

# Pupil Premium strategy Statement: 2024 Kenningtons Primary Academy



## School Overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jo Sawtell-Haynes
Pupil premium lead	Jo Sawtell-Haynes
Governor / Trustee lead	Sarah Sayers, Chair of Governors

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£106,560

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

## Challenges

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

	<b>Detail of challenge</b>
1	Our attendance data over the last year indicates that attendance amongst disadvantaged pupils was 1.9% lower than for non-disadvantaged pupils.
2	Observations and discussions with both teachers and pupils, indicate that disadvantaged pupils receive less support from home than their non-disadvantaged peers. This means that they often do not fulfil the basic expectations of completing homework and regular reading, which can negatively impact their development as learners.
3	When children start in Reception, their attainment in academic areas such as word reading, writing and number, is generally lower than that of their non-pupil premium peers.
4	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are less likely to experience aspirational activities in the wider world and are less likely to access cultural capital opportunities.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Anecdotal evidence indicates that pupil premium children can have higher emotional well-being needs than their non-disadvantaged peers.

## 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
Close the gap in attendance between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged reduces by 0.5% year on year
More disadvantaged pupils completing homework and reading quality texts regularly	The proportion of disadvantaged children attending jump Giants matches the proportion non-disadvantaged
Improve reading, writing and maths attainment of disadvantaged pupils	KS2 data shows that our disadvantaged children achieve as well as the national data for disadvantaged pupils.
Have opportunities and experiences on par with their non-disadvantaged peer group	All disadvantaged pupils attend trips and visits as outlined in the Kenningtons experience
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, student and parent surveys and teacher observations

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
	See chart below for details	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
	See chart below for details	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
	See chart below for details	

Pupil Premium Plan 2024/2025 Total Allocation: £106,560

Intervention	Total Cost	High Impact			Moderate Impact			Low Impact	Very Low Impact
		Feedback	Meta-Cognition and Self regulation	Behaviour Interventions	Small Group Tuition	Early Years Intervention	Oral Language Interventions	Sports Participation	Aspiration Interventions
Staff Training and INSET	£20,000	✓	✓	✓		✓	✓		
TA training	£8,000	✓	✓	✓		✓	✓		
Book and Planning Scrutiny	£5,000	✓							
Coaching of Teachers	£25,000	✓	✓	✓					
Investors in Pupils	£0		✓						
Mindset Awards	£0		✓						
Counselling	£2,478		✓	✓					
Supervision of Pastoral Team and HT	£0			✓					
Emotional Well-Being Team	£5,000		✓	✓					
Pastoral Manager	£10,200		✓	✓					
Booster Sessions -Year 2 and Year 6	£5,100				✓				
TA Interventions	£10,000				✓				
Year 6 Extra Teacher	£0				✓				
Extra Reception TA	£15,555					✓			
Extra Nursey TA	£17,102					✓	✓		
Brilliant Club	£2,562	✓	✓						✓
Transport of Sports events	£200							✓	
Trip Subsidies	£495								✓
World of Work Trips	£0								✓
Clubs	£1,000								✓
Young Voices Performance	£1,710								✓
Royal Opera House Fee (Trailblazer Carry Forward)	£0								✓

£129,402

# Part B: Review of the previous Academic Year

## Outcomes for disadvantaged pupils

### EYFS

#### Disadvantaged Attainment

##### EYFS20 | Attainment Over Time

Current Year 1 | Assessment Year 2023-2024 | All Pupil Premium Pupils

Report Description:

This report displays the number and percentage of pupils that are At and Above expectations for the 12 GLD Aspects in the terms selected.  
Please Note: The count for each aspect is based on pupils who have an assessment entered for that aspect.

Term	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Start of Year Baseline	28.57% (2/7)	28.57% (2/7)	14.29% (1/7)	42.86% (3/7)	14.29% (1/7)	57.14% (4/7)	28.57% (2/7)	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)	28.57% (2/7)	0.00% (0/7)
Summer End of Term	75.00% (6/8)	75.00% (6/8)	75.00% (6/8)	75.00% (6/8)	75.00% (6/8)	87.50% (7/8)	75.00% (6/8)	75.00% (6/8)	87.50% (7/8)	75.00% (6/8)	75.00% (6/8)	75.00% (6/8)

#### Non-Disadvantaged Attainment

##### EYFS20 | Attainment Over Time

Current Year 1 | Assessment Year 2023-2024 | Non Pupil Premium Pupils

Report Description:

This report displays the number and percentage of pupils that are At and Above expectations for the 12 GLD Aspects in the terms selected.  
Please Note: The count for each aspect is based on pupils who have an assessment entered for that aspect.

Term	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Start of Year Baseline	36.17% (17/47)	31.91% (15/47)	36.17% (17/47)	51.06% (24/47)	53.19% (25/47)	36.17% (17/47)	42.55% (20/47)	23.40% (11/47)	21.28% (10/47)	10.64% (5/47)	32.61% (15/46)	4.35% (2/46)
Summer End of Term	75.00% (36/48)	79.17% (38/48)	75.00% (36/48)	81.25% (39/48)	83.33% (40/48)	85.42% (41/48)	75.00% (36/48)	70.83% (34/48)	72.92% (35/48)	64.58% (31/48)	72.92% (35/48)	72.92% (35/48)

**Phonics:** 67% of disadvantaged pupils (6/9) children passed the phonics screening compared to 97% (38/39) of non-disadvantaged pupils.

Note: Of the four children who did not pass the screening, 3 of these have SEND.

#### KS1 data:

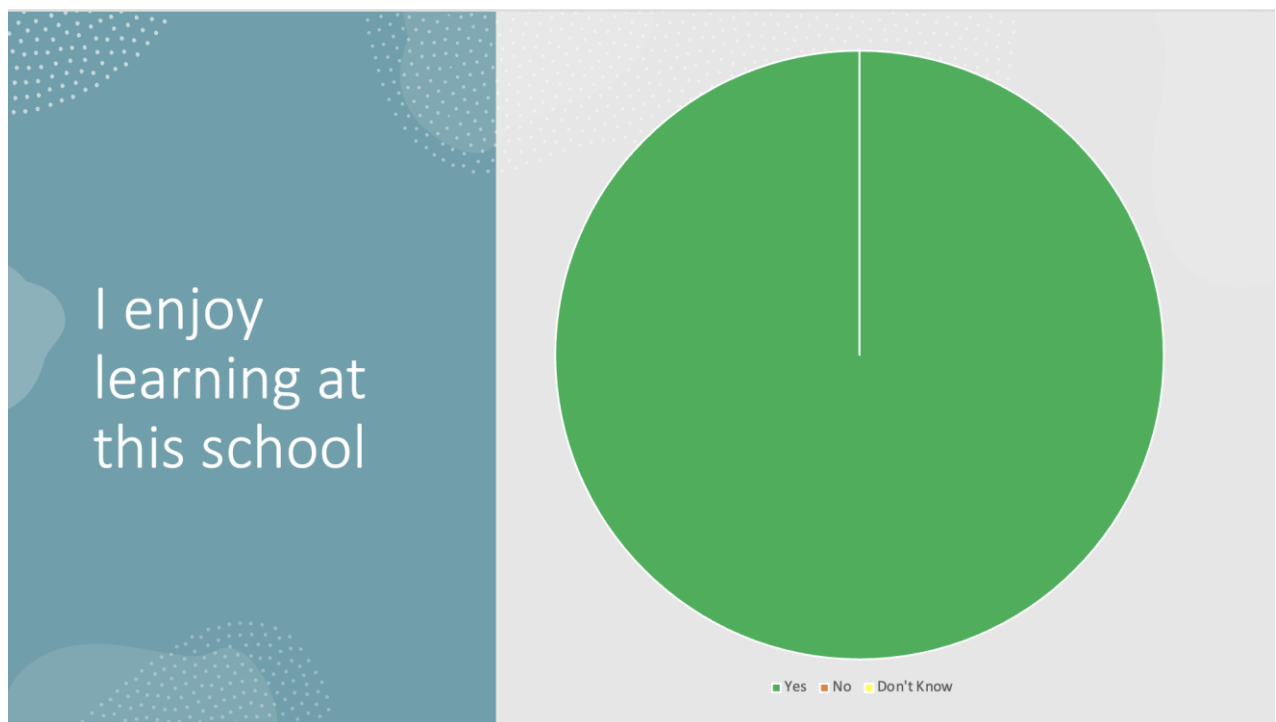
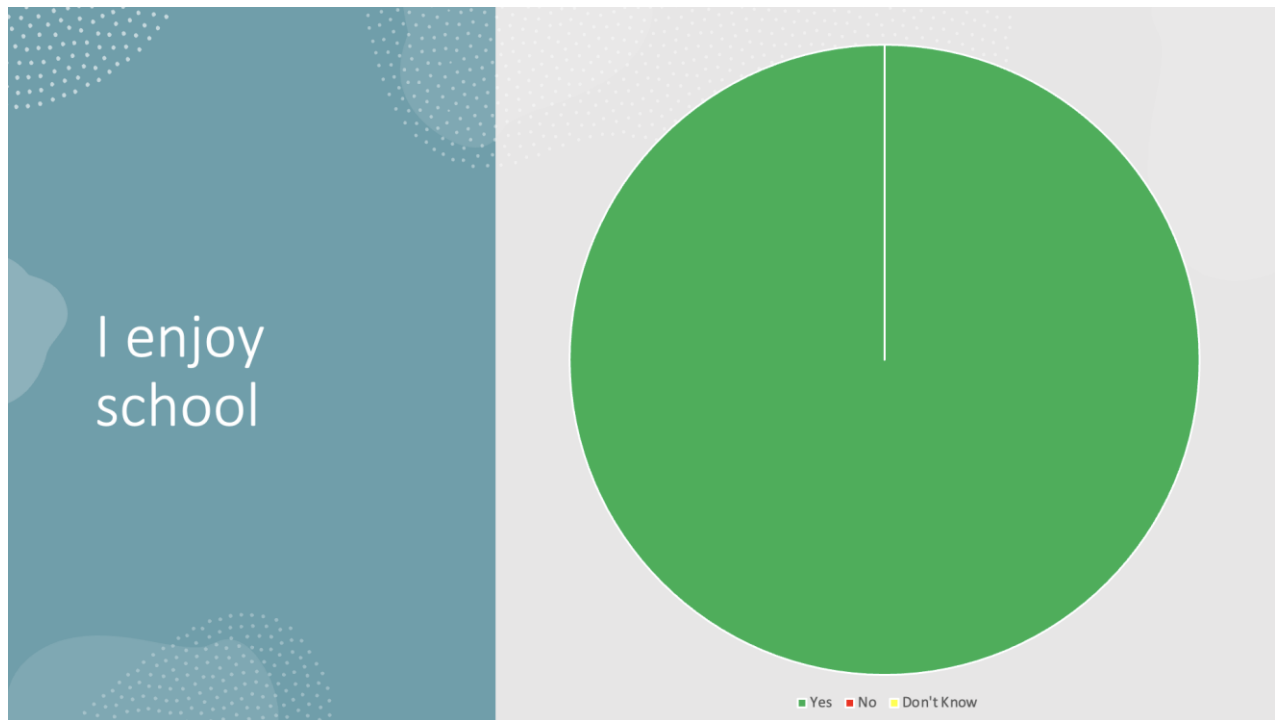
	Reading	Writing	Maths
Disadvantaged (9 children in cohort)	78%	78%	89%
Non-disadvantaged	76%	80%	80%

#### KS2 data:

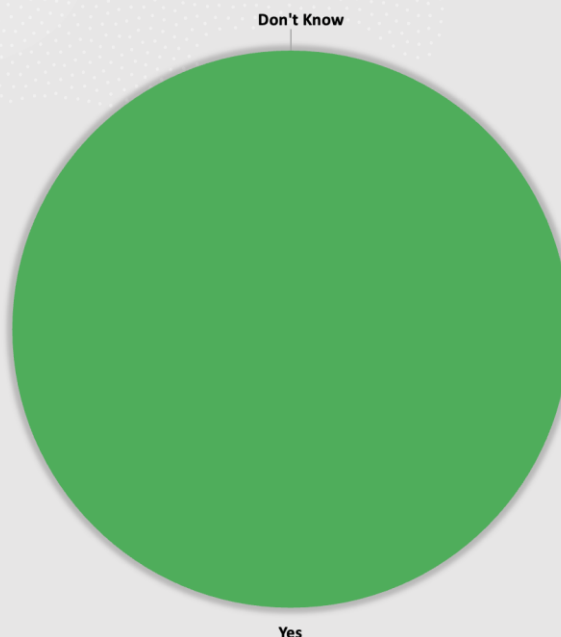
	Reading	Writing	Maths	Combined
Disadvantaged (14 children in cohort)	71%	64%	71%	50%
National	74%	73%	72%	61%
Non disadvantaged	88%	93%	95%	88%

**Attendance data** for disadvantaged pupils was 94.7% compared to non-disadvantaged pupils whose attendance was 95.8%.

**Pupil Voice data** shows positive responses from the vast majority of pupils



My school encourages me to look after my emotional and mental health



Parent Survey data shows 98.4% of parents report that their children are happy at school. 98.1% say that their children feel safe. 99.4% say that their children do well.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*