

# 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	568
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22; 2022-23; <b>2023-24</b>
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Harry Page, Headteacher
Pupil premium lead	Polly Jones, Deputy Headteacher
Governor / Trustee lead	Michael Cunningham, Emily Maltby, Link Governors for PPG

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,455

# 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	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.  This has resulted in knowledge gaps, which may lead to pupils falling further behind age-related expectations.  However, our KS2 assessment in 2022/23 shows that PPG attainment in reading (77%), writing (77%) and mathematics (85%) were above the national average suggesting that the knowledge gaps are beginning to close.

## 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.	Progress data for disadvantaged pupils is above the expected progress when tracked annually. 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.
To provide rich cultural capital and vocabulary breadth for disadvantaged children.	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. Children have the cultural capital required to access and succeed with the curriculum.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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: £ 55,250

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 focused research projects on pedagogical development (2023-24 focus on Quality First Teaching)</p>	<p>High quality teaching is listed as the top protective factor in the governments <a href="#">‘Research to understand successful approaches to supporting the most academically able disadvantaged pupils’</a>.</p> <p>School leaders are taking part in a year-long project to further support the enhancement of CPD and QFT. This culture promotes the continual development of all staff in providing the highest quality teaching.</p>	<p>3,4,5,6</p>
<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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>This targeted support is similar to interventions discussed in <a href="#">The Mayor’s Schools for Success</a>.</p>	<p>3, 4, 6</p>
<p>Ongoing training for current and new staff in the school’s Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	<p>4</p>

<p>programme (Read, Write, Inc). to ensure strong phonics teaching and access to material to support phonics learning.</p> <p>Maintain the changes in structure of Speed Sound Lessons and RWI Guided Reading sessions.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Following advice from consultant at Read, Write, Inc. in 2022-23</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 previous 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><a href="#">Improving Literacy in KS1   Education Endowment Fund</a></p>	3,5,6
<p>Continue the 'Key Instant Recall Fact'</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	3, 6

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

Budgeted cost: £32, 250

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.  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.  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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,5,6</p>
<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.  <a href="#">Maximising impact of teaching assistants   Education Endowment Foundation   EEF</a></p>	<p>3,4,6</p>
<p>The senior leadership team provide targeted academic support and tuition to those disadvantaged pupils that need additional support. The SLT work closely with</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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:</p>	<p>6</p>

<p>class teachers, offering a blend 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><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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 focused 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><a href="#">Response to Intervention Education Endowment Fund.</a></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><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	2
<p>The school uses ELSA support for two afternoons a week to support the emotional wellbeing of children through structured interventions.</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><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	2



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

Budgeted cost: £22, 955

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 <a href="#">Improving School Attendance</a> advice, will improve attendance, allowing children access to the quality first teaching and support they receive by being in school.</p>	<p>1</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><a href="#">A Review of Research on School Field Trips and Their Value in Education (Behrendt and Franklin, 2014).</a></p>	<p>5</p>

	Educational visits can also play an important part in supporting the development of children's cultural capital.	
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.	Enrichment opportunities are highlighted as a successful specific intervention in <a href="#">The Mayor's Schools for Success</a> .	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><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
The school has a designated in-school Mental Health Lead to work closely with the Mental Health Support Team to support identified children and families who need emotional support. The specialist support offered is through art, dance and music therapy sessions and	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">EEF Social and Emotional learning</a></p>	2

is delivered on the school site		
Attachment Aware school	In 2022-23 a whole school project was completed which included elements of staff and pedagogical development around attachment and our behaviour policy. We were awarded the Bronze Award. We will continue to develop and embed this whole-school approach, creating a sense of emotional safety, connection and regulation for all children  <a href="#">Attachment Aware Schools Awards</a>	2

**Contingency: £3000** 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: £113, 455

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 2022-2023 academic year.

We are incredibly proud of the individual achievements of our pupil premium students which is reflected in positive responses from Pupil Voice surveys and progress and attainment data. We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, Key Stage 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. From this analysis, we have identified successes and areas for further development as outlined in the 2023/24 strategy. Progress was particularly strong in reading for our PPG students in 2022/23 – where progress for our PPG students was greater compared to our non-PPG students in all year groups except Y2 & 3.

### Year 1 – Phonics Screening Check (2022/23)

Pass – 91.7%

(2022 school – 79%; 2022 national – 76%; 2022 Richmond – 83%)

The percentage of pupils passing the phonics screening check in Y1 has improved significantly since 2022 (up by 12.7%). Group analysis indicates no significant differences for our pupil premium students and non-pupil premium students. We will continue to provide high-quality phonics lessons and provide targeted intervention for any child who needs extra support. We will continue to use a consistent approach to our phonics teaching, using the DfE accredited systematic synthetic phonics programme Read Write Inc., ensuring all current and newly appointed staff are fully trained to use the programme effectively.

### Year 2 – KS1 SATs results (2022/23)

Subject	National figures (expected standard or above)	ESPS cohort (87 students) (expected standard or above)	PPG students (13 students) (expected standard or above)
Reading	69%	63.2%	33%
Writing	61%	60.9%	22%
Maths	72%	69%	44%
Combined (RWM)	56%	56.3%	22%

Due to the high intersectionality of our PPG and SEN children, we will continue to review our SEN provision for our PPG children. This includes ensuring QFT in all year groups, quality CPD for all staff (including support staff) and specific interventions for targeted children, flagged through pupil progress meetings with the class teachers, the SENCO and headship team. As a school we are dedicated to ensuring all our pupils fulfil their potential and the headship team will be providing weekly intervention sessions for small groups across different year groups to help ensure all children keep up. We also have an additional adult in Y3 this academic year, to help support the children in all areas of the curriculum.

### Year 6 – KS2 SATs results (2022/23)

Subject	National figures (expected standard or above)	ESPS cohort (88 students)	PPG students (13 students)
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		(expected standard or above)	(expected standard or above)
Reading	73%	87.5%	77%
Writing	71%	90.9%	77%
Maths	73%	90.9%	85%
Combined (RWM)	59%	82%	69%

### KS1 to KS2 Progress scores (2022/23)

Subject	Value added score National	Value added score Richmond borough	Value added score All ESPS students	Value added score ESPS Disadvantaged pupils
Reading	0.0	+1.1	+2.3	+4.6
Writing	0.0	+0.6	+2.5	+3.5
Maths	0.0	+1.2	+4.3	+5.7

As seen above, Year 6 attainment was strong in 2022/23, and it is pleasing that the PPG scores are above the national average for all pupils. All our PPG students who are not on the SEN register got the expected level for writing and only one PPG student who is not on the SEN register did not reach the expected standard for maths and reading.

In terms of progress scores, the disadvantaged pupils in Year 6 last year, achieved value added (VA) scores of +4.6 in reading, +3.5 in writing and +5.7 in mathematics, indicating they made stronger progress than the national average in all three subjects. This is an incredible achievement for our students, and we feel this reflects the hard work and dedication from our pupils.

Supporting our pupils' mental well-being is extremely important to us as it helps children build positive social, emotional, behaviour, thinking and communication skills. Therefore, we have decided to appoint a designated Mental Health Lead. The lead will work closely with the Mental Health Support Team from Richmond borough, who offer a range of different art, music and dance therapies for individual children in the school setting. This is in conjunction with support for their families, to ensure a joined-up approach between home and school.

In 2021/22 a peer review was carried out by an external pupil premium leader from the borough, which 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](#). This is something that we will continue to build on over the academic year 2023-24 through the experiences we offer in school, through school trips and carefully planned opportunities. We will continue to provide a thorough CPD plan for all staff, ensuring that we offer opportunities to learn new skills and ideas, thus leading to an even more effective teaching environment.

We will continue to offer financial support to families to allow students to partake in extra-curricular clubs before and after school, as well as residential trips. The school currently offers 43 regular extra-curricular clubs, 5 of which are free of charge. Approximately 50 places per week at paid clubs and wrap-around care, are funded by the school for disadvantaged pupils. Access to clubs and wrap-around care has improved attendance for some children with historically poor attendance and offers further development and enrichment opportunities for children. Any child that wanted 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 pupils in 2022-23 (8% vs 5%), but lower than the national average for disadvantaged pupils (11%). The percentage of persistent absentees was also higher for disadvantaged pupils compared with non-disadvantaged pupils (23% vs 10%) but again lower than national average for disadvantaged pupils (37%). The SENCO is working closely alongside families where there is an overlap with children who have an EHCP and are also PPG, ensuring strategies are in place early on to improve attendance in this group. As a school, we will continue to promote good attendance (>97%) through assemblies and our weekly newsletter to families. We have established good links with the Education Welfare Office and will continue to follow the recommendations from both the [DfE](#) and [Ofsted](#).

## 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 continue to 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.