

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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.

Note:

The Pupil Premium is additional funding from the Government to help schools close the attainment gap between disadvantaged children and their peers. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last 6 years, are in care or have parents in the Armed Forces.

In 2024 - 2025 the funding allocation is £1,050 per child.

In 2025 – 2026 the funding allocation is £1,075 per child.

As an alternative provision, we do not directly receive Pupil Premium for all eligible pupils. Our aim as a school is for all pupils to remain on role with their mainstream school and, where possible, return to that school if this is an appropriate pathway for the child.

Estuary Academy North (EAN) commits to ensuring that every child or young person who would usually be entitled to this additional funding receives additional support, bespoke to their needs during their stay at our school.

EAN is committed to closing the gap between the progress of pupils who receive Pupil Premium funding and those considered not to be disadvantaged.

School overview

Detail	Data
School name	Estuary Academy North
Number of pupils in school	50 (currently) 100 PAN <i>Note this number fluctuates</i>
Proportion (%) of pupil premium eligible pupils	14% (7 students) <i>Note this number fluctuates</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024, 2025 and 2026
Date this statement was published	28 October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Zoe Martyndale-Howard Head of School
Pupil premium lead	Jade Jarvis Deputy Head Teacher
Governor / Trustee lead	James Fotheringham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,525 <i>This amount increases with PAN</i>
Recovery premium funding allocation this academic year	£0
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	£7,525
We are committed to addressing the attainment gap for pupils who receive Pupil Premium funding and those considered not to be disadvantaged, therefore as a school we allocate additional funding to our pupil premium strategy. The recovery funding is therefore split between the three areas, but all aspects of the plan are supported through careful budget planning.	

Part A: Pupil premium strategy plan

Statement of intent

At Estuary Academy North, our aim is to provide the highest quality learning experience and ensure that each of our pupils is provided with a supporting, inspiring and motivating learning environment. We recognise that for many of our pupils, disadvantage and a negative mainstream schooling experience are detrimental to their development and growth as learners and young people. For this reason, we are committed to closing the gaps between disadvantaged pupils, and those recognised as not disadvantaged. We strive to treat each child as an individual and pride ourselves on providing a child-centered, tailored approach to provide our pupils with new opportunities, an equitable education experience, and outcomes that provide the best possible chance of success for every child and young person.

We want our learners to thrive academically and personally, building a strong sense of self and becoming independent individuals, with a thirst for knowledge, progress and achievement. We want to inspire our staff and students to build positive relationships, value their own development, and strive for the very best outcomes for themselves and our community.

We want to ensure that our disadvantaged pupils receive consistency, support, academic success and wraparound care that empowers them in their next steps.

Our pupil premium strategy supports this intent through:

- Understanding the impact of disadvantage on pupil premium learners and ensuring an appropriate support offer is provided to counteract this disadvantage
- Working with staff, students, families and partner schools to ensure we know our students the best we can and maintain a person-centered approach in all we do
- Reducing the gap in attainment between PP and non-PP learners
- Utilising 1:1 and group interventions to close the gap in literacy and numeracy between PP and non-PP learners
- Providing quality first teaching to ensure all learners have access to a good education
- Empowering our pupils to strive for ambitious, aspirational and appropriate post-16 provision
- Offering cultural capital and work towards Boxall targets through extra-curricular activities and educational visits
- Providing individualised support plans and interventions for our pupils and

families, that respond to their personal needs and ensure effective, timely support.

Our key principles are:

- Knowing each of our pupils as an individual, ensuring that students, families and partner schools are seen and listened to
- Supporting the academic and individual progress of our disadvantaged learners
- Removing the barriers to learning for our disadvantaged pupils, whether related to attendance, educational trauma or SEND
- Providing support and wraparound pastoral care to ensure the safety, wellbeing and progress of our disadvantaged learners

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality to school
2	Truancy and disengagement from lessons
3	Undiagnosed/unrecognised SEND
4	Low levels of literacy and numeracy/gaps in knowledge
5	Disengagement/mistrust of the education system for students and families
6	Risk of becoming NEET and not securing a suitable provision for Post-16 study.

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 attendance and punctuality for disadvantaged pupils and a reduction in the gap between pupil premium and non-pupil premium individuals.	<ul style="list-style-type: none"> • Increased attendance figures for PP students. • Increased punctuality figures for PP students. • Home visits and attendance meetings held for PP students.
Reduction in the number of disadvantaged pupils failing to secure a suitable post-16 provision and becoming at risk of NEET.	<ul style="list-style-type: none"> • 1:1 careers support for disadvantaged year 11 pupils to plan for post-16 provision. • Appropriate work experience placements for all year 11 pupils. • 1:1 support in completing applications for post-16 provision for disadvantaged pupils. • Decrease in number of NEET pupils in September 2026 • Increase in enrolment onto appropriate courses of study for post-16 for disadvantaged pupils.
Closing the gap in attainment between pupil premium and non-pupil premium students in literacy and numeracy.	<ul style="list-style-type: none"> • Successful identification of gaps in knowledge in the admissions process • 1:1 and group interventions to address gaps in literacy and numeracy • Decrease in PP/non-PP attainment gaps in literacy and numeracy
To ensure that all pupils receive individualised support plans that meet their specific needs in regards to academic progress, SEND, welfare and pastoral care.	<ul style="list-style-type: none"> • Early identification of SEND during admissions process • 1:1 and group interventions to support literacy and numeracy needs • 1:1 and group SEMH interventions • Access to school counsellors and SEMH team to ensure support with welfare, behaviour and cognitive understanding of oneself. • Support from the behaviour team and tutors to reflect on behaviour and achieve positive targets • Regular communication and meetings with families and partner schools to ensure timely and effective support and a positive transition back into a home school, where this is in the best interest of the child

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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Crisis Prevention Institute training for all staff</i>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy. This may include exploring... teacher feedback on pupils’ levels of engagement and participation; behaviour and exclusions data; pupil and family feedback: identify strengths and challenges; information on wellbeing, mental health, and safeguarding;” (EEF 2025)</p>	2,3,5
<i>Ongoing Trauma Informed Practice training for all staff</i>	<p>“Know and understand your pupils and their influences” “Teach learning behaviours alongside managing misbehaviour” “Use targeted approaches to meet the needs of individuals in your school” (EEF 2025)</p>	2,3,5
<i>Effective and timely assessments completed for all students as part of the enrolment process</i>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025)</p>	2,3,4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and group literacy and numeracy interventions</i>	<p>“Provide high quality literacy interventions for struggling students” (EEF 2021)</p> <p>“The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing.” (EEF 2021)</p>	2,3,4,6
<i>Safeguarding CPD to support contextual safeguarding concerns</i>	<p>“Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk” (KCSIE 2025)</p>	1,5
<i>SMSC workshops to tackle contextual safeguarding concerns</i>	<p>“Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.” (KCSIE 2025)</p>	1,5
<i>SEMH interventions: lego therapy, draw and talk, permission to feel, emotional literacy, 1:1 counselling, group work for exam anxiety</i>	<p>“Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.” (DfE 2025)</p>	1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School transport provided, public bus passes provided and public travel re-imbursed where school transport is not possible</i>	“Where barriers are outside of the school’s control, all partners should work together to support pupils and parents to access any support they may need voluntarily.” (DfE 2024)	1,5
<i>Breakfast and lunch meals provided free of charge (hot or cold meals)</i>	“Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.” (EEF 2025)	1,5
<i>Student/families voice</i>	“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025) “Support pupils and parents by working together to address any in-school barriers to attendance.” (DfE 2024)	1,2,3,5,6
<i>Newsletters, meetings and events to increase parent/carer engagement</i>	“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025) “Support pupils and parents by working together to address any in-school barriers to attendance.” (DfE 2024)	1,5,6
<i>Weekly trips for KS3 and Year 10 students to increase cultural capital and work towards Boxall targets</i>	“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.” (EEF 2025)	1,2,3,5,6
<i>Careers support and work experience for all</i>	“good careers education and guidance can result in better attainment,	1,2,5,6

<p><i>Y11 pupils to support engagement with post-16 opportunities</i></p>	<p>engagement and outcomes for learners, particularly young people from low socio-economic backgrounds.” (DfE 2025)</p>	
<p><i>Home visits completed by the attendance officer/deputy DSL for families where attendance, wellbeing or engagement are cause for concern</i></p>	<p>“Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.” (DfE 2025)</p> <p>“Where a pupil or family needs support with attendance, it is important that the best placed person in the school works alongside and supports the family and wherever possible the person should be kept consistent.” (DfE 2025)</p> <p>“For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.” (DfE 2025)</p>	<p>1,2,5</p>

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.

How much Pupil Premium did the school receive?

Total number of pupils on roll (years 7- 11)	137 over the course of the year
Total number of pupils eligible for Pupil Premium Grant	11 over the course of the year
CIC	4
Total amount of PP received	£11,550

Year 11 Attendance:

PP	Non-PP
47.8%	43%

Year 11 Attainment:

Exam results for the 2025 summer series show that pupil premium students out-performed non-pupil premium students. 35% of PP students achieved a grade 3 or better in English, compared to 25% of non-PP students. In Maths 22% of PP students achieved a grade 3 or better in comparison to 8% of non-PP students. Consideration must be given to a skew in data due to the large number of Year 11 students on roll who qualified for pupil premium funding, with 37 PP entries comparative to 12 non-PP entries. 59.5% of PP pupils achieved Grade 1-9 in 5 subjects, whilst 41.6% of non-PP pupils achieved a Grade 1-9 in 5 subjects. Whilst the data suggests a positive trend for disadvantaged pupils, further work must be done to ensure that the gaps in knowledge are closed between disadvantaged and non-disadvantaged pupils and that support is embedded to increase the percentage of pupils achieving a Grade 4 or above in English and Maths.

Key points for the 2025 –2026 plan:

Following this review the following key actions will be addressed in the next plan:

- All staff will complete an ongoing programme of CPD centered around trauma informed practice, with these practices embedded in the day-to-day culture of the school
- Literacy and numeracy interventions will be reviewed with a focus on providing specific, timely interventions to identified students in key areas
- SEMH interventions and student mapping will be reviewed termly to ensure appropriate and timely support is provided where needed
- Provision mapping will be reviewed upon enrolment, review and return to home provision (or move to post-16) and shared with families, partner schools and pupils to ensure a child-centered, targeted, tracked approach.
- Student and family voice will be developed to ensure that barriers to learning are identified and support can be offered in a multi-team approach
- Home visits and attendance meetings will continue to take place as we have seen positive outcomes from these so far, this academic year
- Year 11 students will continue to receive 1:1 careers support to ensure successful engagement with work experience and post-16 provision

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	