

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

Detail	Data
School name	Kennington Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	1 st November 2023
Date on which it will be reviewed	October 2024 (Interim) October 2025 (Full)
Statement authorised by	S.Pritchard S. Mort
Pupil premium lead	S. Pritchard
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£59,720

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance and punctuality issues</i>
2	<i>Lack of communication and language development</i>
3	<i>Lack of basic numeracy skills</i>
4	<i>Behaviour difficulties</i>
5	<i>Issues around separation for those pupils from military backgrounds</i>

6	<i>Complex issues around family situations</i>
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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
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: £ [11000]

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. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Extra Phonics sessions for those children assessed as working at phases below the expected standard for their age including children from KS2. (£3900)	Targeted Phonics approaches have a strong evidence base and are particularly effective with pupils from disadvantaged groups. Phonics Toolkit Strand Education Endowment Foundation EEF	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. (£3500)	Gaps in basic skills continue in some cohorts in both KS1 and KS2. Small Group Tuition – Education Endowment Foundation	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 Education Endowment Foundation - EEF	2

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [30220]

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. (£4000)	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	3
Restock 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	2
Freckle Maths Practise that links with Star Assessment and allows daily practise from the children's starting points. (£2200)	Computer Assisted Instruction (CAI) can have a valuable effect when used to supplement teaching. Improving Mathematics in Key Stages 2 and 3	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	2
Teachers provide 'breakfast catch-up' supporting Children in KS2 in Maths. (£2000)	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	2,3
Intervention TAs to help support the KS1 & KS2 class teachers in delivering Reading, Phonics, Maths and Writing interventions and help reduce the class sizes in the afternoons (£16000)	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	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 5 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

	Teaching Assistant Interventions – Education Endowment Foundation	
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	2,3

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

Budgeted cost: £ [18, 990]

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	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	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. (£6478)	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.	These sessions run by the Learning Mentor have played a significant part in understanding the military pupil's emotional and mental health needs	5

Reactive support for those children with specific needs linked to the military e.g. long term postings overseas etc. (£3520)	and the impact that overseas parents have on the their school life. Social and Emotional Learning – Education and Endowment Foundation	

Total budgeted cost: £ 59720

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 2 performance data, phonics check results and Multiplication check results

End of Key Stage 2

	All Children	Pupil Premium	Non-Pupil Premium
Reading	74.3%	63% 5/8	77.8% 21/27
Writing	71.4%	37% 3/8	81.5% 22/27
Maths	77.1%	63% 5/8	81.5% 22/27

Phonics Check KS1 Year 1 Pass

	All Children	Pupil Premium	Non-Pupil Premium
Phonics	88.9% 32/36	83.3 5/6	90 27/30

Pupil Premium Attendance

	2021-22	2022-23
Whole School Average Attendance	93.2%	93.5%
Pupil Premium Eligible Attendance	92.5%	92.3%
Non-Pupil Premium Eligible Attendance	93.4%	93.8%
Whole School Persistent Absentee	21.3%	20%
Pupil Premium Persistent Absentee	25%	28%
Non-Pupil Premium Persistent Absentee	20.3%	17.6%

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
Times Table Rock Stars	TT Rockstars
Freckle	Renaissance Learning
Star Assessments	Renaissance Learning