



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Esher Primary School
Number of pupils in school	13
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	November 2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Ben Foley
Pupil premium lead	Pam Bal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,540
Recovery premium funding allocation this academic year	£580



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£6,120



## Part A: Pupil premium strategy plan

### Statement of intent

At Esher Church school, we believe that all pupils should have the right to achieve their maximum potential regardless of their personal circumstances. We aim to provide opportunities for all our pupils to break barriers and increase resilience; it is essential that every child in our care is inspired to aspire and are not held back by their societal background.

Inclusivity is at the heart of our school and part of our vision. The leadership of the school will ensure that resources are effectively deployed to ensure that every child has an equal opportunity to succeed and is given the chance to develop on all levels -academically, emotionally and socially. This will be achieved through the early identification of barriers to learning and understanding why children are not achieving their potential. In response, we will put in compensatory measures to support the child's individual needs.

Our pupil premium funding is used to put the child at the centre of the learning process, where they are given the resources, confidence and tools to develop key skills to engage in our rich and diverse curriculum.

In order to make this successful, we involve a range of stakeholders (including parents) to overcome barriers as we cannot achieve this in isolation. We provide support to families and listen to their concerns and needs to ensure we work as a partnership. In order for our Pupil Premium children to have a positive start in life, the foundations need to be built and our funding needs to ensure that any gaps are closed so that they can grow and develop as they transition from year to year and from school to school.

Esher Church School is a caring and ambitious school that ensures provision is of the highest quality for any disadvantaged pupils. All staff are aware of the children in their class that are eligible for pupil premium funding and have been placed on an Individual Support Plan to ensure learning and well-being is accelerated through the right provision. Quality First Teaching is integral as well as robust assessment of need in all aspects of the pupils' development. Early intervention is the key for success as well as setting personal targets and appropriate interventions to close gaps. A positive mindset and positive self-image is nurtured to support a 'can do' attitude to learning.

Our provision to our disadvantaged children must be first and foremost a whole school approach and ensuring our high-quality teaching offer is dedicated to ensuring every child in the class has not only the opportunity, but the expectation to achieve highly and to experience success.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Catch up - continue to close the <b>gap as a result of the pandemic</b> . Ensure that pupils who did not engage in remote learning work towards age related expectations.
2	Just under 50% of PPG pupils are refugees and have <b>EAL</b> or language as a barrier to their learning. They have also suffered trauma and require a great deal of SEMH support.
3	<b>Attendance</b> is an area of concern for a small number of PPG pupils and their attendance rate is lower than non-PPG pupils.
4	Across the school, a number of PPG pupils have <b>Social, Emotional and Mental Health</b> needs and have a lack of confidence and self-belief in their abilities.
5	50% of PPG pupils are on the SEND register and have <b>additional learning, behavioural and emotional needs</b> and so are doubly disadvantaged.
6	Through assessments and general observations, it is evident that PP children have greater difficulty with accessing and completion of <b>homework</b> .
7	Parents of pupils with PPG struggle to find time to engage with school activities and contribute towards <b>residential and school trips</b> .
8	Our assessments also indicate that generally PPG pupils have greater difficulties with <b>reading, writing and maths</b> and have lower starting points compared to their peers. They make less than expected progress compared to non PPG pupils
9	PPG pupils have less access and opportunities to pursue <b>hobbies or interests</b> outside of school due to affordability
10	Some PPG pupils have <b>lack of access to Information Technology</b> and require IT support in school and at home
11	A number of pupils in Early Years, including disadvantaged pupils, have been identified with having <b>speech and language difficulties</b>



## 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
<p>To close the gap in attainment for all disadvantaged pupils, particularly those who have an additional SEND need</p> <p>To meet the individual needs of all pupils with PPG so that they make expected progress through QFT strategies and high-quality interventions</p>	<p>Pupils without a SEND need or EAL need will reach age related expectations in Reading, Writing and Maths.</p> <p>Close monitoring and reviewing of interventions with key targets addressed. All staff to ensure that they are aware of each pupils' needs and that gaps are identified and closed using the school's monitoring system.</p> <p>Pupils will have their targets set and reviewed half-termly Barriers will be removed through QFT and using a range of strategies and high quality interventions</p> <p>SENCo and phase leaders to review the learning of all PPG pupils as part of the monitoring and evaluation process at least termly</p>
<p>Improve achievement in reading, writing and spelling and to increase confidence and self-belief.</p> <p>Pupils will have equal access to technology to aid them with their learning.</p>	<p>All PPG pupils will be offered a laptop to use in class if needed.</p> <p>Learning targets will be set for writing</p> <p>Half-page marking to identify gaps and give feedback</p> <p>Advice from REMA will be sought to ensure first language assessments are carried out and advice on strategies to improve language skills and understanding of English</p>



	SLT to monitor and evaluate progress as part of monitoring and evaluation process
Children with SEND who are also eligible for PPG will make good progress against their personal targets and are confident and resilient learners	<p>All children with SEND and Pupil Premium (doubly disadvantaged) will meet their personal targets on their ISPs and have ambitious targets to meet and build upon year on year</p> <p>Use of QFT and range of interventions to close gaps</p> <p>Pupils with SEND will have access to a laptop in school</p>
Disadvantaged pupils will have access to any extra-curricular clubs or activities including residential to close the socio-economic gap	<p>Disadvantaged pupils will have opportunities to partake in the wider curriculum and develop their personal interests and strengths e.g tennis coaching, holiday club, drama etc</p> <p>They will have equal opportunities to represent the school through:</p> <ul style="list-style-type: none"> <li>• Sporting activities</li> <li>• Playing musical instruments</li> <li>• Attending trips and residentials</li> <li>• Extra-curricular clubs and holiday club</li> <li>• 11+ tuition</li> <li>• Priority for homework club</li> </ul>
The gap between attendance and punctuality for disadvantaged pupils and non-disadvantaged pupils will narrow	<p>Teachers and the attendance officer will raise concerns around attendance and this will be monitored as part of the school's attendance policy</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve</li> <li>• Persistent absence will reduce</li> <li>• Disadvantaged pupils will be offered breakfast club where there are difficulties with breakfast at home</li> </ul>



	<ul style="list-style-type: none"><li>• Advice will be sought from the Inclusion officer where there are significant concerns around attendance</li></ul>
The mental and emotional health needs for disadvantaged pupils will be met and families will be supported and signposted where advice is needed	All PPG pupils who have SMEH needs will have access to the following: <ul style="list-style-type: none"><li>• ELSA</li><li>• Drawing and Talking therapy</li><li>• Kick London mentoring</li><li>• Access to Chill Out club</li><li>• Specialist outside agency support</li></ul>
Pupils with <b>speech, language and communication difficulties</b> will be identified early through an evidence-based assessment tool and provision put in place with advice from the SLT service	Pupils in Early Years who have identified SLT needs will have access to specialist support and structured interventions



## 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: Included in school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching/ Rosenshine's principles</p> <p>Whole staff training linked to strategies and writing</p> <p>Class teachers will be accountable for outcomes and provision, for all disadvantaged pupils focusing on gaps in reading, writing, maths and GPS</p> <p>Half page marking/ feedback/PP meetings to set targets and review interventions</p> <p>SENCo to keep individual pupil premium progress profiles for all disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Reading, Writing and Maths small group teaching and intervention in all year groups</li> </ul> <p>All PPG children's personal targets are met</p>	<p>Training for LSAs on various QFT interventions and strategies including Colourful semantics, precision teaching</p> <p><a href="https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands">https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands</a></p> <p>EEF research</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Developing oracy skills and collaborative learning</p> <p><a href="#">Developing language and oracy skills</a></p>	<p>1,2,8</p>





<p>Whole class choral reading/ guided reading</p>	<p>1. To support pupils that are at risk of underachieving  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>2. Importance of reading aloud  <a href="https://www.eef.org.uk/EEFBlog/whole-class-reading-choose-your-strategy-carefully...">EEF Blog: Whole-class reading - choose your strategy carefully...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>3.systematic synthetic phonics programme  <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p>	<p>8</p>
<p>Writing – to develop teacher expertise in accuracy of writing judgements and the development of writing skills</p>	<p>Importance of raising standards in writing</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</a></p>	<p>8</p>
<p>EAL training and support from REMA</p> <p>Class teachers responsible for providing interventions and outcomes with advice and support from REMA</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</a></p> <p>using oral language/discussions to improve understanding of vocabulary</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2,8</p>



<p>All PPG pupils will have support with accessing homework through:</p> <ol style="list-style-type: none"> <li>1. Offer of coming to homework club</li> <li>2. Sharing with parents and supporting them to help their child through 1:1 discussions and regular communication</li> <li>3. Constructive feedback and praise for completion</li> <li>4. Pre-teaching so that pressure is lessened at home</li> <li>5. Ensuring there is access to a laptop/computer</li> </ol>	<p><a href="#">Impact of homework on progress</a></p>	<p>6</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1:1 Maths intervention</p>	<p>Maths catch up</p> <p><a href="#">EEF Maths Toolkit 1:1 tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>1, 8</p>
<p>1:1 EAL reading and phonics support</p>	<p>EAL – interventions on building vocabulary with text based interventions and phonics</p>	<p>1,8</p>



	<a href="#">Literacy development for EAL pupils</a>	
Little Wandle Keep-Up intervention All pupils with PPG who are working below ARE put on a placement assessment and intervention where needed for phonics	Importance of using a systematic synthetic phonics programme and catch up/keep up sessions with placement assessment as baseline <a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a>	1,8
Colourful semantics writing intervention to improve basic skills in writing	To develop understanding of basic sentence structure in order to improve outcomes for writing.  <a href="https://www.researchgate.net/publication/254083465_Colourful_semantics_A_clinical_investigation">https://www.researchgate.net/publication/254083465_Colourful_semantics_A_clinical_investigation</a>	1,8
Structured speech and language support to improve clarity of speech and understanding of oral language	<a href="#">NELI support for SLCN</a>	
Access to IT	To provide any IT resources to ensure there is equality of access to learning.	10

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to mentoring, emotional and mental health support, counselling	Early years Social and Emotional learning  <a href="#">EEF SEL</a>	4,5



	<p>SEL impact on behaviour and learning  <a href="#">Primary SEL</a></p> <p>ELSA - impact  <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p>	
<p>To improve attendance for any pupil with PPG that is struggling to come to school. This will be achieved through:</p> <ol style="list-style-type: none"> <li>1. All teachers to raise concerns and identify persistent absence early and record on CPOMs where there are serious concerns</li> <li>2. Office staff, with continued tenacity track and follow up non-attendance with robust record keeping</li> <li>3. HT and DHT to follow up meeting with parents for all PP pupils who drop below 90%.</li> <li>4. Regular attendance meetings with SLT for those PPG/disadvantaged pupils causing concern.</li> <li>5. Interventions such as mentoring</li> </ol>	<p>To improve long term outcomes for attendance  <a href="#">EEF Attendance interventions</a></p>	3
<p>To build essential skills for life and promote enrichment and character development for all PPG pupils where they may not have access to enrichment activities.</p> <p>PPG pupils will have access to extra-curricular clubs, hobbies and interests, residential and school trips  All pupils from disadvantaged backgrounds will have a well-rounded, culturally rich education.</p> <p>Residential school trips fully or partially funded depending on financial structure of family</p>	<p>Enrichment approaches can directly improve a pupils' attainment, building a child's motivation and resilience.  EEF  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>importance of developing 'soft skills' particularly in music and sport  <a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p>	9,7



<p>Free access to breakfast/After school and holiday club</p> <p>Access to any fee-paying clubs</p>	<p>Breakfast clubs boost learning in Reading, Writing and Maths</p> <p><a href="#"><u>Impact of breakfast club</u></a></p>	
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## Part B: Review of outcomes in the previous academic year 2021-22

### Pupil premium strategy outcomes

Amount for 2021/22 - £10,582

#### Context

4 pupils began the year with PPG. 3 of these pupils were on the SEND register with 1 pupil leaving at Easter. In the summer term, 4 refugee pupils joined the school - one with good English and two with little or no English. Hence, a total of 8 pupils with Pupil Premium.

#### Year 6

There were 2/44 pupils with PPG and 3/45 in the summer term with our refugee pupils. For two of our Year 6 pupils, attendance had become an issue and professional advice was sought to avoid pupils becoming school refusers. For both pupils, there were parental concerns around their child's mental health. Lockdown and Covid had a huge impact on accessing learning, with no engagement from one family. The school provided all pupils with a laptop, offer of 1:1 daily tuition and home visits to deliver work and reading books, but there was still lack of engagement from one family and lack of attendance from another family. This ultimately had a profound impact on learning and progress.

#### Year 5

There was 1/51 pupils with PPG and 2/52 pupils in the summer term.

Covid had a negative impact on progress on learning. However, the pupil received 1:1 daily tuition, reading materials, a laptop and work delivered at home on a regular basis. Engagement was ad-hoc and the lack of consistency set the pupil back considerably.

#### Year 2



There was 1/54 pupils with PPG in Year 2. The pupil was given additional support with a laptop, work sent home and online tuition. The pupil engaged with learning and group interventions, especially for spelling and Maths.

### Refugee pupils

Two refugee pupils enrolled at the start of the summer term and two later in the summer term. Two pupils spoke good English and made good progress through being able to access the curriculum and through QFT. Two refugee pupils needed a higher level of support in the classroom to access learning. Interventions were also put in place to enable them to learn English as well as EAL strategies. This included Maths interventions, daily phonics and reading. All four refugee pupils were provided with ELSA interventions to support their mental well-being.

Activity	What this does?	Barrier	Cost	Review/ Impact
Staffing for Interventions	Pupils have access to interventions to ensure gaps are closed in areas of need. Interventions are either 1:1 or small group. They are run by LSAs or an HLTA and in some cases, class teachers.	1,2,3, 10,	- £4030.50	<p>1/6 pupils required 1:1 support for all lessons due to being significantly behind Age Related Expectations. A member of staff was allocated for full time support until an EHCP was granted. This enabled the pupil to overcome a fear of failure in school and increase attendance and self-confidence.</p> <p>During Covid 4/8 pupils received access to a laptop, online tutorials with 1:1 support. For one pupil there was complete lack of engagement despite several attempts to engage with family. Little impact.</p> <p>Work was delivered to 3/8 pupils. Reading books and home learning packs were delivered. Impact of this was that there was some progress and continuity with learning and hence, stability. Parents were grateful for the supporting as it alleviated pressure at home.</p>



				<p>6 pupils were supported with interventions across subjects. This had some positive impact on progress.</p> <p><b><u>Reading</u></b></p> <p>2 pupils achieved GD in reading with lower starting points (WT and AT)</p> <p>1 pupil with significant SMEH needs and with EHCP progressed from 4WT to WT despite very low attendance.</p> <p><b><u>Maths</u></b></p> <p>2 pupils remained at WT and sustained progress in Maths.</p> <p>1 pupil progressed from WT to AT with 1:1 interventions in place</p> <p><b><u>Writing</u></b></p> <p>1 pupil progressed from 1AT to 3AT in one year despite several barriers with engagement and attendance. 1:1 support had huge impact</p> <p>2 pupils (although one was achieving well during the course of the year) achieved WT and sustained progress in writing.</p> <p>Pupils were well supported in lessons and despite 50% of pupils not being well supported at home, the interventions had a positive impact.</p>
Emotional support (ELSA, Kick London)	Pupils' mental well-being is supported to	1,6,12	£160	1 pupil supported with counselling from East to West, Drawing and Talking therapy, ELSA





mentoring, counselling)	reduce anxiety around school and learning			<p>1 pupil supported with weekly mentoring</p> <p>1 pupil with ELSA and social skills group</p> <p>The impact of supporting pupils' mental health was significant as it improved attendance for one pupil, self-esteem for 3 pupils. For 3 pupils, it positively impacted access to the curriculum and learning. It also enabled them to manage emotions and change and overcoming the difficulties imposed by Covid.</p> <p>Parents were grateful for this support and it led to a more stable home life despite huge challenges.</p>
Residentials/ trips	Pupils will have access to residentials and equal rights to enjoy outdoor learning. Families will be supported financially to engage in activities that are deemed unaffordable to develop their confidence and learn about the world around them	9	£1946.00	<p>There was a limit on trips during 2021-22 due to restrictions with Covid. However, when restrictions were eased, all pupils had opportunities to go to residential and inequality of access was removed.</p> <p>Involvement in residentials and trips had a positive impact on mental health – feedback from staff and parents was positive. More importantly, the pupils expressed how much they enjoyed and valued the residentials.</p>



Extra-curricular clubs	Breakfast club for one pupil and access to extra-curricular and holiday clubs.	9,12	£3523.50	<p>One pupil offered a nutritious breakfast daily. This barrier is removed and the child is able to focus in class and a positive approach to learning.</p> <p>Pupils were able to pursue interests and hobbies that they would otherwise have been unable to access.</p> <p>All PPG children have access to a funded extra-curricular club of their choice. This includes music, netball and holiday club. Opportunities for every child to reach their potential and excel at extra-curricular activities.</p> <p>All four pupils took advantage of this and enabled them to develop their personal skills.</p>
Music/ tennis lessons		9,12	£922.00	<p>One pupil received regular music lessons and the other pupil regular tennis lessons and has expressed a desire to continue them.</p> <p>The impact was very positive as they were able to pursue a hobby or interest of their choice.</p> <p>Equality and access for every child to excel at what drives and motivates them.</p>

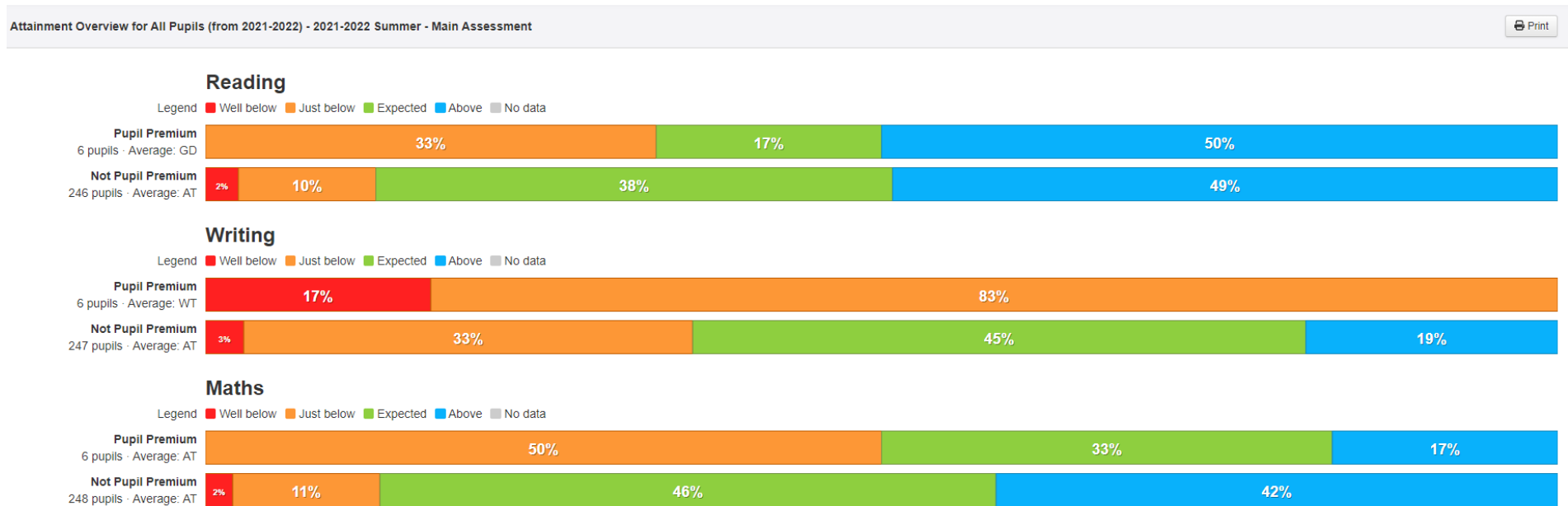
## **ATTAINMENT**

In reading, 67% of PPG pupils are working AT or exceeding expectations compared to 87% of non PPG pupils. One pupil is a refugee pupil who recently joined the school and the other a pupil with SEND and an EHCP.



In writing, no PPG pupils are working at EXS compared to 64% of non PPG pupils. The pupil working well below has a high level of SEND with an EHCP and poor attendance.

In Maths 50% of PPG pupils are working at EXS and 1 pupil working at GD. Non PPG pupils are performing better in Maths.



## PROGRESS

In all three subjects, 100% of PPG pupils make expected and similar progress compared to non PPG pupils.

***NB There is no data for the two refugee pupils who enrolled in the summer term with no English.***



### Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



### Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



### Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected

