# Pupil premium strategy statement

## This statement details our school’s use of pupil premium for the academic year 24-25 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

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| Detail | Data |
| School name | Kenilworth Primary School |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 27% (57 pupils) |
| Academic years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Fiona Ajose/Rod Woodhouse |
| Pupil premium lead | Fiona Ajose |
| Governor | Rod Woodhouse |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £72520 |
| 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 | £72520 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Kenilworth Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:   * Monitor and Improve attendance for pupil premium children actively working with families to support communication in turn understanding the barriers to learning * Remove barriers to learning created by poverty, family circumstance and background * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally * Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum * Develop confidence in their ability to communicate effectively in a wide range of contexts * Enable pupils to look after their social and emotional wellbeing and to develop resilience * Access a wide range of opportunities to develop their knowledge and under-standing of the world. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attainment in Reading, Writing and Maths |
|  | Ensuring attendance of PPG children is in line with their peers |
|  | Higher proportion of social, emotional and mental health difficulties |
|  | Less access to enrichment opportunities. |
|  | Higher rates of involvement from external agencies e.g., Children’s services due to challenges |
|  | Engagement in Sports for all children. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment and progress in Reading, Writing and Maths with a particular focus in KS2. | Pupils entitled to Pupil Premium Grant will achieve in line with their peers and pupils nationally. Where this proves to be a challenge, gaps will be significantly narrowed. |
| Year 1 and Year 2 pupils to pass Phonics screening in line with national average. | PPG pupils will achieve in line with their peers and all pupils nationally-this was achieved in 23-24 and now needs to be maintained in 24-25. |
| Improved attendance. | Attendance for all pupils including those who receive the pupil premium grant. This will be in line with national expectations- improvements in September 2024 current attendance broadly in line with national, this needs to be maintained throughout the year. |
| Pupils will have access to support they need. | Improved social, emotional and mental health. |
| Pupils will have access to a wide range of enrichment opportunities | Pupils will be knowledgeable about a wide range of culture, be comfortable discussing its value and merits, and have been given a vast array of experiences and access to skill development. |
| Families will have access to the support they need. | Pupils will have needs met and make good social and academic progress. |
| Parents will be more engaged. | All parents will attend Parents’ Evenings and numbers attending curriculum and other meetings will increase. These numbers have significantly increased during the last academic year. 100% of parents say that their child is happy at school and that they feel safe-October 2024. Parental engagement needs to continue. |
| Inactive children will be identified and sport will be used to engage children in extracurricular activities. | Tracking system in place to identify children who are less active. Engage identified children in sports and extra-curricular activities in turn improving physical fitness and wellbeing. |

## 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: £17935

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School Led Interventions | To provide additional reading support through targeted interventions in key stage 1 and 2.  Investment in additional staff to run the reading recovery and additional catch-up sessions. (Tuition centre weekly for Year 5 and 6.)  Member of staff 3 mornings a week to support with the reading recovery programme.  Investment in age-appropriate books for pupils who are working towards and pre key stage. Ensure that they are texts on interests (Collins Big Cat)  Investment in the library to promote literature, pupil premium children identified to be library monitors  To promote authors within the school. Professional children’s authors booked to come and read to children. Promoting a range of literature. Investment in book corners to promote reading, texts linked to curriculum area.  Continue to invest in reading and writing initiatives that engage all pupils. A number of poetry workshops in place for the spring term.  Pupils who may also need support academically in a small group to catch up. Small supportive atmosphere ensuring the curriculum is not narrowed Identifying and closing gaps for pupils  Identified tuition for all pupil premium children, focused and targeted small group tuition in Key stage 2.  Investment in tuition including Third Space Learning and Explore Learning to support with targeted interventions | 1 |
| Head teacher to monitor and track provision for PPG children in addition to all other vulnerable groups | Attainment for pupils entitled to PPG will be in line with their peers.  Tracking system in place.  Data for disadvantaged pupils a fixed item on the agenda for the Full Governing Body meeting. | 1 |
| Staff training and pupil progress meetings | Through this programme, staff will receive CPD with regard to best practice for supporting pupils entitled to Pupil Premium Grant from the National College. | 1 |

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

Budgeted cost: 35k

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year 6 literacy/numeracy (teacher) | PPG children targeted specifically for interventions and booster groups.  Focus from AHT on Pupil Premium and Intervention groups.  Small group targeted support and strategic oversight of upper KS2 ensuring pupils remain on track. AHT works half a day a week in Year 6 as a mentor for the Year 6 teacher. | 1 |
| Data at the end of key phases | In 2024, PPG data:  Percentage of PPG Children Achieving GLD - 75%  Percentage of PPG Children Passing phonics screening check - 79%   |  |  | | --- | --- | | % Of PPG children achieving ARE at end of KS1 – 2024 |  | | Reading | 83% | | Writing | 83% |      |  |  | | --- | --- | | % Of PPG children achieving ARE at end of KS2 – 2024 |  | | Reading | 83% | | Writing | 83% | | 1 |
| Across all year group support for literacy and numeracy (teaching assistant)  For all PPG children. | PPM show that children are making rapid progress through the current interventions. | 1,2 |
| Purchase of resources to support teaching and learning, including IPADs and Chrome books.  These resources are also supporting the home learning strategy. | Chrome books used to support children for reading recovery and maths.  Programmes planned with members of the SEN advisory team to encourage reading. Phonics programmes tailored to children in KS2. | 1,2 |
| Comprehension interventions in place twice a week. Children taught through a 1:1 tuition programme. | Twice weekly for children who are free readers but need support in processing. |  |

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

Budgeted cost: £30k

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music teacher in school for one day a week. 0.2 Pupil premium children participating in funded projects such as the school choir. | The current statistics around mental health show that 1 in 4 people in the UK will need mental health support each year (mind.org). Evidence indicates that social and emotional interventions can be effective, delivering approximately +4 additional months’ progress on average | 4 |
| Investment in a Mental Health worker with responsibility for attendance. provide additional pastoral support for families including support with attendance. | Investment in farm animals and free places in the breakfast club has supported improved attendance. A robust attendance strategy has also supported improving lateness for some families. Children have responsibilities within the ‘mini farm’ this in turn has helped encourage children to come to school.  Attendance has improved with pupil premium pupils now largely in line with their peers. Links between attendance and achievement are strong and the school works in line with the new DfE strategy from September 2024.  Pupil premium children are largely in line with their peers this term.,  Coaching has also supported a number of children reintegrate into the classroom where they may find making friendships challenging. | 3, 4, 6, 7 |
| Enrichment opportunities to extend cultural capital and subsidised school trips and clubs: | The school has promoted and funded a number of clubs specifically for children who receive the pupil premium grant. Including author workshops and a trip to the Houses of Parliament. Pupils have also benefitted from a number of science workshops and live theatre.  All after school clubs the participation of pupil premium children Is monitored. The school choir are travelling to the Royal Albert Hall to participate in the Hertfordshire Music Service Annual Festival.  The school is now working closely with the Arkley Golf Club in Barnet to identify disadvantaged children to learn professional golf. School has invested in golfing equipment and transport to the golf club.  The school also funds swimming as part of the NC and other sporting activities.  Play leader training for all Year 5 children investment in resources for the playground to support a range of activities including a wellbeing lunch club.  Investment in sports in order to support outdoor provision for pupil premium children. This has included sports week, a number of extracurricular clubs including a badminton club for parents and children as part of our mental health and wellbeing strategy.  Supporting self-esteem building and capturing interests of the children. In line with the school’s ethos of promoting outdoor learning.  A number of residential and funded day trips are in place for children.  A music teacher is in place and music lessons are part of the curriculum for all children. Pupil premium children have the opportunity to experience funded music lessons. This year the year 3 children are receiving Ukulele lessons on a weekly basis. |  |
| Animals in school | Extensive research has shown that animals in schools have a positive effect on the mental health of students. Therefore, the school has invested in farm animals as a way of supporting student mental health. This has had impact. All pupil premium children are identified and have the opportunity to work with the animals. |  |
| Sporting Opportunities | Multi sports training pupils weekly. Pupils are encouraged to participate in a range of sporting activities through the queen’s school partnership including in early years where the children are learning to ride balance bikes. Pupil premium children are identified and invited to participate in a number of sports clubs and play in a number of local tournaments. Pupils are transported by mini bus or on foot. |  |

**Total budgeted cost: £7250**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| Identified families and pupils received extensive support from external agencies, including:  • Hertsmere Schools' Partnership Family Support Team   * Hertfordshire Music Service   • Hertsmere Borough Council Housing  • Hertfordshire Intensive Families First Support Team  • Hertfordshire Public Health Nursing Service  • Hertfordshire Social Workers  • Hertfordshire Attendance Officers/Team  • Hertfordshire Child Protection Schools' Liaison Officers  • Hertfordshire Families First Coordinators  • Home Start Watford  • Family Centre Family Support Team  • Family Centre Health Visiting Team  • Young Carers in Herts.  • Borehamwood Foodbank  • WD6 Foodbank   * Sebby Corner   • NSPCC –Partnership with Norbury School in Harrow in order to support and improve the culture of safeguarding across the school.  Pupil surveys show that 100% of pupils are happy at school and can identify an adult they would talk to if they were worried. Mental health support for disadvantaged families and coaching has taken place for a number of children over 23-24. There are two qualified mental health leads at the school who have undertaken the DfE approved training. |

## 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*

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| Programme | Provider |
| Coaching and Mental Health Support | Hertsmere Children’s Partnership |
| Hertfordshire Music Service | Hertfordshire Council |
| Show Racism the Red Card |  |
| CREWE Workshop Company |  |
| NSPCC Pants Campaign - working in partnership with Norbury School. | Norbury School - Harrow |

## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | No service pupils |
| What was the impact of that spending on service pupil premium eligible pupils? | No service pupils |