

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	368
Proportion (%) of pupil premium eligible pupils	6.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ben Foley
Pupil premium lead	Pam Bal
Governor / Trustee lead	Gerard Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,370

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 is 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/carers) 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, where needed, 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 a positive self-image are both 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.

Our key objectives for our PP children during 2023-2024 are:

- Pupils feel welcomed and make positive relationships in school
- Attend school regularly (whole school target 96%) and do not fall below 90% attendance rate
- To make good progress reading, writing and maths

- To have access to a range of learning experiences both in and out of school
- Pupils have strategies to emotionally regulate themselves and access to SEMH interventions where needed

Challenges

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

Challenge number	Detail of challenge
1	To address the attainment gap between pupil premium and non-pupil premium pupils in writing and spelling
2	To raise the progress of PPG pupils in all core subjects which generally show that they have lower starting points compared to their peers. They make less than expected progress compared to non-PPG pupils.
3	Address attendance for a small number of PPG pupils where it is below 90%.
4	A number of PPG pupils have Social, Emotional and Mental Health needs that require specific SEMH interventions to improve mental health.
5	Just under 50% of PPG pupils are on the SEND register and have additional needs and so could be further disadvantaged.
6	Evidence that a small number of PPG children have greater difficulty with accessing and completion of home learning and reading with lack of parental engagement at home.
7	Pupil premium children have less affordability to access hobbies and pursuits relating to the wider curriculum.

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>Improve achievement in writing and spelling.</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>

Pupil Premium strategy statement Esher Church School 2023-24

	<p>Half-page marking to identify gaps and give feedback.</p> <p>For PPG children with EAL, 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> <p>Where needed, advice sought from STIPs/Speech and Language Therapy to support with strategies.</p> <p>SLT to monitor and evaluate progress as part of monitoring and evaluation process</p>
<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 make accelerated progress from their starting points 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 by the class teacher.</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>Barriers will be removed through QFT and implementing targeted interventions.</p>
<p>Attendance and punctuality for PPG children who are falling below 90% improves.</p>	<p>Staff will raise concerns around attendance and this will be monitored as part of the school's attendance policy.</p> <p>Attendance officer to monitor and follow up with families and DSLs.</p> <p>Advice will be sought from the Inclusion officer where there are significant concerns around attendance.</p> <p>Stage 1 and Stage 2 letters will be sent home and support offered. School to engage with PP families through DSL, Attendance Officer and SENCo.</p>

	<p>Attendance and punctuality of targeted pupils will improve.</p> <p>Disadvantaged pupils will be offered breakfast club which will provide a calm and nourishing start to the day.</p> <p>Advice will be sought from the Inclusion officer where there are significant concerns around attendance.</p>
<p>The SEMH needs for disadvantaged pupils will be addressed and families will be supported and signposted to advice from outside agencies and/or professionals.</p>	<p>All PPG pupils who have SEMH needs will have access to the following:</p> <ul style="list-style-type: none"> • A nurturing and supportive environment where they feel listened to by the key members of staff e.g. class teacher, LSA, ELSA. • Lunchtime and afterschool clubs to improve their social and emotional development. • Where there are barriers to their learning, reasonable adjustments will be made to support their wellbeing. • Access to the school's ELSA will provide opportunities for either small group or individual sessions to support emotional literacy. • Drawing and Talking therapy to allow for a calm and creative alternative for expressing deeper emotions. • Specialist outside agency support such as referrals to Mindworks • A strong, Christian ethos where the pupils and families have access to whole school reflective spaces and support from the local church.
<p>PPG pupils with additional needs will be provided with the additional support needed to make good progress.</p>	<p>Close monitoring of QFT strategies and support in class.</p> <p>Pupils will have access to targeted interventions to address additional needs and allow personal targets to be met.</p> <p>Referrals made to outside agencies such as Speech and Language, STIPs, Mindworks and advice sought to support.</p>

Pupil Premium strategy statement Esher Church School 2023-24

	<p>Access to after school homework club with a teacher to support learning.</p> <p>Access arrangements with close monitoring of ISPs to ensure best outcomes for pupils for termly assessments.</p>
<p>Disadvantaged pupils, who experience lack of parental engagement at home, will have access to support with homework and reading at school.</p>	<p>Daily reading with an adult will be offered in school.</p> <p>Access to after school homework club with a teacher to support learning.</p> <p>Staff will engage with families and keep them updated/give them opportunities to discuss their child's progress.</p> <p>If needed, parents will be signposted to "Parenting Puzzle" course to support at home.</p>
<p>Disadvantaged pupils will have access to any extra-curricular clubs or activities including residential to close the socio-economic gap.</p>	<p>Disadvantaged pupils will have opportunities to partake in the wider curriculum and develop their personal interests and strengths through extra-curricular clubs.</p> <p>Financial assistance will be offered to allow all pupils to attend school residential in years 4, 5 and 6.</p> <p>All children will go on a range of trips to broaden life experiences so that children are able to make links in their learning.</p> <p>All pupils will have access to exciting learning opportunities such as themed days, workshops and experiences which will broaden their life skills, such as the Year 6 Enterprise Christmas Market, Junior Citizen training and theatre groups.</p> <p>Extra-curricular clubs will be offered such as tennis, drama and 11+ tuition.</p> <p>Where a family needs access to a holiday club, this will be provided for.</p> <p>Pupils will be given the opportunity to learn how to play a classical musical instrument as part of their music curriculum and partake in a music club such as Rocksteady.</p>

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing training on Quality First Teaching/ Rosenshine's principles</p> <p>SENDCo and Phase 3 Leader on Spark-ed project on raising attainment in writing using QFT</p> <p>Training for all staff on Colourful Semantics</p>	<p>Rosenhine's principles</p> <p>EEF research on QFT</p>	1,2,5
<p>New writing curriculum (Literacy Tree) and Literary Leaves (reading) being developed across the school with staff training in place for the academic year</p>	<p>Raising standards in writing</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p>	1,2
<p>Whole staff CPD on Colourful Semantics</p>	<p>Colourful semantics</p> <p>https://www.researchgate.net/publication/254083465_Colourful_semantics_A_clinical_investigation</p>	1,2, 5
<p>Ongoing CPD and staff training (new staff included) on Little Wandle and early reading</p>	<p>To support pupils that are at risk of underachieving</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Systematic synthetic phonics programme</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	1,2, 5

CPD for all staff on fluency, using manipulatives and mastery	EEF states that pupils make +5 months progress through mastery Using manipulatives EEF using manipulatives	2,5

Targeted academic support

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Speech and Language intervention intervention for pupils in Year R using speech and language link</p> <p>Recruitment of an extra TA to support with interventions</p> <p>Subscription to evidence-based speech and language programme (SpeechLink) to support interventions</p>	<p>Approaches to support SLCN - EEF EEF supporting SLCN</p>	1,2,5
Whole school training on Zones of Regulation	<p>EEF states that whole school development and using approaches for all pupils, as well as personalised support, works better. EEF Zones of Regulation</p>	1,2,5
1:1 tutoring for pupils that are doubly disadvantaged	NTP	
<p>Little Wandle Keep-Up intervention</p> <p>All pupils with PPG who are working below ARE put on a placement assessment and intervention where needed for phonics and reading</p>	<p>Importance of using a systematic synthetic phonics programme and catch up/keep up sessions with placement assessment as baseline https://www.littlewandlelettersandsounds.org.uk/</p>	2,5
Colourful semantics writing intervention to improve basic skills in writing	To develop understanding of basic sentence structure in order to improve outcomes for writing.	1,2

Pupil Premium strategy statement Esher Church School 2023-24

TA/HLTA support for delivering evidence-based interventions and in class support	EEF states that there is impact of +4 months to support both SMEH and learning needs	1,2,5,
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Wider strategies

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, Drawing and Talking and Social Skills group	<p>Early years Social and Emotional learning</p> <p>EEF SEL</p> <p>SEL impact on behaviour and learning</p> <p>Primary SEL</p> <p>ELSA - impact</p> <p>https://www.elsa-support.co.uk/</p>	4
Attendance interventions where needed	<p>To improve long term outcomes for attendance</p> <p>EEF Attendance interventions</p>	
<p>Extra-curricular clubs: Holiday club/ breakfast club/ after school club</p> <p>Sports coaching</p>	<p>Enrichment approaches can directly improve a pupils' attainment, building a child's motivation and resilience.</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Importance of developing 'soft skills' particularly in music and sport</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	3,4

Pupil Premium strategy statement Esher Church School 2023-24

	Breakfast clubs boost learning in Reading, Writing and Maths Impact of breakfast club	
Financial support for trips and residential to ensure all PPG/disadvantaged children can attend	An Unequal Playing Field	4,7

Total budgeted cost: £ 20,370

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome 1 and Outcome 8

Pupils achieving national expectations at the end of the summer term

	<u>All children</u>	<u>PPG</u>
<u>Reading</u>	79%	53%
<u>Writing</u>	56%	42%
<u>Maths</u>	77%	42%

In the academic year 2022 -23, PP children achieved the following:

- 75% of pupils attained their phonics in Year 1
- 50% of pupils reached GLD in EYFS

2022-23 end of year data shows that:

- There was a good level of progress in Year 1 phonics and the pupils who were affected in Year R due to the pandemic made good progress. This was mainly achievable due to having an extra staff member employed to support the high level of need in the cohort.
- Of the two pupils in Year R, one pupil made GLD despite refugee status
- Of the six pupils who reached well below ARE in writing two were Ukrainian refugees and two joined in the summer term with LAC status. Five pupils were just below ARE.
- More than 50% did not meet ARE in Maths, which highlights that there needs to be a focus next year on closing the attainment gap.

Overall, the data shows that PP children continue to require targeted support in their learning to close the attainment gap.

Outcome 2

During the academic year 2022-23, the school welcomed a number of Ukrainian pupils whose mental health needs were significant. To ensure that they received a good level of care as well as support with learning, the school took the following measures:

- All refugee children were offered ELSA and prioritised
- Drawing and Talking therapy was delivered to pupils who suffered deep trauma
- EAL training was delivered for staff and SLT from REMA
- A REMA assessment was carried out on one pupil and advice actioned
- To address the language barrier resources such as dual language books/IT software/ laptops etc were provided for pupils that needed access to them

- Any child wishing to attend 'Chill Out' lunch club where games and opportunities to talk to the ELSA are on offer
- An LSA was deployed to work with an individual child for whom the transition to the school was particularly difficult for a term
- A full-time Ukrainian LSA was employed for two terms to ensure two pupils were supported in class but also playtimes and lunchtimes
- Pupils were provided with general items such as Christmas jumpers/ uniform/school equipment to ensure they felt part of the community (parents attended coffee mornings)

Outcomes 4, 5, 6 and 10

50% of PP children had SEMH needs were also on the SEND register. This made them doubly disadvantaged. To address this, the school ensured:

- Pupils all received ELSA at some point during the year and three children received Drawing and Talking therapy
- Pupils had access to a laptop and technology where required and home access to specific programmes such as language nut, spellzone, nesy etc
- Targeted interventions e.g speech and language, Little Wandle, daily reading, Maths.
- Free access to Homework club which our PP children accessed
- Support with home learning through supervision at school to complete tasks if Homework club was not possible

Outcome 3

Attendance

Of the 13 pupils, 3 pupils fell below 90% attendance but above 85%. The pupils were refugee pupils, two of whom struggled with the adjustment. A Ukrainian speaking LSA was duly employed to support with their emotional well-being. This added to the 'pull factor' in wanting to come to school.

Outcome 7 and 9

Pupils were financially supported with school trips, access to clubs and residential.

Residential and trips/hobbies

Our vast range of extra-curricular activities continued to support pupils to engage in hobbies and interests that are not easily accessible outside of school such as Tennis (Esher Tennis Club), Music (Rocksteady) and Drama (musicals at Esher High School), Gymnastics, Dance etc. There has been a positive uptake on participation in such clubs and offers were gratefully received.

Pupils were offered either partial or full funding for school residentials and also access to Breakfast and After School. Holiday club was also offered for two weeks during Easter and the summer holidays.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Letters and sounds
Times Tables Rockstars	Maths Circle Ltd
Literacy Tree	https://literacytree.com
Nessy	Nessy Learning
Spellzone	https://www.spellzone.com
White Rose Maths	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

PPG children are encouraged to read daily at home and make use of the school and Esher library

They have access to laptops where needed and financial support if any programmes need to be installed on home PCs e.g. English Type Junior

They are given a learning mentor and also a buddy

They have free access to join Drama and Swimming sessions with outside establishments e.g feeder secondary school