

Pupil premium strategy statement – East Sheen Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	593
Proportion (%) of pupil premium eligible pupils	82 / 593 14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Harry Page (Headteacher)
Pupil premium lead	Polly Jones (Deputy headteacher)
Governor / Trustee lead	Michael Cunningham and Emily Maltby (Link governors for PPG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107, 650
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

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	Assessments, observations, and discussions with pupils indicate underdeveloped oracy skills among many disadvantaged pupils. These oracy skills refer to: the ability to explain their understanding and ideas clearly and discuss with others to deepen their learning and understanding, amongst others.
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 27% have English as an additional language). This can mean that multiple challenges must be overcome in order to allow children to succeed.
4	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. 55% of the referrals made to the Mental Health Support Team were for our disadvantaged pupils.

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 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 provide opportunities to develop oracy skills	Assessments and observations indicate proficiency in oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, that show a development in

	the skills needed in a range of different talk-situations.
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. Whole school reading, writing and mathematics outcomes in 2026-27 for disadvantaged pupils are in line with national average for non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys; teacher observations; and participation in enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering 'quality first' teaching, and the use of Thinking School methodologies, and retrieval strategies.	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' .	2, 3
Embedding the Rosenshine principles focused on in 2023-24 (questioning and modelling/scaffolding)	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' .	2, 3
CPD through Achieving for Children SPA[RK] services and taking part in focused research	School leaders are taking part in a year-long project to further support the enhancement of CPD and QFT. This culture promotes the	2, 3

<p>projects on pedagogical development (two projects for 2024-25: 'Reset and Reignite Writing' and developing the wider curriculum: focus on developing pupils' disciplinary knowledge.</p>	<p>continual development of all staff in providing the highest quality teaching. 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils'.</p>	
<p>Explicit teaching of 'oracy' in all classrooms to support pupil learning and develop the range of skills needed in different talk-situations.</p>	<p>Explicit teaching of vocabulary and a language rich environment has been shown to be a highly effective way of improving literacy skills and understanding across the curriculum. Improving Literacy in KS1 Education Endowment Fund</p> <p>The development of 'oracy' skills will further advance our students' ability to express their thoughts and opinions about what they're learning and interact with others thoughtfully and productively.</p> <p>Oral Language Development Education Endowment Fund</p>	<p>2, 3</p>
<p>Purchase of diagnostic and intervention tools in reading, writing and mathematics, having evaluated effectiveness and impact over the last couple of years.</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>	<p>2, 3</p>
<p>Teachers and subject leaders given time and support to fully embed a vocabulary rich environment, including the teaching and</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>2, 3</p>

<p>displaying of key vocabulary and stem sentences across all subjects. This will improve the oracy skills of pupils.</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>Improving Literacy in KS1 Education Endowment Fund</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29, 500

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</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>2, 3</p>

work with children in targeted support.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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.	High quality training and effective deployment of teaching assistants can raise academic achievement in children and help to close gaps. Maximising impact of teaching assistants Education Endowment Foundation EEF	2, 3
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.	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.	2, 3
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)	1, 4
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)	1, 4

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

Budgeted cost: £32, 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Good attendance is celebrated	Embedding principles of good practice set out in the DfE's Improving School	1, 4

<p>(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>Buy in additional (Educational Welfare Officer) EWO support to promote importance and legal requirements for school attendance, and support communication with parents.</p>	<p>Attendance advice, will improve attendance, allowing children access to the quality first 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>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>	4
<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>	4

	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 .	4
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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
<p>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.</p> <p>The specialist MH support offered is through art, dance and music therapy sessions and is delivered on the school site for both children and their parents (when appropriate)</p> <p>The Mental Health Lead oversees the student 'Wellbeing Ambassadors' providing training for peer-peer support, as well as promoting ways to maintain positive mental-health through assemblies,</p>	<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>EEF Social and Emotional learning</p> <p>EEF Positive impact of mentoring</p>	4

celebration events (e.g. NSPCC Kindness Week) and mentoring opportunities		
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 Attachment Aware Schools Awards	4
The school has developed close links with a local secondary school with a particular focus on offering opportunities to our PPG students for 'stretch and challenge' activities (e.g. STEM activities through the Lego League and their Saturday 'Primary Professors' programme.	Cambridge University – 'Thinking with your hands' levels the playing field for disadvantaged learners in STEM'	3, 4

Contingency: £5000 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: £107, 650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We take great pride in the accomplishments of our pupil premium students, as evidenced by the positive feedback seen in pupil voice surveys and our progress and attainment data. Our analysis of the 2023/24 academic year performance for disadvantaged pupils includes our own internal assessments (enabling us to benchmark with other local and national schools), alongside EYFS, Year 1 phonics check results, Year 4 multiplication tables check (MTC), and the end of KS2 SATS data. Please see the information below to see the attainment data for these checks.

Early Years Foundation Stage:

67% of our Reception PPG students passed the EYFS with a Good Level of Development (GLD), which is up from 44% last year. The GLD measure is in line with the national percentage of 67.2%.

Year 1 – Phonics Screening Check (2023/24)

Pass for our PPG students – 92%

(2023 school – 92%; 2023 national – 81.3%; 2023 Richmond – 88%)

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 4 – Multiplication Tables Check (2023/24)

There is no official 'pass' mark for the MTC, but we have calculated the percentage of students who have achieved 20+/25.

PPG students – 57% (this is an increase of 7% compared to 2022-23)

Year 6 – KS2 SATs results (2023/24)

Subject	National figures (expected standard or above)	ESPS cohort (68 students) (expected standard or above)	PPG students (7 students) (expected standard or above)
Reading	74%	86%	29%
Writing	72%	83%	43%
Maths	73%	86%	43%

Combined (RWM)	61%	78%	29%
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For the 2023-24 cohort there was a significantly high intersectionality between our PPG and SEN students. It is worth noting that out of these 7 students, 5 also had SEN. We acknowledge that this intersectionality of PPG and SEN is a challenge and feel that strategy clearly lays out evidence-based activities that will continue to support children to make excellent progress. There is no comparative data for the 2023-24 cohort of SATs data. However, we are particularly proud of the most recent progress data we do have for our disadvantaged pupils made by the end of KS2: reading progress +4.6; writing progress +3.5; maths progress +5.7. These value-added scores clearly show the incredible learning journey that these students had been on throughout their time at ESPS. Our continual strive to improve attendance; emotionally support individual children and families; enrich the lives of our students through exciting opportunities (by increasing the cultural capital needed to access the full curriculum); and provide outstanding teaching across the curriculum, will continue to maintain excellent progress data.

We will continue to work tirelessly with our families to support them financially with clubs, trips, uniform and ensure access to holiday food vouchers. At present, the school offers 47 different extra-curricular clubs. Approximately 55 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 2023-24 (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 (29% vs 13%) but again lower than national average for disadvantaged pupils (36%). 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](#).

Supporting our pupils' mental well-being is extremely important to us as it helps children build positive social, emotional, behaviour, thinking and communication skills. The school found it beneficial to have a designated Mental Health Lead last year. For 2024-25, the lead will introduce Wellbeing Ambassadors within school and continue to 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil 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 (Attachment Aware award)
- Using Thinking School Methodologies (reaccredited in 2023-24) as a whole school approach to develop cognitive processing and problem-solving skills. See report [here](#).

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.