# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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  | 244 |
| Proportion (%) of pupil premium eligible pupils | 17.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | 16th November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | S.PritchardS. Mort |
| Pupil premium lead | S. Pritchard |
| Governor / Trustee lead | TBC |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56642 |
| Recovery premium funding allocation this academic year | £5655 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1500 (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 244 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 34-35 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:*** 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
* 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 assessment and practice 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  |
| Progress in Writing | Achieve in line or above national average progress scores in KS2 Writing  |
| Progress in Mathematics | Achieve in line or above national average progress scores in KS2 Maths  |
| 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: £ *[9900]*

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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[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 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 and a small number of children in Year 4. Targeted Phonics approaches have a strong evidence base and are particularly effective with pupils from disadvantaged groups.[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Run Precision Teach Teaching Assistant led 1-1, 2-1 groups targeting basic skills throughout KS1 and KS2 including phonics support and maths skills.(£3000) | Gaps in basic skills continue in some cohorts in both KS1 and KS2. [Small Group Tuition – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2,3 |
| Summer Transition Packs provided for all children to help parents focus on key skills before September(£300) | Parental engagement in early years education is consistently associated with children’s subsequent academic success. [Early Years Tool Kit – Parental Engagement](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement)[Education Endowment Foundation - EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement) | 2 |

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

Budgeted cost: £ *[28 722]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 standardised tests in Maths to measure the progress of children on a termly basis, in particular disadvantaged children and identify gaps in learning.[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 3 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.(£500) | 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Purchase of decodable Phonics reading books for KS1.(£2500) | 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Freckle Maths Practise that links with Star Assessment and allows daily practise from the children’s starting points.(£2000) | Computer Assisted Instruction (CAI) can have a valuable effect when used to supplement teaching. [Improving Mathematics in Key Stages 2 and 3](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1668546234) | 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. [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2 |
| Teachers provide ‘breakfast catch-up’ supporting Children in KS2 in Maths.(£1500) | 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.[Small Group Tuition – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 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.(£15522) | 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. [Small Group Tuition – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 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.[Teaching Assistant Interventions – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 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 Focused intervention through Fast Track Phonics is being delivered to those identified including those children eligible for Pupil Premium.[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,3 |

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

Budgeted cost: £ *[18, 020]*

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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 through the use of different strategies centred around Social, Emotional Learning (SEL)[EEF Social and Emotional Learning](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4,6 |
| 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.[Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 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 |
| 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.[Social and Emotional Learning – Education and Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |
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**Total budgeted cost: £ 56642**

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

## Outcomes for Disadvantaged Pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that the progress and attainment of the school’s disadvantaged pupils in 2021/22 was in line with our expectations and disadvantaged children did just as well compared to the rest of the children in school who after completing statutory assessments in Y6. After evaluating the range of approaches used, we will continue with most but adjust others so as to make more of an impact.Absence among disadvantaged pupils was 0.6% higher than their peers in 2021/22 and persistent absence 0.1% higher. Although these gaps are only very small we will continue to look at a range of approaches to ensure that all children including disadvantaged are in school as much as possible. |

## 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 |
| Freckle | Renaissance Learning |
| Star Assessments | Renaissance Learning |