

## **Pupil Premium Peer Review Project - East Sheen Primary School**

### Methodology

The purpose of the visit is to examine how children eligible for PPG, particularly those with intersectionality of being from ethnic minority backgrounds or having English as an additional language, are provided with a relevant and diverse curriculum to access learning well. This is a supportive visit to enhance provision, not an inspection.

The visit is designed to identify how children feel about the curriculum they are studying, the strategies the school has in place to support the highlighted children and identify any areas for development to help in improving access to the curriculum for those pupils. A particular focus is given to how cultural capital is addressed for these pupils.

For the review, a range of evidence was collected through a comprehensive programme organised by the school. This included:

- Learning walk of all year groups - mixture of lessons and groups
- Discussion with deputy head
- Discussion with Geography Lead and Year 5 teacher
- Discussion with a group of KS2 children

### Strengths:

- There was a high level of consistency seen throughout the school. There was a clear focus on subject specific vocabulary, linked to the Thinking Schools approach.
- There was clear and planned consideration for children who needed pre-teaching. Groups are taken out to teach to identified gaps but also to pre-teach new topic vocabulary and establish prior knowledge.
- The visual organisers that the thinking school approach gives allows children to show their understanding of a subject at the start of the teaching cycle and then review their learning at the end. (Seen in year 6 and throughout). It defines key vocabulary, identifies prior knowledge and draws out misconceptions. This is all focused around pupils' cultural capital.
- Recalling previous learning and linking to current lessons was evident and consistent. In year 2 we saw a lovely example of this with key questions and photo prompts linked to learning from last year, last topic and last lesson. This demonstrated a clear progression and helped to develop understanding through linking subject knowledge - life cycles

- In all classes visited, children were in mixed ability pairs. Some pupil premium children were working with additional adults in the class. In year 1, the pupil premium children were highly engaged, listening to a talk from a parent about elephants. Children were keen to answer questions and contribute to discussions.
- Classroom displays were visual and interactive, children had key vocabulary for subjects highlighted as 'word of the week'. This focus on vocabulary was also evident in other learning spaces. For example, in the music lodge.
- Key vocabulary is pre-taught, in some cases and with 49% EAL and 46 languages spoken, the focus on building subject specific vocabulary is clear, with children also building their own glossaries.
- The library and texts around school demonstrated the work the staff have completed around reflecting realities and they had recently invested in dual language texts and diverse representation.
- The inclusive nature and ethos of the school is clearly embedded. A large number of strategies and staff to support pupils. For example, the mentoring program for one pupil 'It's changed all of me'.
- The children spoke so proudly of their school. They spoke about 'everyone being included' and they had many opportunities to try new things. When asked about their reasons for favourite subjects, it was because they were given opportunities to learn new skills and have new experiences, 'find out about the world that you never knew'.
- There is also a wide range of extra-curricular activities available, including a Rackets club which combines homework and squash. The PPG is used to fund places at clubs and the school keeps up-to-date registers of places taken up.
- The children talked confidently about what to do if they didn't know how to do something or what a word meant and showed a clear understanding of how the virtual organisers and displays help structure their learning.
- Children spoke confidently about being a thinking school and how it helps them to consider others' views. The children had a good understanding that all views are valued and respected even if they are not agreed with.

#### Areas for further consideration

- How can TAs be used to promote excellent group discussion and participation for those children who struggle to engage with class discussion?

#### Suggestions:

- Check that all pairings and groups are working for the pupils involved.