

Pupil premium strategy statement

School overview

Metric	Data
School name	East Sheen Primary School
Pupils in school	582
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£90,115 (2020-2021) £82,045 (2021-2022)
Academic year or years covered by statement	2020-2022
Publish date	July 2021
Review date	November 2021
Statement authorised by	Elizabeth Page Headteacher
Pupil premium lead	Debbie Canner
Governor lead	Mark Pring, Nathalie Townley

Our vision:

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

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 Thinking School pedagogy supports all children to think critically and creatively and to become reflective learners.

Disadvantaged pupil progress scores for last academic year (2020-2021)

There is no validated published data due to the Covid-19 pandemic. The most recent validated data are from 2018-2019.

KS2 Results 2019

No of Pupils	Achieved expected standard							
	Reading (R)		Writing (W)		Maths (M)		R/W/M	
12	9	75%	10	83%	12	100%	8	67%
National Average								65%

Average scaled scores	Grammar, Punctuation and Spelling	Reading	Maths
All pupils accessing tests	105	104.2	107
Pupils with high scores (110+)	2	1	4

Y1 Phonics

Y1 Phonics	Working towards	Working at
6 children	3	3

The data shared below are internal data based on teacher assessments for the academic year 2020-2021. We moderate within school and across other Richmond and Kingston schools to ensure robust assessment. We have a trained AfC moderator in our staff team.

Measure	Score
Reading Based on internal tracking-no public data Expected progress = 5 steps	PPG 5+ steps-2 in SRP 100% PPG 5+ steps inc 2 in SRP 94% PPG 6 steps (accelerated) 63%
Writing Based on internal tracking-no public data Expected progress = 5 steps	PPG 5+ steps-2 in SRP 100% PPG 5+ steps inc SRP 88% PPG 6 steps (accelerated) 38%
Maths Based on internal tracking-no public data Expected progress = 5 steps	PPG 5+ steps-2 in SRP 100% PPG 5+ steps inc SRP 94%

	PPG 6 steps (accelerated) 50%
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Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 Total number of children eligible for PPG in Y6=16 PPG+SEND=8 (50%) PPG+EHCP in Specialist Provision =2 Based on Teacher Assessments-no validated KS2 data available.	Reading: 82% (93% without scores for children in our specialist resource provision) Writing: 50% (57% without scores for children in our specialist resource provision) Maths: 82% (93% without scores for children in our specialist resource provision)
Achieving high standard at KS2	Reading: 2/16 Writing: 1/16 Maths: 1/16

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	At least expected progress (0)	July 2022
Progress in Writing	At least expected progress (0)	July 2022
Progress in Mathematics	At least expected progress (0)	July 2022
Phonics	In line with national average	June 2022
Other	Improve attendance of this group-in line with national average	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Teaching priorities for academic year 2021-2022

Measure	Activity
Maximise progress across all subjects, raising standards of achievement to close gap between PPG and national averages.	Quality First Teaching. Evidence (EEF, Sutton Trust) shows that effective classroom teaching where different learning needs are met to enable all children to access lessons has high impact on pupil progress . Use of Thinking School pedagogy (reaccreditation March 2021) provides consistent teaching and learning framework promoting independent and collaborative learning. CPD, sharing of good teaching practice in and across schools, participation in subject networks etc. professional dialogue and reflection promote quality first teaching. Research into working memory will inform CPD programme 2021-2022.

	<p>Phonics teaching in line with RWI programme (approved training bought for 2021-2022). Whole school review identified phonics teaching and Early Reading as a strength in school. Phonics interventions to support children to keep up and master phonics delivered by fully trained teachers and teaching assistants.</p> <p>Targeted, specific, measured interventions to support children to keep up. Pre and post-lesson teaching to support access to learning in the classroom.</p>
Improve cultural capital for disadvantaged children	<p>Involvement in Rackets Cubed project (expert coaching in racket sports, maths activities and a meal weekly) Free places at extra-curricular clubs and holiday clubs, Contribution to costs of residential trips to enable participation, targeted selection for gifted and talented programmes (able writers, maths master classes) Explicit teaching of key vocabulary and targeted interventions (e.g. story times, comprehension clubs, rhymes and poetry).</p> <p>Participation in all school trips-museums, galleries, shows etc. Participation in all school productions/ performances-exposure to wide range of musical genres from across the world.</p> <p>Full access to our broad and engaging curriculum, including specialist teaching in Music, French, Sport computing and chess.</p>
Barriers to learning these priorities address	<p>Research shows that disadvantaged children typically start school with lower levels of vocabulary and cultural capital. Our priorities ensure a language rich environment with a focus on explicit vocabulary teaching and exposure to quality stories and texts to support vocabulary development. Accessing learning within the classroom ensures children are part of quality discussion and hear good language modelling. Working collaboratively with other children also supports their learning.</p> <p>Ensuring children have access to enrichment activities and are highlighted for opportunities to develop cultural capital will improve their ability to make links and understand the world at a deeper level. Our Thinking School methodology teaches children the importance of thinking deeply- considering differing view-points, understanding the difference between facts and opinions, thinking together to solve problems. The school is on a journey to becoming an environmentally intelligent school and learning about and getting involved in environmental issues will also develop cultural capital.</p>
Projected spending	£30,000

Targeted academic support for current academic year

Measure	Activity
Progress in RWM	Targeted, specific, measured interventions to support children to keep up. Pre and post-lesson teaching to support access to learning in the classroom (mastery approach). Parent readers-focus readers-extra reading to adults Reading with Reading dog Times table rockstars, Renaissance Reading Programme, Comprehension club (inferencing and vocabulary development) Numikids, Spelling intervention programmes
Y1 phonics in line with national average	Phonics interventions
Barriers to learning these priorities address	Disadvantaged children may not have had as much exposure to reading and stories at home. Home circumstances can make it more difficult for parents to support learning at home (learning spellings, tables, practising reading).
Projected spending	£50,045

Wider strategies for current academic year

Measure	Activity
Improve attendance, especially persistent absence	Rewards for good attendance (certificates, celebrations in assemblies, class attendance stars, attendance published in weekly newsletter) Contact with parents -phone/letter to address attendance issues and support school attendance. Offer of breakfast club, after school clubs, walking buses to make it easier for parents to get children to school Early help referrals to address challenges impacting attendance (e.g. mental health) Continue to work as part of Trailblazer NHS project and Educational Welfare Practitioners (EWP) Buy in additional EWO support to promote importance and legal requirements for school attendance.
Barriers to learning these priorities address	Absence from school, especially following the school closures due to lockdowns, reduces the impact/influence school can have on children's progress. Gaps increase and opportunities to close them are reduced. It also impacts social aspects of

	school, potentially reducing a sense of belonging and ultimately can lead to disaffection with education as a whole, impacting future life chances.
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time for quality CPD and consistency of quality first teaching in every class	Participation in subject networks, releasing teachers for training in line with school development plan Time given for subject leaders to develop expertise in subjects and share throughout school in INSET sessions Peer observations
Targeted support	Ensuring maximum impact of interventions/in class support Ensuring sufficient adult support across the school	Support from SENDCo to ensure appropriate differentiation/scaffolds interventions in place to maximise progress Specific monitoring of impact of interventions HLTAs, TAs, LSAs deployed to support groups 1:1 in class and run interventions. Additional time for teachers to deliver 1:1 small group interventions timetabled.
Wider strategies	Impact of Covid-parent anxiety about school safety and reinforcement of non-attendance habit	Careful individual monitoring of attendance and regular meetings with EWO to actively engage with and support families to understand importance/requirements of school attendance. Places at breakfast club/after school club Communication of safety measures in place during Covid pandemic and adherence to practice identified through risk assessment.

Review: last year's aims and outcomes

Aim	Outcome
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<p>Quality First Teaching- Progress for all remains very strong</p>	<p>Impact of school closures due to Covid-19. KS2 PPG progress remained strong (100% making at least expected progress through the year excluding 2 children with significant needs in our SRP). Y2 phonics 5/8 met standard. Y1 phonics 6/9 met standard.</p> <p>High quality remote learning offer during lockdown. Contact through Teams, phone calls, face to face to promote engagement. 98% engaged with home learning at some level. Laptops provided for all PPG children and additional support in small group 1:1 remote sessions.</p>
<p>HLTA/TA support PT additional teacher- Accelerated progress. RWM achieved</p>	<p>As above. 93% met reading and maths, 57% met writing. Writing most impacted due to closures as insufficient evidence available to secure standard and usual level of daily support for developing writing skills could not take place to same degree as in normal years.</p>
<p>SEMH support (Including extra-curricular activities, breakfast and after school clubs*)</p>	<p>Breakfast club and after school club continued during spring lockdown. Out door sports clubs continued-free places offered to all PPG children.</p> <p>Regular contact with families during lockdowns. Food and laptops provided.</p> <p>Mentoring for 6 children (KS2) Reading dog for 9 children ELSA for 2 children Dance therapy for 3 children Music therapy 4 Sensory circuits 2 Y2 children</p> <p>Impact: children have trusted adults in school who support their wellbeing and build confidence to engage with learning. Children are able to talk through issues/express feelings through therapy and are therefore better able to access learning in the classroom. Attainment remains low for these children but all are making some progress.</p>
<p>Access to extra- curricular opportunities (cont.)</p>	<p>Rackets Cubed summer sport event attended by Y5 PPG. Built self-esteem-prestigious event at Roehampton Club/Rossllyn Park. Children feel valued</p>

	<p>and say they enjoyed being part of this initiative.</p> <p>Free places offered at every club. (28 places a week-rotated to give everyone opportunity) Access to clubs support social development and cultural capital.</p> <p>15 Subsidised places at Thames Young Mariners Y6 trip. No child excluded from enrichment opportunities due to cost.</p>
EWO support	<p>This has been very challenging during Covid-19. Meetings with EWO have taken place and detailed analysis of absences undertaken. School/EWO has been in regular contact with all families where attendance is a concern.</p> <p>Outbreaks of chicken pox and Covid contact impacted attendance at a time when available sessions made it difficult for children to move out of PA category. School had to be unusually wary of claimed Covid symptoms and could not insist on attendance for those with coughs or temperatures or in contact with people with symptoms.</p> <p>Attendance for PPG 91%. Focus for post pandemic school to bring back in line with school/national average.</p>