



3 YEAR PUPIL PREMIUM PLAN

Summary Information			
CURRENT INFORMATION 2023/24			
Total number of pupils:	206	Total pupil premium budget:	£63671
Number of pupils eligible for pupil premium:	56 (27% of school community)	Amount of pupil premium received per child:	£1455 (LAC - £2410)

Cohort Information 2023/24		
Characteristics	Number in group	Percentage of group
Girls	111	53.8%
Boys	95	46.2%
SEN support	50	24.3%
EHC plan	21	10.2%
EAL	74	35.9%

Assessment data

End of EYFS 2022/23			
	Pupils eligible for pupil premium	All pupils	National Average
At the expected level of development	37.5%	62.1%	68.1%

YEAR 1 PHONICS SCREENING CHECK				
Pupils eligible for Pupil Premium	All pupils	National Average	Data previous years	
75%	74.1%	79%	2021/2022	All – 69.2%
				PPG – 20%

END of KS1 2022/2023	Pupils eligible for pupil premium	Pupils not eligible for pupil premium
% achieving expected standard or above in reading, writing and maths	33.3%	61.5%
% making expected progress in reading	33.3%	65.4%
% making expected progress in writing	33.3%	61.5%
% making expected progress in maths	66.7%	80.8%

END OF KS2 2022/2023	Pupil's eligible for pupil premium	Pupils not eligible for pupil premium
% achieving expected standard or above in reading, writing and maths	50%	34.8%
% making expected progress in reading	50%	50%
% making expected progress in writing	50%	52.2%
% making expected progress in maths	50%	33.3%

Other data		
Look at	Strengths	Weaknesses
Attendance data	<p>Data highlighting improvement in attendance, in line with national</p> <p>A robust attendance strategy in place that has been shared with all parents and pupils.</p> <p>All absences are shared with the head teacher daily and all non-attendance is followed up with a phone call. Any concerns around non-attendance then welfare checks are carried out by the headteacher and the attendance officer.</p> <p>All absences that are pre planned require authorisation by the headteacher. Weekly attendance checks are carried out on all vulnerable pupils.</p> <p>Half termly letters are sent to families where and meetings are arranged with the headteacher to discuss support that is</p>	<p>There are several challenges around lateness and a number of families despite interventions continue to struggle with attending school on time. To support these families we have made a number of adjustments including offering funded places in the breakfast club, offering the children opportunities to look after the</p> <p>This group of pupils continue to remain a priority across the school and are also one of the main groups who are monitored closely.</p>

	<p>needed in order to enable families to improve their attendance.</p> <p>The headteacher and Senco works with a number of families to support any ongoing issues and external services are used to support families including coaching, family support workers and personalised learning programmes. These services work alongside the SENCo and head teacher removing barriers which have prevented this group of pupils attending in line with expectation.</p> <p>Currently the schools overall attendance is in line with national expectation.</p> <p>The Area Improvement Attendance Officer work closely with the Headteacher to work with parents and careers specifically to signpost them to a number of pathways which help them with the issues they face. Meetings take place half termly.</p> <p>Families sign an agreement to improve outcomes for these pupils which is reviewed regularly.</p> <p>Improving parental engagement in a number of ways including inviting parents in for 'early bird' reading sessions, workshops and PTA events have helped to improve parental engagement and impacted attendance positively.</p>	
Behaviour data	<p>Whilst behaviour is a strength of the school the number of children involved in disruptive or low level incidents is not very high as a quantifiable measure</p> <p>This group of pupil interact very positively with staff and understand the parameters around the expectation regarding behaviour</p> <p>Behaviour patterns are explored and support mechanisms put in place - Behaviour & Wellbeing consultant, School Counsellor, Family support worker, speech and language</p>	<p>Certain pupils within this group experience interventions that help them to address behaviour which are often a long-term pieces of work</p> <p>Referrals are made to support families where behaviour is an underlying issue and a barrier to learning</p>

	<p>therapist to support with communication, lessons from a music specialist, therapy through the farm animals on site.</p> <p>A number of extra-curricular programmes are in place to support pupil engagement including chess club, theatre trips, cinema trips, activity days and residential trips.</p>	
Safeguarding referrals	<p>There are a variety of different pathways in place to support a number of children who need access to different services. Including coffee mornings, coaching, mental health and wellbeing referrals, parenting classes</p> <p>High visible presence at the beginning and end of the school day allows for early concerns and others issues to be discussed</p> <p>Open door policy to all families encourages trust between school and home</p> <p>Access to external services including holiday clubs, food bank vouchers, making GP appointments and paperwork to access a number of public services through the Headteacher and Senco.</p>	<p>Not every family engage positively with the services that try to remove barriers to learning</p> <p>Cases close too early at times due to poor engagement</p> <p>Systemic issues are not always addressed which can at times lead to re referral to external agencies</p>
PPG data	Data shows that the gap between PPG children and non-PPG children has closed.	Although the gap has closed significantly a new gap has been identified for PPG who also identify as White British.

Long-term plan (3-year timescale):

1. Narrow the gap in attainment in reading, writing and maths for PPG children
2. Ensuring attendance of PPG is in line with their peers
3. Targeted support for children identified as having SEMH, and impact assessed
4. Planned access to enrichment opportunities
5. Unpicking the personal barriers that PPG children and families at Kenilworth face, to provide bespoke support.

Challenge 1: Narrow the gap in attainment in reading, writing and maths between PPG children and their peers

Member of staff responsible: Headteacher

Objectives	Success Criteria	Actions	Research / evidence base	By whom	By when (include review dates)	Resources needed	Progress indicators
Ensure learning behaviours are in place to support children with accessing learning.	Behaviour for learning is good. Children are supported with accessing learning.	Zones of regulation assemblies, whole-class teaching of Zones and interventions PSHE curriculum	-Learning walks, Pupil Progress Meetings, Termly review of CPOMs -External monitoring visits EEF – Improving Behaviour in Schools - 2021	Headteacher, AHTs, PSHE Lead, Class teachers. Filters through to TAs, LSAs & MSAs.	Ongoing	Time to implement Staff meetings focused on behaviour	Learning behaviours are of a high standard, consistently throughout the school. Where incidents do occur, children are supported to reflect and take ownership.
Ensure targeted interventions are in place from the onset to ensure	Children at risk of falling behind their peers have gaps identified and addressed promptly.	Little Wandle, Inference Sparks, Success for Writing, early morning boosters, pre-teaching.	NASENCo, EEF	Headteacher, Early Year's Lead Class Teachers	Ongoing Review half termly	Little Wandle subscription	Children at risk of falling behind are identified promptly and interventions

children keep up, not catch up.		Appointment of new EYFS Lead to support early identification.				Timetabling for additional booster sessions Time for PP Meetings – termly.	are carefully selected to close gaps.
To encourage parental engagement with children’s progress and learning.	Parents have knowledge of our primary curriculum and understand how best to support their child.	-EYFS, KS1 and LKS2 Early Bird Reading sessions -Parent Consultations with book looks -Class events showcasing learning -Weekly newsletter showcase children’s learning -Termly EHCP and ADPR meetings -Curriculum information and support on school website -Subject parent meetings – phonics, English, RSE	Increased parental engagement and turn out at school-run events. Termly parental questionnaires	SLT Phase Leaders Subject Leaders Class teachers	Ongoing	Time for staff to prepare Timetabling meetings	High turn-out and engagement observed at events. Parental voice and responses through surveys indicate positive impact.
To rigorously monitor data and trends half termly to support pupil progress and attainment.	Patterns and trends in data is identified. Actions are then put in place to address outcomes.	-Pupil Progress Meetings -Termly appraisals -Assessment Lead to conduct data analysis termly. -Gaps in attainment are identified and targets are created to ensure rapid progress.	EEF Internal data National and local data Arbor reports Notes from PP meetings	Assessment Lead SLT Class teachers	Termly	Time for assessment lead to review and analyse data.	Trends showing children at risk are identified and actions are put in place to address.
To enable key pupils to access targeted support	Children access a range of support from outside agencies, impacting	-External support accessed for key children	NASENCo EEF Parental voice	SENCo	Ongoing	Time allocation	ADPRs highlight link to provision and ensure that children

from outside agencies to support progress.	positively on their progress.	-Impact of support in monitored -Provision is linked to ensure that skills developed within are transferred to the classroom (e.g. ADPR).	Cross-section of PPG parents to capture perspectives				needed further support are utilising their targets within the classroom.
Ensuring a high level of provision for all children	Vulnerable children, including PPG, have carefully targeted provision.	-Continually monitor and review provision for vulnerable learners to ensure it is targeted and relevant to need -Planning and teaching is adapted by class teachers to ensure inclusion -Assessment Lead from Herts to provide CPD for KS2 to support high quality provision.	EEF Parent voice through ADPR reviews. Feedback from external monitoring visits e.g. Louise Barrell October 2023. Governor reports	Headteacher, AHT, Subject Leaders, SENCo Class teachers	Ongoing.	Time allocation.	Learning walks identify consistent, high level of provision for all children. Termly data reflects progress. Feedback from external monitoring visits highlight positive impact.
Staff have access to high to high quality CPD and training to enable them to support PPG children.	Staff are well-informed in their practices and have access to additional CPD to support ongoing, professional development. This ensures that training is research-based and relevant to our school community.	-All staff have access to The National College training -Staff meetings and INSET days -Focused support from Herts advisors -Map out CPD in advance 2024/25 -Race Equality project 2023/24 with Toks Olusamonkun	EEF – Effective, Professional Development	SLT	Ongoing	Time allocated for staff to access training Timetabling whole-staff training	Observed through learning walks, evidencing implementation of training within practice. External reviews PPG meetings to explore positive impact of CPD on teacher delivery and pupil progress.

Challenge 2: Ensuring attendance of PPG is in line with their peers.

Member of staff responsible: Headteacher

Objectives	Success Criteria	Actions	Research/ evidence base	By whom	By when (include review dates)	Resources needed	Progress indicators
<p>Remove barriers to learning which may prevent PPG pupils from attending school.</p> <p>Attendance overall of pupil premium children currently stands at an average of 92.3% across the school.</p>	<p>Barriers that PPG children face are identified and explored.</p> <p>PPG pupils have improved rates of progress due to the number of interventions and support mechanisms that are in place to address identified issues</p> <p>Pupils receive school rewards for improved rates of attendance</p> <p>Pupils books demonstrate clear examples of expected outcomes</p> <p>Improved engagement with the school and the relevant personnel who can help drive sustained improvements and outcomes</p> <p>Pupils and families work with a School Family Worker on a weekly basis to support attendance.</p>	<p>-Members of the SLT and AO to work with small group of children and their families to address underlying issues</p> <p>-Where necessary pupils are referred to the relevant service to support those families in most need</p> <p>-HT and SENCo work with county to hold surgeries to remind those at greatest risk of legal duty and responsibility</p> <p>-Issue breach warning letters and issues to fine for those pupils with the worst attendance rates</p> <p>-Share with stakeholders</p>	<p>EEF Guide to the Pupil Premium</p> <p>EEF Tiered model and menu of approaches</p>	<p>Head teacher SENCo AO</p>	<p>Ongoing through the year</p>	<p>Time to meet as a team to discuss cases</p> <p>Time to meet with families and pupils together to discuss issues</p> <p>Time to make referrals</p> <p>Attendance certificates</p>	<p>Attendance in line with national expectations and analysed by SLT at regular intervals every half term</p> <p>Reports from external agencies which demonstrate positive engagement and a sustained approach to embedding objectives</p> <p>Monitor the number of PPG pupils who access rewards</p> <p>To continue with current strategy. Data shows increase in the attendance of pupil premium children since 12 months ago.</p>

Challenge 3: Targeted support for children identified as having SEMH and impact assessed

Member of staff responsible: Headteacher

Objectives	Success Criteria	Actions	Research / evidence base	By whom	By when (include review dates)	Resources needed	Progress indicators
To ensure children with SEMH are accessing targeted support through outside agencies.	Children access a range of support from external agencies. Strategies provided through outside support are carried over within the classroom to support progress.	-Family support worker working with key families struggling with SEMH -Speech and language therapist 1x a week -Mental Health team -Coaching – 1:1 -Outreach support through The Hive -Animal therapy -Watling View -In-house diagnostic assessment and diagnosis of dyslexia -APDR termly -Learning walks termly -Small group karate coaching -Share with stakeholders	Reports from external providers PP meeting notes Parental voice	Headteacher SENCo Class Teachers TAs, LSAs	Ongoing	Time allocation Timetabling	Children use personalised strategies from outside agencies within school. This is evidenced through learning walks, ADPRs, EHCPs and pupil progress meetings.
To identify and train staff to implement and lead a mental health strategy across the school.	Children identified as needing further support with SEMH access support straight away in school	-Wellbeing Policy to be developed and refined -Mentoring -Audit of current position and actions identified -Staff training -Share with stakeholders	Mental Health course materials from Connex Education.	Jeny Sharyn	Training completed by July 2025 Actions ongoing	Course from Connex Education Academy.	A personalised mental strategy is developed, linked to the needs of our school.
To support and empower children to take ownership of their own	Children are able to identify their warning triggers and utilise	-Zones of Regulation intervention -Hive Emotional Literacy -Lego Therapy -Self-esteem intervention	Metacognition – NASENCo EEF – Improving	SENCO PSHE Lead	Ongoing	Sensory resources Sensory areas within classrooms	Children have been taught a variety of regulation strategies and

behaviours and regulate.	strategies preemptively.	-PSHE curriculum -Classrooms are adapted with zones to support children with regulation -Children have access to a range of personalised, sensory resources to select from, linked to need. -Share with stakeholders	Behaviour in Schools - 2021			Self-esteem intervention Zones of Regulation resources and intervention Lego Therapy intervention and lego resources Hive Emotional Literacy resource	have a personalized bank of regulation strategies to select from. Children access these throughout the school day..
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Challenge 4: Planned access to enrichment opportunities
 PPG Club Participation: Choir - 28% Typing- 31% Eco-Council - 20% Netball - 66% Football - 20%

Member of staff responsible: Headteacher

Objectives	Success Criteria	Actions	Research / evidence base	By whom	By when (include review dates)	Resources needed	Progress indicators
For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced and enriched curriculum.	Improved engagement in and attitude towards learning in all areas of the curriculum. All children have access	-Sporting opportunities – e.g. Borehamwood Football Club, netball tournaments, swimming gala, gymnastics and cricket through Queen’s Partnership. -Trips linked to curriculum arranged termly and subsidised where needed -Author visits and workshops -Y5 Play Leaders -Y5 Librarians -Subsidised swimming	Good knowledge of families through strong relationships Cross-section interviews with parents	Headteacher / SENCo / AHT / PE Leader, Subject Leaders and class teachers.	Ongoing through the year	Time for preparation Timetabling	Children display resilient attitudes towards their learning in all subjects – link to case studies and learning walks. Evidence our knowledge of

<p>This will impact positively on learning behaviours and pupil outcomes, academically, socially and emotionally.</p>	<p>to a range of opportunities which otherwise may not have exposure to.</p>	<ul style="list-style-type: none"> -Visits from religious leaders – Reverend Louise 21/05, Rabbi Debbie 24/05 -Links with global community – Twinning with Shoham 02/03 – published in local paper -Deputy Mayor visits – assemblies and small group work -PTA events – Colour Run -Eco-council fundraising for greenhouses – 20% PPG -Access to animals for animal therapy – supporting SEMH -Challenges to enhance subject knowledge and engagement – e.g. Knex Challenge highlighting STEM and music opportunities – e.g. 2 classes access weekly Ukulele sessions -Weekly choir club led by our music teacher – 28% PPG -Typing Club weekly – 31% -Share with stakeholders 	<p>Pupil progress meetings</p> <p>Parent consultations</p> <p>Relationships throughout the school.</p>				<p>families’ needs through parental voice questionnaires.</p>
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Challenge 5: Unpicking the personal barriers that PPG children and families at Kenilworth face, to provide bespoke support.

<p>Member of staff responsible: Headteacher</p>							
Objectives	Success Criteria	Actions	Research / evidence base	By whom	By when (include review dates)	Resources needed	Progress indicators
<p>To identify the personal barriers PPG children and families at Kenilworth face.</p> <p>To identify bespoke support</p>	<p>Strong relationships with families enable the school to identify barriers and provide</p>	<p>Triangulated evidence for cross-section of parental voice and engagement with families.</p> <p><u>S&L:</u></p> <p>-NHS S&L waiting lists are in excess of 2 years. To support with this, school to provide bespoke S&L support through an in house private S&L therapist.</p>	<p>Cross-section with key families</p> <p>Current financial climate</p>	<p>Headteacher SENCo</p>	<p>Ongoing</p>	<p>Time to foster links between services and initiate support</p>	<p>Reports from external agencies and targets interwoven into provision.</p>

for each barrier identified	bespoke and relevant support.	<p>This support is bi-weekly, secured through ATF funding.</p> <p><u>Financial support:</u> -1:1 block of support offered with School Family Worker. This service provides guidance with housing, finances and benefits, in turn supporting with cost of living -School registered as Food Bank Provider, to distribute vouchers directly /discreetly to families.</p> <p><u>Cognition and Learning:</u> -Watling View C&L Outreach -Dyslexia diagnostic assessments and diagnosis offered to PPG families. This service is not available on the NHS, and can only be sought privately at a cost, however school are offering this service in house.</p> <p><u>Mental Health:</u> -CAMHS waiting lists are in excess of 2 years. To support our families in the interim, two year program secured with Hertsmere Mental Health Team. This service will provide families with a 1:1 block of support to target emerging mental health needs. -1:1 coaching through Hertsemere -1:1 coaching through HSO</p> <p><u>SEMH</u> Hive outreach Karate group within school Watling View Outreach 1:1 coaching</p> <p>Share with stakeholders.</p>					Progress gap is narrowed.
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