

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	604
Proportion (%) of pupil premium eligible pupils	107 / 604 17.7% (including 5 service children)
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	October 2025
Date on which it will be reviewed	December 2026
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	£138, 980
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 school-wide focus on oracy, from our Early Years setting through to Upper KS2, ensures that children are provided with the skills and the practice that they need to develop strong communication skills, that will not only support their learning opportunities in school, but in the wider world too.

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. We are committed to 'poverty-proofing' the school day to ensure every child can fully engage in learning without financial barriers, such as costs for trips, clubs, or uniforms. By doing so, we provide equal access to personal development opportunities and offer enriching experiences that build cultural capital and support learning for all.

Our aim is for every child and every family to feel like they belong to our East Sheen Primary School community. Our duty is for every pupil to be supported and nurtured to

reach their full potential by identifying and minimising 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 28% of PPG children are also defined as having SEND – compared to 10.7% on non-eligible pupils - and 30% 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. 60% of the referrals made to the Mental Health Support Team, ELSA and nurture groups 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 the school’s total % of 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. To provide pupils with strong foundations on which to build on.	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: £62,800

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 government's published report: 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils' .	2, 3

<p>Embedding the Rosenshine principles focusing on (in 2024-25) questioning, retrieval practices, and modelling/scaffolding.</p>	<p>High quality teaching is listed as the top protective factor in the government's published report: 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils'.</p>	<p>2, 3</p>
<p>CPD through Achieving for Children SPA[ARK] services and taking part in focused research projects on pedagogical development (three projects for 2025-26 are: Adapting KS2 curriculum for SEND; Supporting Behaviour Management; Addressing Educational Disadvantage.</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. 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils'.</p>	<p>2, 3</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>Specialist-skills teacher is providing ongoing training for all teaching staff, and providing resources/effective strategies that can be used in all lessons, to further enhance and support oracy skills.</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 are learning and interact with others thoughtfully and productively. 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. This will include purchasing NfER resources to track SPAG progress too, for 2025-26.</p> <p>Training time given for all staff (teachers and support staff) to interpret and administer</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) 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>intervention data correctly.</p> <p>This targeted, specific and measured approach to interventions is to support children to keep up.</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 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>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>	<p>2, 3</p>
<p>As part of our Continuing Professional Development (CPD) programme for teachers, we have embedded a triad system.</p>	<p>The "Triad System" in the context of CPD refers to a collaborative learning structure involving groups of three participants. It is cited as a model that is effective at facilitating mutual support, observation, and feedback, promoting a cycle of continuous improvement.</p>	<p>2, 3</p>

	<p>The triad-system fosters collaboration and reflective practice, helping teachers nudge norms and embed consistent routines. This shared approach enhances classroom management, maximises learning time, and supports continuous improvement through self-reflection and shared strategies.</p> <p>https://teacherhead.com/2022/02/28/coaching-in-pairs-and-triads-time-efficient-collaborative-rigorous-motivating/</p>	
<p>Teachers have a 'Focus-Five' approach in the classroom ensuring the needs of our most vulnerable pupils are considered thoughtfully. It also provides a valuable reference point for pupil progress meetings, promoting equity, accountability, and informed discussion around classroom-based interventions and outcomes.</p>	<p>Prioritising actions through a 'disadvantaged lens' and carefully considering how our school practices affect our most vulnerable pupil groups is key.</p> <p>https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/</p>	2, 3, 4
<p>Teachers understand the classroom experience through the lens of our most vulnerable pupils ensuring inclusive practice. This will highlight potential barriers the pupils may face, informs adjustments to routines, and helps create a supportive environment that maximises engagement, wellbeing, and learning opportunities for all.</p>	<p>Prioritising actions through a 'disadvantaged lens' and carefully considering how our school practices affect our most vulnerable pupil groups is key.</p> <p>https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/</p>	2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A specialist-skills teacher has been employed for 3 days per week, with a particular focus on improving progress and attainment for our most disadvantaged pupils.</p>	<p>Careful deployment of 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>	2, 3
<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.</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>	2, 3
<p>Teaching Assistants are employed in YR-Y3, and attend training to support one-to-one and small group interventions (e.g. phonics 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>	2, 3
<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

<p>The school uses its pastoral register and emotional wellbeing referrals to offer targeted pastoral support, such as nurture groups and 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> <p>EEF Positive impact of mentoring</p>	<p>1, 4</p>
<p>Weekly reading sessions with the school's reading dog for children who have been identified as a reluctant reader (i.e. a child who lacks confidence in their fluency or comprehension)</p>	<p>Academic research has shown that dogs in the school context have produced a range of benefits to children, including increased literacy skills, confidence, self-esteem, socialisation, attendance, as well as instilling a sense of responsibility.</p> <p>Review of the Research: Are Therapy Dogs in Classrooms Beneficial?</p>	
<p>Weekly Rackets Cubed club offered to targeted children in Years 5 & 6. This club provides access to different racket sports and homework provision at The Roehampton Club.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. By providing a space for children to complete homework activities, we are helping to remove any potential challenge for these children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Weekly Homework Club for children identified by class teachers who may benefit from this space and support from staff.</p>	<p>Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. By providing a space for children to complete homework activities, we are</p>	

	<p>helping to remove any potential challenge for these children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>A weekly “Young Reporters” Club, run by our specialist-skills teacher for children identified in Year 6 who need some extra support in their oracy and writing skills.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	

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

Budgeted cost: £33, 680

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>Buy in additional (Educational Welfare Officer) EWO support to promote importance and legal requirements for school attendance, and support</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>	<p>1, 4</p>

communication with parents.		
The school subsidises educational visits for children eligible for PPG.	<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> <p>The Mayor's Schools for Success.</p>	4
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> <p>A Review of Research on School Field Trips and Their Value in Education (Behrendt and Franklin, 2014).</p>	4
The school funds a selected number of places at extracurricular and care clubs to support access to enriching opportunities for disadvantaged children.	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	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.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

<p>The school has a designated in-school Mental Health Lead to work closely with the Mental Health Support Team (MHST) to support identified children and families who need emotional support.</p> <p>The specialist MHST support offered is through art, dance and talk 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, celebration events (e.g. NSPCC Kindness Week) and mentoring opportunities</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
<p>Attachment Aware Silver Award to be completed in 2025-26</p>	<p>In 2022-23 we were awarded the Attachment Aware Bronze Award for completing a whole school project, which included elements of staff and pedagogical development around attachment and our behaviour policy. In 2025-26, we will continue to develop and embed this whole-school approach, creating a sense of emotional safety, connection and regulation for all children as we work towards our Silver Award.</p> <p>https://www.afcvirtualschool.org.uk/aasa</p>	4
<p>The school uses an Emotional Literacy Support Assistant (ELSA) for two days per week to support the emotional wellbeing of identified children</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</p>	1, 4

through structured interventions.		
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
Regular nurture groups to provide emotional support small groups of children, run through our school Specialist Resource Provision (SRP). The skills learnt here also bridge important life skills as the children design, build and maintain areas of our school grounds (e.g. the sensory trail, the allotment and the Fire Garden).	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. EEF Social and Emotional learning EEF Positive impact of mentoring	1, 4
Mentoring is in place for our most vulnerable students. The students are paired with an adult from the SRP.	Mentoring in education involves pairing young people with an adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Positive impact of mentoring	4
KICK mentor in place to support Y6 transition to Y7 for our most vulnerable students to aid their transition to secondary school. The mentor supports in the summer term of Y6, and the autumn term of Y7.	Mentoring in education involves pairing young people with an adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Positive impact of mentoring	4
A newly appointed Family Support Worker (FSW) is working	Parental engagement has a positive impact on children's attendance and progress. It is crucial	1, 4

<p>alongside identified families, to support with a range of potential difficulties they may face (e.g. housing support, enrolling onto college courses)</p>	<p>to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement</p>	
<p>Monthly school nurse clinic. Parents can self-refer to the monthly clinic held in school for a variety of reasons (e.g. bed-wetting, discussing care plans)</p>	<p>Parental engagement has a positive impact on children's attendance and progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement</p>	1, 3, 4
<p>Regular coffee mornings for parents around a range of themes, such as ADHD Embrace, MHST in-person and virtual webinars (based around 'Helping my child with...' themes), and informal 'meet & greet' sessions with the FSW</p>	<p>Parental engagement has a positive impact on children's attendance and progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement</p>	1, 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: £138, 980

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 2024-25 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 (2024-25):

100% of our Reception PPG students passed the EYFS with a Good Level of Development (GLD), compared to 83.3% for all Reception students. This figure has increased from 67% (2023-24) and 44% (2022-23) of PPG students at ESPS. The GLD measure is above the national percentage of 67.2% in 2024. Whilst it is a small data set (4 students), we believe this shows that the provision provided is designed to be supportive and accessible to our most disadvantaged pupils.

Year 1 – Phonics Screening Check (2024-25)

Pass for our PPG students – 100% (12 students)

(2024 school – 95%; 2024 National – 81.3%; 2024 Richmond – 88%)

The analysis of the EYFS and phonics check, indicates to us that the PPG students have an extremely strong start in Early years and Year 1, providing a strong foundation for their learning journey through ESPS. Strong foundations in primary school are vital for lifelong learning. Passing the EYFS and the Year 1 phonics screening check, supports children develop essential literacy, communication, and social skills early on.

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 (2024-25)

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

All students: 90.4%

PPG students (16 students): 57.1%

PPG, with no overlap with SEN, students (9 students): 100%

Year 6 – KS2 SATs results (2024-25)

Subject	National figures (expected standard or above)	ESPS cohort (88 students) (expected standard or above)	PPG students (20 students) (expected standard or above)	PPG students – no overlap with SEN (10 students) (expected standard or above)
Reading	75%	86.7% [2024: 86%]	50% [2024: 29%]	80%
Writing	74%	91.6% [2024: 83%]	69% [2024: 43%]	100%
Maths	72%	87.8% [2024: 86%]	50% [2024: 43%]	80%
Combined (RWM)	62%	83.1% [2024: 78%]	37.5% [2024: 29%]	80%

As the table show, the attainment gap is much narrower for the PPG students, when there was no overlap with SEN. In fact, their results were higher than the national figures for all students (which is in line with our outcome for 2026-27). We are delighted that we have seen such an increase in the PPG students getting expected standard or above from the previous year.

We are particularly proud of the most recent progress data (from 2023) we 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; and provide outstanding teaching across the curriculum, continues to maintain excellent progress data.

We will continue to work tirelessly to provide a poverty-proof curriculum and school experience for our disadvantaged pupils. We will continue to support our families financially with clubs, trips, uniform and ensure access to holiday food vouchers. At present, the school offers 48 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 contribute to the cost. This included places on the Year 4 and Year 6 residential trips.

Absence for disadvantaged pupils was higher than for all pupils in 2024-25 (7.8% vs 4.7%), but lower than the national average for disadvantaged pupils (13.3%). The percentage of persistent absentees was also higher for disadvantaged pupils compared with all pupils (23% vs 9%), but analysis shows that this figure was significantly affected by two students in our Specialist Resource Provision whose families are working closely with the school, EWO and Richmond borough to try and overcome the barriers stopping these families getting their children to school. The SENCO and SRP lead are working closely alongside all 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 (e.g. strategies such as a 'soft start' and personalised rewards / incentives are being used).

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](#). In addition to this, we have a newly appointed Family Support Worker who is employed to support families with any ongoing concern they may have. This includes support with, for example: housing; administrative tasks; and attending meetings with the families, providing yet another avenue of support for our families.

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 Mental Health Lead oversees referrals for the school nurse; the Mental Health Support Team); our in-house ELSA service; works closely to support the Wellbeing Ambassadors; and runs weekly drop-in sessions for our pupils.

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

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 toolkit, and research from East London Research Project, to support the actions in the strategy.

We continue to engage with our local children's services, Achieving for Children, where we are part of the Pupil Premium Network, enabling us to share best practice and keep up to date with the latest national updates. In addition to this, this year we are participating in three SparkEd projects on: Adapting KS2 curriculum for SEND; Supporting Behaviour Management; Addressing Educational Disadvantage.

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.