# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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

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| Detail | Data |
| School name | Kennington Primary School |
| Number of pupils in school  | 245 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | October 7th 2021 |
| Date on which it will be reviewed | Sept 2022 |
| Statement authorised by | S.PritchardS. Mort |
| Pupil premium lead | S. Pritchard |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £63,695 |
| Recovery premium funding allocation this academic year | £6525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £8000 (Catch-Up Premium) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *The decisions made regarding the use of Pupil Premium Funding start with the context of the school community and the barriers that are commonly associated with the pupils who attend Kennington Primary School. Research conducted by the EEF is also taken into consideration before implementing any strategies around the disadvantaged as well as other areas of teaching and learning.* *Reoccurring barriers that disadvantaged pupils face can be, but are not limited to:** *Attendance and punctuality issues*
* *Lack of communication and language development*
* *Behaviour difficulties*
* *Complex issues around family situations*
* *Issues around separation for those pupils from military backgrounds*

*Information regarding disadvantaged pupils is shared with all staff so that needs across the school are identified and addressed.****Guiding Principles**** *We ensure that there is a ‘Quality First’ Teaching approach across all phases and classes for all children.*
* *Data analysis is carried out to ensure that the needs of socially disadvantaged groups are quickly identified*
* *We are aware that not all socially disadvantaged pupils are eligible or have registered for Free School Meals. We also recognise that not all registered free school meal pupils will be socially disadvantaged or in need of extra support.*
* *We will use Pupil Premium funding to support ALL children who we deem socially disadvantaged whether they qualify for free school meals or not.*
* *Not every child who is in receipt of Pupil Premium Funding will be supported all the time whilst in school. There will always be an analysis of need carried out beforehand.*

***School Context****Kennington Primary School is a local authority maintained primary school made up of 245 pupils. In Reception, there are 35 children with 2 qualified teachers and two key workers. The Y1 and Y2 are split over 3 classrooms, a Y1 class, a Y1/2 class and a Y2 class. In KS2 there are four classes with 35 children in Y3-6.**The school is situated in the area of Fulwood but takes children from a number of Super Output Area. The overall Multiple Deprivation Index for the school is D and the IDACI rating is an average of 0.18 and falls in Band G.***Overall Aims for Disadvantaged Pupils:*** To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
* For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

**Achieving These Aims:*** Employ two qualified teachers in EYFS improving opportunities for effective teaching and accelerating progress of those children who enter school with skills lower than average.
* To employ an intervention/catch-up teacher in KS2 to work either in class or with small groups outside of class
* Additional teaching and learning opportunities provided through trained Teaching Assistants or external agencies
* Use of tutors through the National Tutoring Program
* All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
* Pay for activities, educational visits and residential visits.
* Ensuring children have first-hand experiences to use in their learning in the classroom
* Support the funding of specialist learning software.
* To allow the children to learn a musical instrument.
* Employ a Learning Mentor to provide behaviour and nurture support during the school day.
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## 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 | *Attendance and punctuality issues* |
| 2 | *Lack of communication and language development* |
| 3 | *Lack of basic numeracy skills* |
| 4 | *Behaviour difficulties* |
| 5 | *Issues around separation for those pupils from military backgrounds* |
| 6 | *Complex issues around family situations* |

## 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 |
| Progress in Reading  | Achieve in line or above national average progress scores in KS2 Reading (0)  |
| Progress in Writing | Achieve in line or above national average progress scores in KS2 Writing (0) |
| Progress in Mathematics | Achieve in line or above national average progress scores in KS2 Maths (0) |
| Phonics | Achieve in line or above national average expected standard in PSC |
| Other | Ensure attendance of disadvantaged pupils is 96% or better |

## 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.

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

Budgeted cost: £ *[14,800]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Talk Boost, Talk Boost and SALT sessions provided to Reception and Year 1 children with language needs.(£3300) | Analysis of baseline data shows that a high proportion of children are not at the expected level in the area of Communication and Language on entry to EYFS. Currently there are 46% of children who are not at the expected level in C&L. This includes all disadvantaged children in both cohorts | 2 |
| Extra Phonics sessions for those children assessed as working at phases below the expected standard for their age including children from KS2.(£3300) | The closure of school’s due to the pandemic and the subsequent loss of learning has impacted on children’s phonic skills. This includes the current year 3 children.  | 2 |
| Summer Transition Packs provided for all children to help parents focus on key skills before September(£300) | With a limited induction period for new starters due to the pandemic, the Summer Transition packs have been used again to prepare the children for September. | 2 |
| Star Assessment – Maths used to assess maths knowledge, provide diagnostic assessment of weak areas and track progress across the year.(£3700) | Continue to use Star assessment in Maths to measure the progress of children on a termly basis, in particular disadvantaged children. The proportion of Disadvantaged children who reached the expected level fell by the end of last year after returning from the lockdown. This was mirrored by the number of none disadvantaged children not reaching the expected level. | 3 |
| Freckle Maths Practise that links with Star Assessment and allows daily practise from the children’s starting points.(£2000) | The lockdowns had a significant effect on the amount of quality practise sessions children had due to not being in school and therefore not as closely monitored. Freckle will allow more vulnerable groups of children to have targeted practise from individualised starting points based on their maths assessment | 3 |
| Star Reading Assessment program to monitor and track progress of those children in receipt of Pupil Premium. | End of year data showed that there was a significant lack of progress in Reading in KS2 especially with Upper KS2 compared to previous years.  | 2 |
| Accelerated Reader program to improve reading of those children in receipt of the Pupil Premium.(£2000) | The introduction of AR within school had a significant impact on reading since its introduction and before the pandemic and lockdown. The ability to track reading progress coupled with a range of reading incentives this year means that data can be analysed effectively and support for disadvantaged pupils targeted more effectively.  | 2 |
| NELLI Language Development Project to improve early language skills**(TBC)** | Vocabulary, communication and language historically has a low baseline score in EYFS and this is the same after the September 2021 EYFS Baseline assessment. | 2 |
| Book Mark ReadersListen to readers who have fallen behind in KS1(£200) | There are pockets of children in Year 1 and 2 who have fallen behind with reading skills as highlighted by the Phonics baseline and Teacher assessment in September. These include children from disadvantaged backgrounds. | 2 |

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

Budgeted cost: £ *[36,172]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor:provides sessions based on emotional need.works with outside agencies to offer family support.works with outside agencies to provide courses for parents.(£7500) | The Learning Mentor has been an invaluable resource over the last 5 years in supporting disadvantaged children and their families. There has been good links built with outside agencies and this will be needed more so as schools return to full opening after the lockdowns. | 4,6 |
| Army Club sessions to provide support for children from a similar background.Reactive support for those children with specific needs linked to the military e.g. long term postings overseas etc.(£3520) | These sessions run by the Learning Mentor have played a significant part in understanding the military pupil’s emotional and mental health needs and the impact that overseas parents have on the their school life. | 5 |
| Intervention Teacher to support class teachers with focus groups of children who have specific gaps in knowledge in maths.(£15522) | Maths Catch-up for Disadvantaged children in KS2 identified using the Star Assessments and targeted for support. Evidence from data analysis shows that at the end of the Summer term there was still a gap between Disadvantaged and Non-Disadvantaged children especially in Y3 and Y4.  | 3 |
| Teachers provide ‘breakfast catch-up’ supporting Children KS2 with Literacy and Maths.**(TBC)** | Baseline assessment on return in September has shown that there is a lower proportion of children across KS2 including Disadvantaged children on track to meet the expected standard at the end of the year if there were no interventions put in place. This is particularly noticeable in Y3. | 2,3 |
| Intervention Teacher to help support the KS2 class teachers in delivering maths interventions by reducing the class sizes for certain sessions in half termly blocks.(As above) | Feedback from staff was positive about this strategy. The reduction in class size for certain lessons allowed the class teacher to better target need within both the disadvantaged and non-disadvantage groups.  | 2,3 |
| Two TA support in KS2 working with groups of children supporting with Maths and Literacy skills(£2000) | Extra support was identified as a need in KS2 especially with the new Year 3 cohort as there is a higher proportion of children with additional needs. Two TAs were taken on to ensure that all classes had almost full time support. | 2,3 |
| Two Qualified Teachers in EYFS(£6630) | Reception class have a 35 children intake. These are kept as one class and not split into a mixed Reception/Year 1 class. This is made possible by the two fully qualified teachers and 2 TA Key workers in the class. Children are then split into 4 Key Worker groups allowing for smaller, more focused groups. This has lead to better outcomes for children at the end of EYFS. | 2,3 |
| TAs to provide phonics intervention and support to KS1 children. (£1000) | Baseline analysis has identified those children whose phonics skills have suffered due to the pandemic and the lockdown. Focused intervention through Fast Track Phonics is being delivered to those identified including those children eligible for Pupil Premium. | 2,3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[(10,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Library Loans and supplementing the library with books to interest boys.Restock the library and class libraries to ensure there are a range of genres/interests.Purchase a book vending machine as an incentive to read.(£3000) | There has been a need for a wider range of reading material at KS2 in order to accommodate the wide range of abilities within the phase. This coupled with interest for boys has meant a significant investment in bolstering current stock.Linked to AR and points gained in KS2 and Reading Rainbows in KS1. Children need something other than a certificate to work towards. Visible incentive which can raise interest in reading alongside a varied and wide ranging stock of books especially for those disadvantaged children who do not have access to reading materials at home. | 2 |
| Learning Mentor monitors and flags up those children whose punctuality and attendance are raising concerns.(£1000) | Vital work done by the learning mentor to ensure that those children, especially the ones from Disadvantaged backgrounds, attend school on a regular basis. Success in raising attendance levels due to the strategies put in place by the Learning Mentor. | 1 |
| Throughout the year, visitors are invited into school or trips are made out of school to support learning in the curriculum. These are subsidised for those children classed as disadvantaged.(£6000) | Children from disadvantaged backgrounds have been the ones who have not attended certain trips due to financial hardships. For some children, this is the only time they get away from home during the year. All trips are linked to Topics within school subjects. | 5,6 |
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**Total budgeted cost: £** *60,972*

# 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.

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| Intended outcome | Success criteria |
| Progress in Reading, Writing, Mathematics is in line or better than National Average | Data was impacted by lost learning during covid lockdowns. As a result, quality first teaching and specific interventions will be in place to address gaps and accelerate progress in 2021-22 |
| Phonics Skills is Y1 & Y2  | Data was impacted by lost learning during covid lockdowns. As a result, quality first teaching and specific interventions will be in place to address gaps & accelerate progress in 2021-22 |
| Attendance | Attendance Data was impacted due to Covid-19 infections, isolation and online learning. |

## 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 |
| Times Table Rock Stars | TT Rockstars |
| Accelerated Reader | Renaissance Learning |