabulary development and literacy engagement for all pupils in secondary English remains a key priority for 2026-27. Overall, the data indicates that disadvantaged pupils are achieving well and that gaps between Pupil Premium and non-Pupil Premium pupils remain relatively small in most subject areas.

The data demonstrated that our Pupil Premium Strategy is having a positive impact on our disadvantaged pupils. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our positive attendance culture is particularly effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes for focussing on the enrichment experiences of our pupils.

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
BKSB	British Key Skills Builder
Phonics Programme	Read Write Inc
Physical Intervention Training	Team Teach Ltd

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Off- site enrichment trips will be funded for pupils to increase their experience of the world and increase engagement, resilience and wellbeing. There will be exposure to new locations, sports and activities to broaden awareness and provide new opportunities. The enrichment and Duke of Edinburgh activities will boost confidence, socialisation and life skills. These experiences will provide positive opportunities to support improved behaviour, attendance, resilience and wellbeing.
I work in education - Council for Learning Outside the Classroom

Duke of Edinburgh (DofE)

Many disadvantaged pupils experience lower levels of confidence and self-belief. Duke of Edinburgh encourages pupils to set goals, overcome challenges and celebrate achievements, helping to increase confidence, resilience and aspirations. The programme requires pupils to develop perseverance, responsibility and teamwork. Through regular participation, pupils learn to manage their behaviour, work collaboratively and develop the self-discipline needed to complete activities and challenges.

The physical, social and outdoor elements of DofE promote positive mental health and wellbeing. Pupils have opportunities to build friendships, develop a sense of belonging and experience success outside of the classroom.