

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	Esher C of E High School
Number of pupils in school	1175 (2022-23) 1180 (2023-24) 1136 (2024-25) 1159 (2025-26)
Proportion (%) of pupil premium eligible pupils	17% (2022-23) 18% (2023-24) 19% (no. 214) (2024-25) 21% (no.245) (2025-26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	SLT at Esher High, EHS LGB
Pupil premium lead	Fiona Dyke, Deputy Headteacher
Governor / Trustee lead	Tim Inman, Governor link

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,480 (2022-23) £182,347 (2023-24) £215,993 (2024-5) £218,090 (2025-26)
Recovery premium funding allocation this academic year	£21,465 (2022-23) £51,060 (2023-24) £0 (2024-5) £0 (2025-26)
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	£218,090

Part A: Pupil premium strategy plan

Statement of intent

At Esher High our aim is to ensure disadvantaged learners (Pupil Premium), as a key group of our most vulnerable prioritised within our School Development Plan, are given the opportunity to thrive within their academic studies and beyond so that they attain well (in line with non-disadvantaged students) and have positive choices about their future steps

Our current strategy plan will focus on key challenges faced by disadvantaged pupils in our context with the overall aim of improving their attainment, attendance, and wellbeing so that they can live out our vision to 'Belong, Be More and Be Esher'.

Challenges

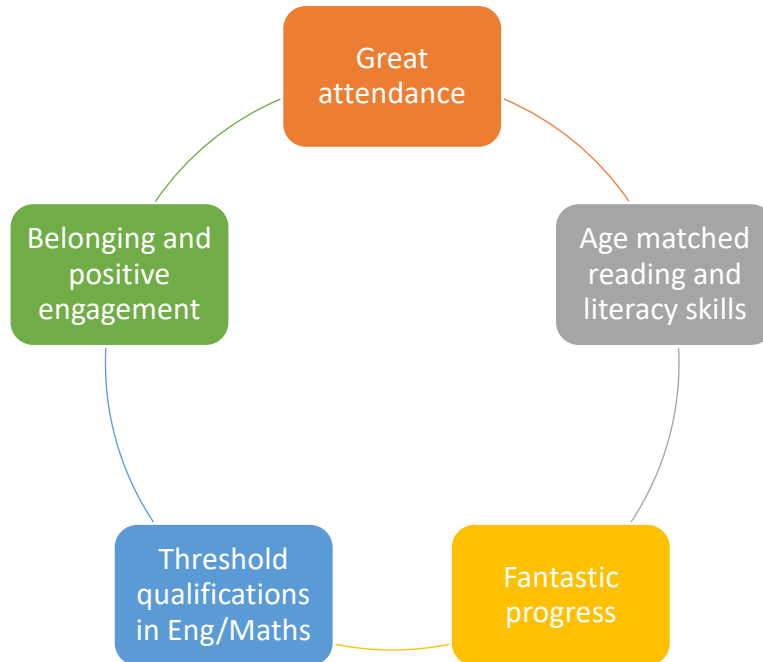
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attendance	Attendance remains a challenge for our disadvantaged and vulnerable learners. There is a higher proportion of Persistent Absence for PP pupils including some EBSNA. These issues are exacerbated by our large catchment area which means a) travelling to school is expensive and b) if they miss a school bus it is sometimes not possible for them to attend school.
2 Literacy	Literacy is a barrier amongst over our PP students, inhibiting or limiting access to our broad and balanced curriculum. This is particularly due to the 'vocabulary gap'.
3 Knowledge gaps	Knowledge gaps which are then exacerbated by teaching which is dependent on prior knowledge. This may then not be fully assessed or addressed in lessons.
4 Mental health and wellbeing	Mental health and wellbeing challenges for all young people are often more acute for our PP pupils (including pandemic recovery, cost of living crisis, poorer health and other family stressors which are often caused or correlated with financial hardship)
5 Progress	GCSE data demonstrates that our PP pupils are making less progress when compared to our non PP cohort. Y11 data from Summer 2025 showed our P8 at +0.55 overall whilst PP pupils were at -0.71 P8. We are not happy that such a large gap remains.
6 Relationships	Staff relationships with most complex and challenging pupils. Recruitment and retention are therefore a challenge as we really need to work hard to retain the staff we have and develop their knowledge and expertise.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

These include:



1. All PP pupils have great attendance (96%+)
2. All PP pupils continue to build their reading and literacy skills (chronological age or better)
3. All PP pupils make fantastic progress (positive P8)
4. All PP pupils achieve threshold qualifications in English and Maths (4+ %)
5. All PP pupils feel like they belong and engage positively in school life (case studies)

Intended outcome	Success criteria
<p>1. All PP pupils have great attendance</p> <p>PP pupils have attendance of 96%+</p> <p>PA rates for PP pupils are above the local and national averages.</p>	<ul style="list-style-type: none"> • New Attendance strategy implemented with a more supportive focus and emphasis created and led by LBS (Ms Bosley) • Number of persistent absentees drops in comparison with national average and previous year • Support and outreach programmes i.e. EWO (Education Welfare Officer), other bespoke services are used with targeted students • Head of year, pastoral and attendance team meet regularly to put in plans of action for vulnerable or at-risk pupils • Daily calls with SWBCs (Student Wellbeing Coordinators) to families are made and logged • Use of SWBCs for home visits to support pupils to return to school • Bespoke reintegration plans for pupils that have EBSNA/missed significant amounts of school via NSE and ARO (SEND)

<p>2. All PP pupils continue to build their reading and literacy skills</p> <p>All PP pupils reading age matches or surpasses their chronological age</p>	<ul style="list-style-type: none"> • HUB lessons continue to promote reading. • 1:1 tutor time reading with an adult for students in Year 7 and 8 with low literacy levels. • Focus in all subjects on Disciplinary literacy • Daily reading for all in English lessons • Targeted vocabulary instruction in every subject • Reading homework via English • Baseline reading test (from Sep 24) • Wide ranging reading intervention for readers below chronological reading age coordinated and monitored via ARO • Positive Be More opportunities via the English team to promote the love of reading
<p>3. All PP pupils make fantastic progress</p> <p>Increase the Progress 8 figure for disadvantaged students to bring in line with national average</p> <p>Increase the Progress 8 figure for disadvantaged students to bring in line with non-disadvantaged students in our context</p>	<ul style="list-style-type: none"> • Progress 8 of disadvantaged learners improves from previous years data with the ultimate aim of positive progress on average. • P8 figure is at least in line with national average. • No gap between PP and non-PP progress • Quality first teaching is ensured through - T&L CPD. Impact seen through learning walks, lesson observations and student P8 score increasing on average- staff evaluation of CPD is positive. • Adaptive and Responsive teaching is the core focus of CPD 2025-26 • Brilliant Basics CPD stream also in place to ensure that newer and less experienced staff have the basics of good lessons in place • Full implementation of Knowledge Organisers across the curriculum to support pupils in having the footholds to access their curriculum
<p>4. All PP pupils achieve threshold qualifications in English and Maths</p> <p>English outcomes (KJO – Ms Joyes)</p> <ul style="list-style-type: none"> • Intended outcome for the progress of PP students is above (-0.5) in KS4 • See link to improving literacy levels in key stage 3 <p>Maths outcomes (YKE – Ms Kemal)</p> <ul style="list-style-type: none"> • Intended outcome for the progress of PP students is above (-0.5) in KS4 	<p>English (KJO)</p> <ul style="list-style-type: none"> • Implementation of ‘Every Child A Reader’ strategies • Teachers plan well scaffolded lessons to stretch and challenge all • Lessons are monitored effectively and collaborative planning opportunities encourage teacher to adapt according to needs to their classes • Intervention groups for borderline 3/4 students are created and morning sessions are held. • Effective implementation of functional skills qualification • Positive student voice <p>Maths (YKE)</p> <ul style="list-style-type: none"> • Implementation of Sparx curriculum • Staff are given more direction on what to teach and how to teach it increasing department consistency for learning. • Students show greater ability to apply learning to context-based questions in the classroom and in

	<p>assessments.</p> <ul style="list-style-type: none"> • Effective implementation of functional skills curriculum • Positive student voice
5. All PP pupils feel like they belong and engage positively in school life	<ul style="list-style-type: none"> • All PP pupils to have a wellbeing assessment at least once in Year 7/8 • Students access an array of support including East to West, MHST, school councillor, REMA and other services to support learning and improve general well-being as per needs identified in well-being assessments. • Students are 'known' to teachers to create a 'strengths based discourse.' All teachers have an understanding of who the disadvantaged pupils are • Extra curricular opportunities explicitly promoted to PP pupils e.g. Squash Squared

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Improve the quality of teaching, introducing two stream approach to CPD <ol style="list-style-type: none"> 1) Brilliant Basics 2) Adaptive and Responsive teaching to meet the needs of the most vulnerable • Implement use of Knowledge Organisers and Student Organisers to help minimise impact of knowledge gaps • Focused learning walks and Instructional Coaching to develop practice of new or specific staff members • All staff to have a PD focus linked to 100% strategies • Implement new assessment framework in Key Stage 3 to improve the quality of assessment and so that it is shared more meaningfully with families • Train staff in using AI to improve participation and understanding • KS3 Homework Habits strategy– more streamlined and more accountable. Building 	<p>Evaluation of CPD programmed from staff- Effective Professional Development EEF (educationendowmentfoundation.org.uk) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT Cognitive science approaches in the classroom - A review of the evidence.pdf Steplab Ambition Institute: Train to Trainer on Adaptive teaching</p>	2-4

<p>healthy habits.</p> <ul style="list-style-type: none"> • Department meetings focused T&L principles. • Teachers are prompted to conduct detailed action planning to ensure they change their practice and to continually review the curriculum through the lens of ‘belonging’. • Specific training and support for new staff to EHS to help them to integrate quickly and therefore support our disadvantaged learners as effectively as possible • Whole staff training in Equity in Education to ensure current staff knowledge is up to date • Language of ‘vulnerable’ used in place of PP/Disadvantaged in order to acknowledge the complexity of a myriad of disadvantages. Create our own category of ‘vulnerable’ within mark books for more effective monitoring. 		
<p>Improving literacy levels in all subject areas</p> <ul style="list-style-type: none"> • Using the EEF framework for improving literacy in secondary schools to underpin actions. • Embed Reader Homework via English • Embed daily reading for year 7 in English lessons • Embed the tutor time reading programme with Years 7-10 by investing in age appropriate books for entire year groups, encouraging reading together and building reading comprehension skills. • Further diagnostic assessment and appropriate intervention in Year 7 for all readers below chronological age. • Year 8 pupils to continue to benefit from tailored reading interventions depending on need. • Consistent approach to trialling use of technology to support access to assessments where literacy is an issue e.g. reader pens. 	<p>We have been using Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) to implement a strategy that improves outcomes for all learners. Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1-3</p>
<p>Curriculum Review</p> <ul style="list-style-type: none"> ○ Review breadth of curriculum to ensure it is best meeting pupil needs and in alignment with the Curriculum Review ○ Implement Year 2 of new courses in Functional Skills to support PP learners to work positively towards threshold applications and colleges ○ Planning and implementation of 		<p>4,5</p>

<p>nurture schools curriculum to support learners which are struggling to access the whole school provision</p> <ul style="list-style-type: none"> ○ Implementation of a new curriculum offer in Key Stage 4 to include more time in few GCSE option subjects (3 as opposed to 4) 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Interventions</p> <p>Wave 1</p> <ul style="list-style-type: none"> • Core subject morning interventions • All other subject interventions targeted at low progress pupils (based on EoY10 data) <p>Wave 2</p> <ul style="list-style-type: none"> • Core subject morning interventions • All other subject interventions targeted at low progress pupils (based on PPE1 data) <p>Holiday Revision</p> <ul style="list-style-type: none"> • Feb HT coursework catch up sessions • Easter revision sessions with subject teachers <p>Personalised curriculum</p> <ul style="list-style-type: none"> • ‘Supportive curriculum’ to support workload and cognitive load for specific students • Small group intervention sessions as part of Curriculum Support for pupils with EHCPs • Nurture Hub curriculum and interventions for target students 	<p>The Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) evidence points towards students receiving high quality 1:1 tuition can has +5 months average impact on attainment whilst small group tuition is +4 months.</p>	2
<p>Support for pupil wellbeing</p> <ul style="list-style-type: none"> • The Willow provides intensive bespoke support to vulnerable students or those in need of alternative education approaches, for both short and long term • Expansion of support from Student wellbeing coordinators, Behaviour Manager, staff in The Willow and Nurture Hub teacher, as well as external services such as East to West • Bespoke plans and supportive curriculum in place for EBSA pupils 	<p>Covid learning loss: How the second lockdown widened the disadvantage gap Tes</p>	4, 5

<ul style="list-style-type: none"> • Explicit focus on attendance from the Attendance officer and home visits from the SWBC • Revamped and improved Personal Development curriculum delivered via tutor time 		
Homework Club <ul style="list-style-type: none"> • Homework Clinics led weekly by core departments (Eng/Maths/Science) to positively support homework engagement and completion • Homework Club runs from 3pm-4pm – Monday-Thursday. • The club has an impact in a range of ways: <ul style="list-style-type: none"> ○ Students are taught the basics of completing homework. ○ Students interact and work with other students. ○ There are 4 members of staff available to help the students. ○ Students attend by choice, by HOD referral or by parent referral. 	Homework EEF (educationendowmentfoundation.org.uk)	2,3
Transition (Year 6-7) <ul style="list-style-type: none"> • Y7 summer school during summer holidays • Focused transition plans supporting new pupils to get off to the best start 'Early to Esher' 	Covid learning loss: How the second lockdown widened the disadvantage gap Tes	1,4,5

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

Budgeted cost:£80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance (including PA) <ul style="list-style-type: none"> • Develop new, more supporting approach, working with families • Daily contact between attendance team & SWBC and PA pupils • Information sharing between SWBC and tutors to stop any spiralling attendance drops 	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1
Careers Ambitions programme <ul style="list-style-type: none"> ○ Careers mapping to ensure Gatsby Benchmarks are met and that PP pupils are prioritised ○ EHS 'Lecture series' to provide academic stretch on interesting topics ○ Aspiration raising visit to Oxford University 	PotentialForSuccess.pdf	3,5

<p>Breakfast – supports punctuality, health and 100% attention</p> <ul style="list-style-type: none"> • Providing free breakfast for PP pupils every day 	<p>The effects of breakfast on behaviour and academic performance in children and adolescents (nih.gov)</p>	<p>1-5</p>
<p>School Equipment support</p> <ul style="list-style-type: none"> • Invest in equipping students with the resources they need to succeed and to ensure an inclusive learning environment and to enable remote/home learning. (i.e. laptops, revision workbooks, maths equipment, support for families to purchase school/PE uniform) • Backpacks and Student Organisers for PP pupils are provided upon request 	<p>(PDF) Laptop Programs for Students (researchgate.net)</p>	<p>1-5</p>
<p>Engagement in wider curricular opportunities e.g. clubs and teams, D of E</p> <ul style="list-style-type: none"> • Develop wider-curriculum offer and support disadvantaged pupils with attendance and participation at clubs/teams (i.e. providing late bus tickets to get home, funding curriculum essential trips, subsidising peripatetic music tuition, DofE) • 75% funding for peripatetic music lessons • New sports initiatives targeting PP pupils e.g. Squash Squared • Ambitions programme for the most able pupils to raise aspirations including careers events and university visits which include at least 25% PP 	<p>Arts participation EEF (educationendowment foundation.org.uk)</p> <p>Physical activity EEF (educationendowment foundation.org.uk)</p>	<p>1-5</p>
<p>Hardship funding for acute issues and reducing material barriers</p> <ul style="list-style-type: none"> • Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. 		<p>1-5</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2024–25, we sustained a strong focus on developing high-quality teaching through our in-house CPD programme. By training as a unified staff body, we aligned our practice to help pupils establish consistent norms and habits that promote effective learning. These shared approaches ensure that the progress of disadvantaged students remains central to our teaching and learning.

We also prioritised discussion of disadvantaged learners in staff meetings to deepen knowledge and expertise, making this a cornerstone of our approach. Much of this work was informed by Marc Rowland, a leading educationalist in supporting PP learners, through our engagement with the SAfE 'Educational Equity' Programme, as well as insights from Lee Elliot Major, author of *Equity in Education*, who spoke at the ELT conference.

Year 11 outcomes in 2024 highlight that further work is needed to close gaps for PP students. Their estimated Progress 8 figure stands at -0.71, with 52.9% achieving grades 9–4 in English and Maths. These results were significantly affected by three students with estimated P8 scores of -4.4 or lower, two of whom did not attend school during Year 11. To support Year 11 through exams, senior leaders and teaching staff delivered a bespoke plan, including targeted interventions before and after school, one-to-one support, and guidance. Daily online revision sessions were offered over Easter for all pupils. However, low attendance among disadvantaged pupils meant many opted out or struggled to engage, limiting impact. Improving attendance remains a key challenge and priority within our strategy.

Our Student Wellbeing Coordinators and wider pastoral team continue to play a vital role in supporting wellbeing and attendance across year groups, acting as a crucial link between home and school. Significant work has been undertaken to foster a sense of belonging through positive relationships between students, parents, and staff. In 2024–25, we piloted a school minibus pick-up service for pupils not attending, requiring the recruitment of an additional staff member. While the project delivered some benefits, it was not sustainable when considering cost versus impact.

The Nurture Provision and The Willow continued to grow in capacity and impact during 2024–25, disproportionately supporting our most disadvantaged learners. These spaces serve multiple purposes—from providing a safe retreat during moments of dysregulation to delivering a personalised curriculum. While the full impact will take time to measure, student voice consistently identifies these provisions as fundamental in promoting positive school engagement for some of our most vulnerable learners.

Wider strategies, such as providing breakfast for PP students, remain harder to quantify but are essential in removing barriers and creating a sense of belonging. We continue to provide uniform, equipment, and food to ensure pupils are ready to learn every day. Last year, we

also updated our uniform policy to require backpacks large enough to carry Student Organisers (including Knowledge Organisers) and with a secure pocket for phones, aligning with the implementation of the Blackout App and strengthened mobile phone policy. These measures particularly benefit disadvantaged learners.

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
Sparx	Sparx