

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

| Detail | Data |
|---|---|
| School name | East Sheen Primary School |
| Number of pupils in school (<i>based on Oct. 2020 values</i>) | 583 |
| Proportion (%) of pupil premium eligible pupils (<i>based on Oct. 2020 values</i>) | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22;2022-23;2023-24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Deborah Canner, Headteacher |
| Pupil premium lead | Harry Page, Deputy Headteacher |
| Governor / Trustee lead | Graham Dyer, Emily Maltby, Link Governors for PPG |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £82,045 |
| Recovery premium funding allocation this academic year | £17,200 |
| 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 | £99,245 |

Part A: Pupil premium strategy plan

Statement of intent

Our school vision underpins everything we do for every child at East Sheen Primary School.

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead. We do this by inspiring and celebrating:

- curiosity and love for learning
- collaboration and kindness
- creativity and enthusiasm
- resilience and achievement

We are proud of our diverse and inclusive ethos that strives to support every child, whatever their background, to realise their maximum potential.

Our strategy for disadvantaged children supports nurture and wellbeing initiatives to develop self-esteem, confidence and resilience as well as teaching and learning strategies to motivate and foster enthusiasm for learning, providing appropriate support to enable children to access learning within the classroom and achieve their full academic potential.

Our accredited Thinking School pedagogy supports all children to think critically and creatively and to become reflective learners, and is a common framework to allow all learners to access the curriculum as developing and successful thinkers.

A strong pastoral team, specialist resource provision and a focus on excellence in quality first teaching, as well as the successful deployment of skilled, passionate support staff ensure that all children thrive academically. In addition, we ensure personal development opportunities for all pupils through supporting extra-curricular and holiday activities and provide access for those who need it, as well as enriching opportunities to develop children's cultural capital and access to learning resources.

Our aim is for every child to be supported and nurtured to reach their full potential and to minimise barriers to children's learning and success in the future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Ensuring that all PPG pupils have an excellent level of attendance. Monitoring of attendance has shown that the proportion of children eligible for PPG who are also persistent absentees (attendance <90%) is higher than the proportion of other pupils who are persistent absentees. |
| 2 | Making sure that PPG pupils' emotional wellbeing is strong so that they are ready to learn. Pastoral and wellbeing tracking has identified social and emotional issues for many children (we currently have 47 children accessing targeted pastoral support – 34% of these children are eligible for PPG). Enrichment activities to support have been impacted by recent school closures, with disadvantaged pupils being particularly affected. |
| 3 | School data shows a disproportionate overlap between disadvantaged pupils and children with complex needs (eg SEND/ EAL). This can mean that multiple barriers must be overcome in order to allow children to succeed. |
| 4 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 5 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in Early Years and Key Stage 1. The cultural capital that these children enter the school with is often less developed than peers. |
| 6 | <p>Our assessments and observations suggest that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps, which may lead to pupils falling further behind age-related expectations.</p> <p>KS2 assessment in 2019 shows that PPG attainment in reading (75%), writing (83%) and mathematics (100%) were in line with or above the national average; internal data suggests PPG writing attainment has been significantly impacted by school closures throughout 2020/21.</p> |

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 |
|--|--|
| To maximise progress across all subjects, raising standards of achievement to ensure PPG attainment is at least in line with national averages for non-disadvantaged pupils, and increasingly close to school average. | <p>Progress data for disadvantaged pupils is above the expected progress when tracked annually.</p> <p>KS2 reading, writing and mathematics outcomes in 2023/24 (end of strategy) for disadvantaged pupils are in line with national average for non-disadvantaged pupils.</p> |
| To provide rich cultural capital and vocabulary breadth for disadvantaged children. | <p>Assessments and observations indicate proficiency in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children have the cultural capital required to access and succeed with the curriculum.</p> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils currently falling below the school target of 97%, particularly our disadvantaged pupils. | Over the course of the strategy, the % of disadvantaged children who are persistently absent (attendance <90%) reduces, with the gap to % all pupils who are persistently absent narrowing. |
| To improve phonics skills in disadvantaged children. | The percentage of disadvantaged children passing the Y1 phonics screening check is at least in line with national average for non-disadvantaged, and increases to be closer to the total percentage of children passing. |

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)

Budgeted cost: £ 10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD and support given for Quality First Teaching, both internal and external. | High quality teaching is listed as the top protective factor in the governments ‘Research to understand successful approaches to supporting the most academically able disadvantaged pupils’ . | 3,4,5,6 |
| <p>Purchase of diagnostic and intervention tools in reading, writing and mathematics.</p> <p>Training time given for all staff (teachers and support staff) to interpret and administer intervention data correctly.</p> <p>This targeted, specific and measured approach to interventions is to support children to keep up.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>This targeted support is similar to interventions discussed in The Mayor’s Schools for Success.</p> | 3, 4, 6 |
| Training and resources in the school’s Systematic Synthetic Phonics programme (Read, Write, Inc). to ensure strong phonics teaching and access to material to support phonics learning. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 4 |
| Teachers and subject leaders given time and support to fully embed a vocabulary rich environment, including the teaching and | Explicit teaching of vocabulary, supported through our Thinking Schools strategies, as well as creating a language rich environment has been shown to be a highly effective way of improving literacy | 3,5,6 |

| | | |
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| displaying of key vocabulary in foundation subjects. This will improve the dialogic skills of pupils and provide them with extended vocabulary. | skills and understanding across the curriculum. Improving Literacy in KS1 Education Endowment Fund | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>HLTAs are employed in Years 4, 5 and 6, and are trained to deliver high quality, in-class interventions, small group and immediate keep-up interventions.</p> <p>HLTAs can also be used to support whole class teaching, while teachers work with children in targeted support.</p> | <p>Careful deployment of support staff is essential in ensuring effective impact on learning.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 3,5,6 |
| <p>Teaching assistants are employed in YR-Y3, and attend training to support one-to-one and small group interventions (e.g. phonics training, IDL training), and offer in class support to children that need it.</p> | <p>High quality training and effective deployment of teaching assistants can raise academic achievement in children and help to close gaps.</p> <p>Maximising impact of teaching assistants Education Endowment Foundation EEF</p> | 3,4,6 |
| <p>A highly skilled and experienced teacher is employed by the school to give targeted academic support and tuition to those disadvantaged pupils that need additional support. The teacher works</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 6 |

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| closely with class teachers, offering a blend of in class and one-to-one or small group support. | | |
| The school has organised for specialist teachers to teach French in KS1 and KS2 and also computing and music in KS2. This allows class teachers time to offer short, sharp and focussed interventions to support pupil progress and ensure pupils keep up. | Teachers delivering whole class teaching can help those that struggle to keep up through small group or individual interventions. Response to Intervention Education Endowment Fund. | 3,5,6 |
| The school uses its pastoral register and emotional wellbeing referrals to offer targeted pastoral support, such as mentoring, to support children to access learning in class. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 2 |
| The school uses ELSA support for two afternoons a week to support the emotional wellbeing of children through structured interventions. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 2 |

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

Budgeted cost: £20000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Good attendance is celebrated (certificates, assemblies, class | Embedding principles of good practice set out in the DfE's Improving School Attendance advice, will improve attendance, allowing children access to the quality first | 1 |

| | | |
|---|--|---|
| <p>attendance stars, published in weekly newsletter)</p> <p>Offer of breakfast and after school clubs to make it easier for parents to get children to school.</p> <p>Early help referrals to address challenges impacting attendance (e.g. mental health).</p> <p>Continue to work as part of Trailblazer NHS project and Educational Welfare Practitioners (EWP)</p> <p>Buy in additional (Educational Welfare Officer) EWO support to promote importance and legal requirements for school attendance, and support communication with parents.</p> | <p>teaching and support they receive by being in school.</p> | |
| <p>The school subsidises educational visits for children eligible for PPG.</p> | <p>Educational visits, when well planned and accessed, can inspire interest in learning and encourage engagement in classroom learning.</p> <p><u>A Review of Research on School Field Trips and Their Value in Education (Behrendt and Franklin, 2014).</u></p> <p>Educational visits can also play an important part in supporting the development of children's cultural capital.</p> | 5 |
| <p>The school subsidises places at residential trips for children eligible for PPG.</p> | <p>The EEF states that 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'.</p> | 5 |

| | | |
|---|--|-------|
| | Educational visits can also play an important part in supporting the development of children's cultural capital. | |
| The school funds a selected number of places at extracurricular and care clubs to support access to enriching opportunities for disadvantaged children. | Enrichment opportunities are highlighted as a successful specific intervention in The Mayor's Schools for Success . | 1,2,5 |
| Whole staff and pupil training on the Zones of Regulation training and implementation to ensure a common framework for emotional regulation and behaviour strategies across the school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 2 |

Contingency: £2245 The school recognises that opportunities arise throughout the year and that fund may be required to make use of such opportunities for PPG children.

Total budgeted cost: £99245

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 2020 to 2021 academic year.

The impact of school closures due to Covid19 was challenging for all schools and pupils, however internal data shows that KS2 PPG progress remained strong (100% making at least expected progress through the year excluding 2 children with significant needs in our Specialist Resource Provision (SRP)). In Y2 phonics, 5/8 met standard. In Y1 phonics, 6/9 met standard. High quality remote learning offer during lockdown ensured progress with contact through Microsoft Teams, phone calls, face-to-face meetings used to promote engagement. 98% engaged with home learning at some level. Laptops provided for all PPG children and additional support in small group 1:1 remote sessions.

The deployment of support staff supported the progress and learning of pupils. 93% of PPG children (exc 2 pupils with extreme needs in our SRP), met reading and maths expectations, and 57% met writing. Writing was most heavily impacted due to closures as insufficient evidence was available to secure the standard and usual levels of daily support for developing writing skills could not take place to the same degree as in normal years.

Breakfast club and after school club continued during the spring lockdown. Outdoor sports clubs also continued, with free places offered to PPG children. Regular contact with families was made during lockdowns. Food and laptops were provided to all families that needed them. Additional support showed improvements in pupils' emotional wellbeing through qualitative data: mentoring for 6 children (KS2), reading dog for 9 children, ELSA (Emotional Literacy Support Assistants) for 2 children, dance therapy for 3 children, music therapy for 4, sensory circuits for 2 Y2 children. Impact: children have trusted adults in school who support their wellbeing and build confidence to engage with learning. Children are able to talk through issues/express feelings through therapy and are therefore better able to access learning in the classroom. Attainment remains low for some identified children but all are making some progress.

Rackets Cubed was a summer sport event attended by Y5 PPG pupils. This project built self-esteem and was a prestigious event at Roehampton Club/Rosslyn Park. Children felt valued and say they enjoyed being part of this initiative. Free places were offered at every club, though the full programme of clubs was not offered due to local and national restrictions (28 places a week-rotated to give everyone opportunity). Access to these clubs supported social development and cultural capital. 15 places

were subsidised at Thames Young Mariners, our Y6 trip. This ensured no child was excluded from enrichment opportunities due to cost.

Attendance has been very challenging during Covid-19, but the overall school percentage remained similar to previous years. Meetings with EWO took place and detailed analysis of absences undertaken. School/EWO was in regular contact with all families where attendance was a concern. Outbreaks of chicken pox and Covid contact impacted attendance at a time when available sessions made it difficult for children to move out of PA category, so the PA rate was high. School had to acknowledge Covid symptoms and could not insist on attendance for those with coughs or temperatures or those in contact with people with symptoms. Overall attendance for PPG was 91%. Focus for post pandemic school is to bring back in line with school/national average.

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 |
|-----------|----------|
| n/a | n/a |

Further information (optional)

Additional activity

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

- Engaging with local enrichment programmes, such as Rackets Cubed, a programme that supports maths learning and sport for disadvantaged pupils.
- Providing a broad and balanced curriculum that aligns with the interests of the children.
- Creating an environment where children are supported by a staff that have a good understanding of pastoral care and children's mental health.
- Using Thinking School Methodologies (Reaccredited in 2021) as a whole school approach to develop cognitive processing and problem-solving skills.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities undertaken in previous years have had the highest degree of impact. Pupils, parents, teachers, senior leaders and governors feed into our strategy planning, and there are named governors responsible for PPG in the school.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's research to support the actions in the strategy.

We engage with our local children's services, Achieving for Children, to be a part of the Pupil Premium Network, sharing best practice and the latest updates.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for pupils.