



## Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Kenilworth Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	53 (26 %)
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	July 2021
Date on which it will be reviewed	May 2022
Statement authorised by	£72330
Pupil premium lead	Fiona Ajose
Governor / Trustee lead	Anil Mevani



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72330
Recovery premium funding allocation this academic year	£6992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79322



## Part A: Pupil premium strategy plan

### Statement of intent

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 to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- 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 understanding of the world.

### Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Reading, Writing and Maths
2	KS1 phonics screener to be in line with national
3	Lower attendance rates for PPG children

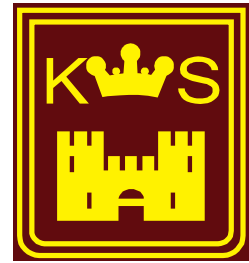


4	Higher proportion of social, emotional and mental health difficulties
5	Less access to enrichment opportunities.
6	Higher rates of involvement from external agencies eg. Children's services due to challenges
7	Parental Engagement

## 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
<i>Improved attainment in Reading, Writing and Maths</i>	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
Improved attendance.	Attendance for all pupils including those who receive the pupil premium grant. This will be in line with national expectations
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.
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## 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: £19522

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Interventions</p> <p>1:1 Tuition with a qualified teacher</p>	<p>To provide additional reading support through targeted interventions in key stage 1 and 2.</p> <p>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.</p> <p>Invest in literature that is reflective of the school community.</p> <p>Specialist teaching assistant. Groups are planned for by the SENCo and pupils are identified by the class teacher. Two year groups identified half termly as priority.</p> <p>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</p> <p>Identified tuition for all pupil premium children, focused and targeted small group tuition in Year 2, 5, 6</p>	<p>1</p>



	Maths/English interventions for all children before and after school.	
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.	1, 2, 4, 5
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	1, 2, 5, 7

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support (teacher)	Evidence in pupil progress meetings show that this is having a positive effect on all classes receiving small group tuition. Currently the percentage of children in Year 6 on track to achieve a scaled score of 100 is significantly higher than in 2019 and 20.	1
Year 6 literacy/numeracy (teacher)	In 2019 scores were significantly below average. Progress data shows that progress across the school has been more rapid. With the gap between pupil premium children and their peers closing significantly.	



<p>KS1 phonics support (teaching assistant)</p>	<p>In 2021, 69% of all pupils reached GLD at the end of Reception. 40% PPG pupils reached GLD. This year 100% of PPG children are on track to achieve GLD. In 2022 74% of children are on track to achieve the phonics screener.</p>	<p>1</p>
<p>KS1 literacy support (teacher)</p>	<p>Evidence indicates that small group tuition can be effective, delivering approximately +4 additional months' progress on average. (EEF 2020) Tuition for identified pupil premium children 3 times a week and other children identified for boosters.</p>	<p>1,2</p>
<p>Across all year group support for literacy and numeracy (teaching assistant) For all PPG children.</p>	<p>PPM show that children are making rapid progress through the current intervention.</p>	<p>1,2</p>
<p>Purchase of resources to support teaching and learning, including IPADs and Chrome books. These resources are also supporting the home learning strategy.</p>	<p>Over 95% of pupil premium children engaged during the second lock down.</p>	<p>1,2</p>
<p>Comprehension interventions in place after school twice a week.</p>	<p>Twice weekly for children who are free readers but need support in processing</p>	





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

Budgeted cost: £ 34400

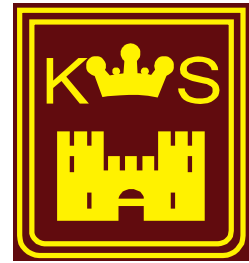
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safe Space school counsellor visiting school one day per week. Pupil premium children participating in funded art therapy.</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will need mental health support each year (mind.org). Covid 19 has also had a negative impact with 54% of children and young people with poor mental health said that lockdown had made their life worse. Evidence indicates that social and emotional interventions can be effective, delivering approximately +4 additional months' progress on average</p>	<p>4</p>
<p>Parental/Pastoral Engagement Officer employed to support families and pupils with social and emotional difficulties</p>	<p>Newly appointed parental engagement officer and specialist teaching assistant. Both trained in identifying barriers to learning.</p> <p>Edukey in place to support the APDR cycle.</p> <p>Parental support in place through additional parenting groups delivered by the parental engagement officer to identify vulnerable pupils and support attendance.</p> <p>Nurture groups delivered in the afternoon by the parental engagement officer and a qualified teacher. Nurture Groups identify vulnerable pupils who may have experienced trauma over the lockdown period. Alternative planning outdoors in line with the curriculum objectives support children to access the curriculum. Ensure improved</p>	<p>3, 4, 6, 7</p>



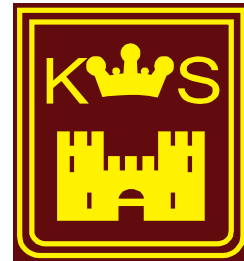
	<p>outcomes for those children on the SEN/D register and those children who cross over into more than one vulnerable group.</p> <p>Groups are in place to ensure the school is able to continue its early identification strategy in line with the schools ethos.</p> <p>Alternative learning strategies to address academic needs taught during these sessions Staff trained in identifying trauma, additional training in place</p>	
<p>Attendance Officer employed to monitor pupil absence and attendance.</p>	<p>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.</p> <p>Attendance has improved with pupil premium pupils now largely in line with their peers. Links between attendance and achievement are strong. The Department for Education (DfE) published research in 2016 which found that: the higher the overall absence rate across Key Stage 2.</p>	
<p>Enrichment opportunities to extend cultural capital and subsidised school trips and clubs:</p>	<p>The school has promoted and funded a number of clubs specifically for children who receive the pupil premium grant.</p> <p>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.</p> <p>Rocksteady music has supported the children to have a rich musical experience. The school has identified 14 pupil premium children who will benefit from this half termly</p>	



	<p>African drumming Company to work with the Year 5 class leading to a performance</p> <p>Supporting self-esteem building and capturing interests of the children. In line with the schools ethos of promoting outdoor learning.</p> <p>Lockdown has left many children feeling uncomfortable in the classroom environment and friendships have been effected in specific year groups. These workshops are to support children reaffirm friendships and work collaboratively, building self-esteem, and developing confidence in order to support their work within the classroom.</p> <p>Art therapy has also supported a number of children reintegrate.</p> <p>Studies by organisations such as the Sutton Trust have probed this issue of how types of education and family background confer advantages on some children. The report Parent Power shows how wealthy parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities. The Senior Leaders at the school are mindful of this with an aim to offer equal opportunities for all children across the school.</p>	
<p>Animals in school</p>	<p>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.</p>	



**Total budgeted cost: £ 79322**



## 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 2020 to 2021 academic year.

Identified families and pupils received extensive support from external agencies including:

- Hertsmere Schools' Partnership Family Support Team
- 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
- NSPCC –Partnership with Norbury School in Harrow in order to support and improve the culture of safeguarding across the school.

Pupil surveys show that over 95% of pupils are happy at school and can identify an adult they would talk to if they were worried. Six pupils worked with Safe Space counsellor. The counselling sessions enables the pupils to express and manage their emotions in a controlled, supportive environment. All pupils received closing reports to demonstrate the themes explored and the impact of the session for each individual session. The school worked in close partnership with the Hive and received Hive Emotional Literacy training.

The school has also funded art therapy for a number of children during the school year.

## 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
Safe Space	Herts For Learning
Art Therapy	Hertfordshire
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:*



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