



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic year 2025-26 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	Kenilworth Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	31% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katherine Sampson Headteacher
Pupil premium lead	Katherine Sampson
Governor	Irmine Mason Interim Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£86800
Recovery premium funding allocation this academic year 2025-26	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£86800

# Part A: Pupil premium strategy plan

## Statement of intent

### **Kenilworth Primary School's Intent**

At Kenilworth Primary School, our core intent is that all pupils, regardless of background or starting point, achieve highly and develop as confident, well-rounded individuals who are prepared for the next stage of their education and beyond. We are committed to ensuring that disadvantage does not define outcomes and that every child is supported to succeed both academically and socially.

We maintain consistently high expectations for all pupils, including those eligible for Pupil Premium and believe that all children can achieve excellence with the right support. Recognising that our school serves a community with a mixed socio-economic profile, including areas of higher deprivation identified through IDACI (Hertsmere 009C), we are dedicated to addressing barriers to learning through a responsive and inclusive approach.

We understand that equality does not mean treating all pupils the same. Instead, we provide a personalised approach that identifies individual needs and delivers targeted support, enabling every child to reach their full potential. Our Pupil Premium strategy is carefully designed to ensure that funding is used effectively to remove barriers, raise attainment and broaden pupils' life experiences.

### **Implementation**

Kenilworth is located within one of the most disadvantaged areas in the country, with many pupils coming from a ward that is ranked in the lowest 10% nationally (IDAC, 2025). As a result, our aim is to develop the whole child through a holistic approach to education. This involves delivering a curriculum that balances key academic knowledge and skills with essential life and functional skills.

We believe these elements are vital in building resilience, confidence, and lifelong learning skills for the 21st century. Our priorities include supporting pupils' self-esteem through problem-solving activities, developing communication and social skills, encouraging resilience through learning from mistakes, and promoting independence and pride in their learning. Pupils are also given opportunities to share their work with a range of audiences.

Exit points and real-life learning experiences help pupils produce work they are proud of, while also engaging parents and carers. These experiences help to strengthen key skills and raise aspirations across the community.

Our Pupil Premium strategy is informed by high-quality, research-based guidance from the Education Endowment Foundation and the Sutton Trust. It focuses on effective teaching, careful planning and strong implementation.

Research shows that high-quality teaching is the most effective way to improve pupil outcomes, particularly for socio-economically disadvantaged pupils. It also highlights that social and emotional skills are essential for effective learning and contribute to positive long-term outcomes (Education Endowment Foundation, Dec 2025).

**Impact**

At Kenilworth, our Pupil Premium funding is strategically used to reduce barriers to achievement and ensure that all pupils can succeed academically and holistically. We aim to achieve this by:

1. Narrowing the attainment gap between PPG pupils and their non-PPG peers, ensuring outcomes are in line with or exceed national expectations.
2. Improving attendance, punctuality and engagement of PPG pupils and strengthening partnerships with families.
3. Ensuring high attainment of our more able PPG pupils.
4. Supporting pupils’ emotional wellbeing and mental health so they are ready to learn.
5. Developing pupils’ confidence, resilience and self-esteem.
6. Enhancing cultural capital through a wide-range of enriching curriculum experiences, educational visits and extended opportunities beyond the classroom.

**Challenges**

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

Challenge number	Detail of challenge
1	Assessments, observations and pupil discussions indicate that some disadvantaged pupils have less well-developed oral language skills and a more limited vocabulary on entry. This can impact their ability to access the curriculum fully, particularly in Early Years and Key Stage 1.
2	Assessments, observations and pupil discussions suggest that disadvantaged pupils generally have greater difficulties with phonics, reading, writing and maths than their peers. This negatively impacts on their academic progress and attainment and their ability to access the rest of the curriculum as they progress through the school. Starting points are generally low for all pupils impacting on outcomes.

3	Attendance and punctuality for some disadvantaged pupils are lower than those of their peers, which impacts continuity of learning and overall progress.
4	Social, emotional and mental health needs can be more prevalent among disadvantaged pupils, affecting engagement, behaviour and readiness to learn.
5	Historically, there has been indication of lower participation in extracurricular opportunities for disadvantaged pupils. This results in limited opportunity to develop cultural capital, aspirations and exposure to wider life experiences.
6	Assessments and observations indicate that many of our disadvantaged children are impacted by SEMH and as such we have higher rates of involvement from external agencies, e.g., family support workers.

## 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
Improved oral language, vocabulary and active listening skills among disadvantaged pupils. Voice 21 implementation in 2025-26 and Terrific Talkers in EYFS.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources, e.g., engagement in lessons, book looks and ongoing formative assessment.
Improved early reading attainment among disadvantaged pupils.	PPG pupils will achieve in line with their peers and all pupils nationally.
Improved reading and writing attainment among disadvantaged pupils	PPG pupils will achieve in line with their peers and all pupils nationally.
Improved maths attainment among disadvantaged pupils	PPG pupils will achieve in line with their peers and all pupils nationally.
Improved and sustained attendance and punctuality for all pupils, particularly disadvantaged pupils.	Attendance for all pupils including those who receive the pupil premium grant. This will be in line with or above National expectations – improvements have been made in the last two years, broadly in line with national – this needs to be maintained throughout the year.
To improve and sustain high levels of wellbeing for all pupils, particularly those who are disadvantaged.	Sustained high levels of wellbeing, indicated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>- Data will show a significant reduction in incidents referred to SLT.</li> <li>- There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To provide targeted support for pupils and families to overcome barriers.	Pupils will have needs met and make good social and academic progress. Families engage with the school, attending consultations, workshops and events.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Little Wandle to secure stronger phonics teaching for all pupils <a href="#">DfE validated Systematic Synthetic Phonics programme</a>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	2
Introduction and implementation of Voice 21 project to enhance oracy.	Improving oracy has a strong evidence base including developing stronger communication skills, improved academic outcomes, increased confidence and engagement and specifically supports disadvantaged pupils. <a href="#">Voice 21</a>	1, 4
Reading interventions across the school to develop fluency enhanced through more robust assessment using <a href="#">FFT</a> reading assessment system	FFT reading assessment data supports teaching and learning by providing reliable, standardised insights into pupil progress, enabling teachers to identify gaps early and deliver targeted interventions to improve reading outcomes.	2
Additional support staff funding to allow for TAs in all classes 5 days per week.	This ensures that PPG pupils are targeted in all classes and pupil to adult ratios will be reduced across the school allowing disadvantaged pupils to be taught in smaller groups.	1-6
Superstar Sports to deliver weekly CPD for teaching staff.	Teachers received enhanced CPD to develop their practice to support delivery of PE. This supports pupil engagement, enjoyment, desire to participate and live healthy, active lifestyles. It introduces pupils to a wider range of activities in school. <a href="#">Superstar Sports</a> . The <a href="#">EEF teaching and learning toolkit</a> shows that physical activity has a 2+ months additional progress on average, also improving wellbeing and physical development and attendance and engagement.	4,5

<p>No Outsiders training for all staff to develop inclusive culture across the wider school, particularly supporting disadvantaged pupils.</p>	<p>No Outsiders training provides staff with the knowledge and confidence to create an inclusive, "no outsiders" environment, directly supporting the Equality Act 2010 through age-appropriate picture books. It helps reduce incidents of bullying, improves school ethos, and strengthens community cohesion. It removes barriers to learning and promote equity for PPG children – increasing self-esteem, belonging and improving emotional regulation and social skills. It closes the aspiration gap and addresses inequities.</p> <p><a href="https://no-outsiders.com/">https://no-outsiders.com/</a></p>	<p>1, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for PPG children across the school for English and maths – including small group and 1:1.</p>	<p>PPM show that children are making rapid progress through the current interventions and in-class support.</p> <p><a href="#">Small Group Tuition - EEF</a></p>	<p>1-4</p>
<p>Additional booster support in UKS2</p>	<p>Additional booster groups for PPG and vulnerable Year 6 children</p> <p><a href="#">Small Group Tuition - EEF</a></p> <p><a href="#">Improving Mathematics in KS2-3</a></p>	<p>1-5</p>
<p>Additional tutoring support in UKS2</p>	<p>Additional tutoring groups for PPG and vulnerable Year 5 and Year 6 children</p> <p><a href="#">Small Group Tuition - EEF</a></p> <p><a href="#">Improving Mathematics in KS2-3</a></p>	<p>1-5</p>
<p>Twinkl Same Day Maths intervention</p>	<p>Early intervention to address gaps in years 1-6.</p> <p><a href="#">Improving mathematics in KS2-3</a></p> <p><a href="#">Mathematics guidance</a></p>	<p>1,2</p>
<p>Little Wandle Keep Up and Rapid Catch-Up interventions – Reception, KS1 and KS2.</p> <p>Including purchasing resources to enhance programme.</p>	<p>Targeted, fast-paced phonics support – ensuring pupils stay on track by plugging gaps in phonics knowledge, building confidence and fostering fluency in decoding.</p>	<p>1-5</p>

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

Budgeted cost: £35k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school anti-bullying theatre show, class workshops and training to develop and improve behaviour and culture across the school.	Universal approaches can have positive overall effects.  <a href="#">EEF</a>	4
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	4-5
Enrichment opportunities to extend cultural capital and subsidised school trips and clubs	<p>The school has promoted and funded a number of clubs specifically for children who receive the pupil premium grant. Including author workshops, ballet club and a trip to the Houses of Parliament. Pupils have also benefitted from a number of science workshops and live theatre.</p> <p>In all after school clubs the participation of pupil premium children is monitored.</p> <p>The school has worked 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.</p> <p>The school also funds swimming as part of the NC and other sporting activities.</p> <p>There is play leader training for all Year 5 children and investment in resources for the playground to support a range of activities.</p> <p>Superstar sport lead aspirational activities for all children during lunchtimes and deliver CPD across the school.</p> <p>There has been investment in sports in order to support outdoor provision for PPG 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.</p> <p>This will support self-esteem, building and capturing interests of the children. In line with the school's ethos of promoting outdoor learning.</p>	1-6

	<p>A number of residential and funded day trips are in place for children.</p> <p>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.</p>	
<p>Superstar Sports to deliver lunchtime clubs for all children</p>	<p>Targeted to support improved participation, behaviour and inclusion across the whole school. Free and accessible sport for all children, range of engaging, aspirational activities building social skills and inclusion and promoting healthy, active lifestyles.</p>	<p>4-6</p>
<p>Family support worker to provide SEMH outreach to parents.</p>	<p>Targeted support for individual barriers faced by families.</p>	<p>6</p>

**Total budgeted cost: £86800**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Key gaps have been identified and addressed through the purchase of new reading books. All children, including those in Key Stage 2 continuing with phonics interventions now have access to a broad range of texts, carefully matched to the phonics phase they are currently working on. A high-quality and varied selection of reading material is now available to all pupils. Outdated and worn books have been replaced and the reading provision has been refreshed with new, engaging titles to promote enjoyment and progress in reading.

Interventions and booster support were carefully targeted to remove gaps as evidenced through ongoing assessment. KS2 attainment at the end of the academic year exceeded predictions and our 3-year average for PPG is 52% achieving age-related which is above the national average of 46%.

CPD provided ensured that all staff have a clear understanding of how early reading is developed at Kenilworth. All staff have the skills to support children across the school in the early stages of learning to read. Time and provision have been put in place to upskill staff and prioritise reading as a foundational skill. All staff received refresher training in summer and autumn terms 2025.

Pupil premium children are a focus in termly pupil progress meetings. Children are identified and targeted by TAs in class individually or as part of a small group. Data demonstrates that the gap between PPG and non-PPG is consistently closing year on year.

Whole school focus on developing writing across the school with the implementation of Essential Writing. This has contributed to improvement in writing outcomes for PPG children.

TLA support in maths and English supported upskilling teachers in line with the school development plan, directly impacting teaching and learning, narrowing the gap in outcomes between PPG and non-PPG.

Pupil surveys demonstrated that pupils are happy at school and pupil voice demonstrated that pupils 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 throughout the last two years. The two qualified mental health leads at the school have undertaken the DfE approved training.

Improved communication ensured that PPG children were prioritised within PPM meetings and SLT meetings. Enhanced use of CPOMs and weekly briefing of 15 minutes a week for all staff has ensured consistency in communication sharing for vulnerable and PPG children.

Improved outcomes at end points continues to be a focus across the school for all pupils. Wellbeing also continues to be a focus across the school e.g., through securing ongoing support through Hertsmere mental health agency through holistic outreach for the whole family.

## 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
Coaching and Mental Health Support	Hertsmere Children’s Partnership
Family Support Worker	Hertsmere
Hertfordshire Music Service	Hertfordshire Council
No Outsiders	Andrew Moffat
Drama4All	Perform Drama Classes

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A