

Pupil premium strategy statement

Kennington Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	23.48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 to 2027/28 (updated annually)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Head Teacher
Pupil premium lead	Head Teacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£87,820

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all disadvantaged pupils** (including FSM6, previously looked after and service children) achieve highly and make strong progress from their starting points. We will:

- **Diagnose** needs precisely using internal assessment and external benchmarks (IDSR/EES)
- **Prioritise high quality teaching** and explicit language instruction (EYFS–KS2).
- **Target academic support** in early reading/phonics, writing, and maths (including times tables).
- **Address wider barriers**, especially **attendance**, oral language (WellComm), and social & emotional learning

We are aligning our plan to the DfE **menu of approaches** and the EEF's **tiered model** (high quality teaching; targeted support; wider strategies).

Challenges

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

Challenge number	Detail of challenge
1	Early language & communication gaps at EYFS, particularly for EAL and FSM6, affecting GLD and later phonics.
2	Phonics outcomes stable overall but risk of within school gaps (disadvantaged vs others).
3	Times tables fluency: Disadvantaged pupils trail peers nationally.
4	KS2 attainment gaps: Writing & maths for disadvantaged pupils vs national non-disadvantaged.
5	Attendance & PA (persistent absence) risk for all pupils; continuing post pandemic headwinds.

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
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EYFS: Close early	GLD ≥ 70% overall; FSM6 GLD ≥ 60% ; improve C&L and PSED ELGs to ≥ national .
Phonics: Sustain Y1 ≥ national and narrow disadvantage gap	Y1 ES ≥ 82% ; in school FSM6 ≥ 75% ; reduce in school FSM6 vs others gap to ≤ 10pp ; Y2 recheck success ≥ national.
MTC: Improve disadvantaged	Y4 MTC avg ≥ 21.5 ; FSM6 avg ≥ 20.5 ; reduce gap vs non-FSM6 to ≤ 1.0 .
KS2: Raise disadvantaged attainment & sustain	KS2 disadvantaged ES: Reading ≥ 70%, Writing ≥ 62%, Maths ≥ 62%; RWM ≥ 58% ; maintain positive progress for disad (R ≥ +1.0; M ≥ +1.0; W ≥ 0).
Attendance: Improve overall and reduce PA.	Overall attendance ≥ 95% ; PA ≤ 12% ; FSM6 PA ≤ 17% .

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed/Implementation and Cost
Explicit vocabulary & language instruction across EYFS–KS	EEF guidance & Evidence Store show high impact for communication & language approaches (+7 months) and oral language interventions (~+6 months); prioritising language benefits disadvantaged pupils and underpins literacy	Whole school CPD; planning formats include language objectives-; coaching cycles; £7000 for CPD/resources
Systematic phonic	DfE menu: “high quality teaching of English and maths”; EEF’s early literacy guidance stresses balanced approach, high- quality interactions & practice	Decodable texts, Refresher Training for all staff; £6000
Maths teaching with retrieval & structured fluency practice	MTC data show national gaps for disadvantaged; teaching quality is the strongest lever.	Curriculum review; fluency routines; staff CPD; £5000 .

Concept Cat language intervention for EYFS and KS1 disadvantaged pupils.	<p>EEF Early Years Toolkit highlights oral language interventions as high impact (+6 months).</p> <p>Concept Cat is a structured programme designed to develop vocabulary and conceptual understanding, which underpins later literacy and numeracy.</p> <p>Research from speech and language therapy practice supports its effectiveness for pupils with language delay.</p>	<p>Challenge 1: Early language & communication gaps at EYFS.</p> <p>Challenge 4: KS2 attainment gaps (writing and maths) – by strengthening early foundations.</p> <p>Implementation and Cost:</p> <p>Delivered by trained EY staff in small groups (3–4 pupils) twice weekly.</p> <p>Progress tracked using WellComm screening and teacher observation.</p> <p>Estimated cost: £3000 (training/resources).</p>
Additional Classroom Resources	Language rich materials to enhance provision.	£4000
Family Support Worker	Attendance monitoring + nurture therapy for disadvantaged families (1:1 and small groups)	£15,000
Contingency for staff cover	Supply cover for CPD days	£2000
Total Teaching Allocation		£42,000

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed/Implementation and Cost
WellComm universal screening in Reception	EEF Evidence Store & Toolkit support early communication interventions; WellComm provides structured screening/intervention widely used in EYFS; Stronger Practice Hub case	Train EY team; screening timetable; intervention trackers; parental feedback; £5000 (kits/CPD).

	resources and LA audits support quality use.	
Phonics Interventions	EEF: targeted support yields strong gains when aligned with class teaching and assessment.	1:1/ small group-; weekly progress check; £6000.
Times tables intervention for disadvantaged Y4 & earlier	National MTC data show disad avg 19.3 vs 21.7 ; early fluency reduces later attainment gaps	Structured drills/apps; parent packs; £4000
KS2 Writing conferencing & sentence I-level instruction for disadvantaged pupil	IDSR indicates writing ES gap vs national disad; language rich- writing interventions improve outcomes	Half termly conferencing; rubrics & exemplars; £5000
Contingency for Intervention	Booster Sessions	£3000
Total Targeted Academic Support		£23,000

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed/Implementation and Cost
Attendance strategy	DfE guidance highlights attendance strategies; our PA is above national; FSM6 PA better than national— build on this strength	Pastoral lead; dashboards; rewards £4820
Parent engagement	EEF early years guidance emphasises supporting parents; strengthens home language environment.	Half termly sessions; -take-home- packs; £3000.
SEL & PSED routines	SEL supports disadvantaged pupils; EEF guidance recommends structured SEL and self-regulation- approaches.	Staff CPD; routines embedded; £5000.
Trips & residential subsidy	For disadvantaged pupils	£5000
Total Wider Strategies		£17,820

Total budgeted cost: £87,820

Monitoring and implementation

Monitoring

- **EYFS (WellComm & ELGs):** baseline screening (Autumn 1), mid-year, and summer; C&L/PSED ELGs tracked by pupil group (FSM6/EAL/SEND).
- **Phonics:** six weekly assessments; track outcomes by disadvantaged group; adapt keep up groups
- **MTC:** half termly fluency checks (Y3–4); track FSM6 progress vs peers.
- **KS2:** termly standards in reading/writing/maths; monitor disadvantaged attainment and progress; use work scrutiny & pupil voice.
- **Attendance:** weekly dashboards; **FSM6** and **SEND** persistent absence flags;

Implementation

- Senior leader owns each strand; use implementation plans (EEF model) with milestones; professional development via coaching cycles; half termly impact reviews.
- Engage governors using DfE template reporting; publish updated statement by **31 December** each year.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS (GLD, Prime areas & ELGs)

- **School GLD** has improved over **3 years: 58.8% (2022/23) → 60.6% (2023/24) → 68.6% (2024/25)**; in **2024/25** the school outperformed Lancashire & England averages for GLD and Prime areas. **Disadvantaged GLD = 51.5% vs Not FSM6 71.5%..pdf)**
- **National picture:** GLD **67.7%** (2023/24); the **FSM GLD** gap widened to **~20.5pp** (FSM **51.5%** vs others **72%**). This underscores the need for early language interventions.
- Our intake has significant **EAL** (e.g., Y5 50%, Y4 40%) and high proportions of **Asian Indian (28.3%)** and **Pakistani (19.0%)**, so a robust **communication & language** strategy (Well-Comm + classroom practices) is essential.

Phonics (Year 1 expected standard)

- **School outcomes** are stable: **79% (2025), 80% (2024), 89% (2023)** vs national **~80%**. We will now **track disadvantaged vs others in school** more closely to mirror national reporting.
- **National disadvantaged comparison:** Y1 disadvantaged **67%**, non-disadvantaged **84%** (2025). This sets our benchmark for narrowing gaps.
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Multiplication Tables Check (Y4)

- **School average: 21.2** (2025)—close to national **21.0**; national disadvantaged average **19.3** vs non-disadvantaged **21.7**, evidencing a **fluency gap** we will proactively address from Y3.

KS2 attainment & progress (disadvantaged)

- **RWM (expected)** for disadvantaged has improved to **55% (2025)** vs national disadvantaged **47%**, but the gap to **national non-disadvantaged (69%)** remains **–15pp (narrowing trend vs 2023/24 and 2022/23)**.
- **Reading progress (disadvantaged):** strong **two-year average +2.6**; **Maths progress (disadvantaged): +1.5**; **Writing progress** mixed (two-year **–1.3**, but 2023 near 0). We therefore prioritise writing instruction for disadvantaged pupils.

Attendance & Persistent Absence

- **All pupils'** attendance remains below national (**93.9%** vs **94.8%**), with **PA 16.7%** vs national **13.3%**. However, **FSM6 PA 18.9%** is **better than national FSM6 24.5%**, a strength to build upon through consistent practice and family engagement.