

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	East Sheen Primary School
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	11.5%
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 2022
Date on which it will be reviewed	November 2023
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	£95,565
Recovery premium funding allocation this academic year	£10,150
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	£105,715

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 (35% of referrals to the emotional wellbeing practitioner were for disadvantaged pupils). Enrichment activities to support have been impacted by pandemic-related school closures, with disadvantaged pupils being particularly affected.
3	School data shows a disproportionate overlap between disadvantaged pupils and children with complex needs (eg 38% of PPG children are also defined as having SEND and 35% have English as an additional language). 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 is supported when reviewing the % of pupils passing the Phonics Screening Check. 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 and support will be needed as these pupils move through the school.</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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and support given for Quality First Teaching, both internal and external.</p> <p>This includes, but is not limited to, engaging with local CPD through Achieving for Children SPA[RK] services and taking part in focussed research projects on pedagogical development (2022-23 will focus on research into teaching writing).</p>	<p>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’.</p> <p>School leaders took part in a year-long coaching project to further support the enhancement of CPD and quality first teaching. This culture promotes the continual development of all staff in providing the highest quality teaching.</p>	3,4,5,6
<p>Purchase of diagnostic and intervention tools in reading, writing and mathematics, having evaluated effectiveness and impact last year.</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
<p>Training and resources in the school's Systematic Synthetic</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	4

<p>Phonics programme (Read, Write, Inc). to ensure strong phonics teaching and access to material to support phonics learning.</p> <p>Changes to structure of Speed Sound Lessons and RWI Guided Reading sessions.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Following advice from consultant at Read, Write, Inc.</p>	
<p>Teachers and subject leaders given time and support to fully embed a vocabulary rich environment, including the teaching and displaying of key vocabulary in foundation subjects. This will improve the dialogic skills of pupils and provide them with extended vocabulary.</p> <p>This includes time by specialist teachers in French (EYFS, KS1, KS2), Music (KS2) and Computing (KS2) to deliver high quality specialist teaching and allow time for class teachers to pre-teach vocabulary in other subjects and plan for a vocabulary-rich pedagogical approach.</p> <p>Curriculum mapping is prioritised, reviewed and implementation checked to ensure well-sequenced and progressive learning with good opportunities to build cultural capital and recall precious learning.</p>	<p>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 skills and understanding across the curriculum.</p> <p>Improving Literacy in KS1 Education Endowment Fund</p>	3,5,6
<p>Implement 'Key Instant Recall Fact' teaching to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	3, 6

all classes to improve children's ability to recall number facts with greater confidence and agility to enhance progressions in mathematics.	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,215

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</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>	6

<p>those disadvantaged pupils that need additional support. The teacher works closely with class teachers, offering a blend of in class and one-to-one or small group support.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>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.</p>	<p>Teachers delivering whole class teaching can help those that struggle to keep up through small group or individual interventions.</p> <p>Response to Intervention Education Endowment Fund.</p>	3,5,6
<p>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.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2
<p>The school uses ELSA support for two afternoons a week to</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and</p>	2

support the emotional wellbeing of children through structured interventions.	in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Good attendance is celebrated (certificates, assemblies, class 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>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 teaching and support they receive by being in school.</p>	1
<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>	5

	<p>A Review of Research on School Field Trips and Their Value in Education (Behrendt and Franklin, 2014).</p> <p>Educational visits can also play an important part in supporting the development of children's cultural capital.</p>	
The school subsidises places at residential trips for children eligible for PPG.	<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> <p>Educational visits can also play an important part in supporting the development of children's cultural capital.</p>	5
The school funds a selected number of places at extracurricular and care clubs to support access to enriching opportunities for disadvantaged children.	<p>Enrichment opportunities are highlighted as a successful specific intervention in The Mayor's Schools for Success.</p>	1,2,5
Continued whole staff and pupil training on the Zones of Regulation and continual monitoring of implementation to ensure a common framework for emotional regulation and behaviour strategies across the school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2

Contingency: £2000 The school recognises that opportunities arise throughout the year and that fund may be required to make use of such opportunities for PPG children. This may include some targeted access to therapies such as speech and language where beneficial.

Total budgeted cost: £105,715

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS, Key Stage (KS) 1 and 2 performance data, phonics check results and our own internal assessments, largely through the use of teacher assessments – informed by NFER assessments amongst other evidence - which is moderated at school and local level. The Department for Education (DfE) is not publishing school assessment data this year due to disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish KS2 school performance data for 2023.

Analysis of last year's outcomes highlights several strengths and areas for further development within the strategy. Attainment for disadvantaged children is lower than the national average in the Early Learning Goals, Y1 Phonics Screening, and KS1 SATs; however, disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of KS2 (67%) is higher than the national average for all pupils (58%), and meets the success criteria set out in objective 1 of this strategy.

Schools have been advised to compare this year's outcomes with local, national and historic data with caution, but it is clear that disruption to learning caused by the pandemic has impacted those in the younger years (this is consistent for disadvantaged and non-disadvantaged pupils). What is pleasing is that progress remains strong in all year groups for all pupils, including disadvantaged pupils, and this is tracked on Target Tracker. The progress data from KS1 to KS2 in mathematics and writing is particularly pleasing (+0.4,+0.6 vs the national figure for expected progress of 0), but does fall behind the very positive progress scores for our non-disadvantaged children. Teachers and school leaders have evaluated pupil outcomes and progress of individual students, and believe that the strategies outlined and refined in the above statement are improving pupil outcomes. This is supported by monitoring by school leaders, the school improvement partner, governors and a peer review with external pupil premium leaders. This year, we have added an activity around number fact recall, as this was highlighted as an area that could further enhance the achievement in mathematics.

The school conducted a peer review with an external pupil premium leader, focussing on the strategy's objective of supporting cultural capital and a vocabulary-rich environment. The review examined the curriculum planning, learning environment and

used pupil voice and teacher voice to evaluate the impact of this focus on pupil outcomes. The report was clear that high quality teaching, CPD and a well-considered, research-based approach to teaching vocabulary and developing cultural capital was effective. [The report can be viewed here](#). One student explained how the mentoring programme had ‘changed all of me’, and the number of behaviour incidents for this child reduced across the year.

The school currently offers 43 regular extra-curricular clubs, 5 of which are free of charge. 60 places per week at paid clubs are funded by the school for disadvantaged pupils, and 72% of children eligible for the Pupil Premium Grant accessed funded club places last academic year (2021-22). Access to the clubs has improved attendance for some children with historically poor attendance and offers further development and enrichment opportunities for children. Any child that wanted to access a place on a school trip was given access, regardless of whether they were able to pay. This included places on the Year 4 and Year 6 residential trips.

Absence for disadvantaged pupils was higher than non-disadvantaged children in 2021-2022 (9% vs 6%). The percentage of persistent absentees was also higher for disadvantaged children, but this reduced by 7% from the spring term to summer term, reflecting the impact of work with the EWO and access to the strategies outlined above. In order to achieve the target on attendance set out in this strategy, the school will continue to work with families to promote good attendance and will follow the recommendations from both the [DfE](#) and [Ofsted](#). As of November 2022, absence for both disadvantaged and non-disadvantaged pupils (3.9% and 6.3% respectively) is lower than the national absence figures for all pupils of 6.4%, according to the gov.uk pupil attendance dashboard.

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 (the school holds the Wellbeing Awards for Schools and is seeking reaccreditation this year).
- 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 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.