

Kenton Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Review

Detail	Data
School name	Kenton Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	18% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lorraine Curry
Pupil premium lead	Gemma Pattison
Governor / Trustee lead	Carla Customs-Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,550

Part A: Pupil Premium strategy plan

Statement overview

At Kenton Primary School, we are committed to all pupils reaching their full potential. We meet all the needs of our pupils through a safe and nurturing environment. We are aspirational for our pupils, teaching them that the sky's the limit in what they can achieve in life.

Our aim is to develop our pupils into well-rounded individuals who can achieve well in the wider world and make a difference to it. We teach children about kindness, respect, honesty, and responsibility as well as the 'secrets of success' learning behaviours. Pupils are at the heart of everything we do, and we offer excellent pastoral care for them.

We give the children a progressive and exciting curriculum. Topics are carefully planned to engage and excite pupils with their learning. The curriculum is brought to life with forest school experiences, high quality physical education through a sports coach as well as offering the children trips, residential, memorable experiences and visitors. We aim to share learning with parents where possible. The children are encouraged to take on leadership roles where possible, such as being a school ambassador.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also consider the wider curriculum for children who are disadvantaged to ensure they experience a range of enrichment activities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	PP children have lower attendance compared to their peers with several children on part time timetables, significantly impacting their attendance. During the first half term 2023 (September-October 2023) whole school attendance was 94.0%, attendance for Pupil Premium children was 84.3%.

2	Reading data is lower than other subjects at Key Stage 1 (59%) and Key Stage 2 (71%) and 35.7% of PP children are 'Well Below' age related expectation in Reading.
3	Key Stage 1 Maths data is lower than previous years (59%) and 35.7% of PP children are 'Well Below' age related expectation in Maths.
4	EYFS Good Level of Development is lower than previous years (33%).
5	Our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many pupils which significantly impacts on their attendance and attainment.

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
Attendance for disadvantaged children improves to at least 95% for children who do not have an Annexe R.	<p>Children on part time timetables are reviewed regularly with the support of AIO and families as well as the SEMH team.</p> <p>Part time timetables are successfully reduced to allow all children to attend school full time by September 2024.</p> <p>Results of pupil conferencing show that disadvantaged children enjoy school and take part in an increased number of enrichment activities.</p>
Improve outcomes for pupils in Reading.	<p>At least expected progress made across the academic year. By 2024/25 a greater percentage of pupils year on year make expected progress.</p> <p>Pupils show a love of reading and enjoy reading a range of books. Pupils can talk about and show a good understanding of what they are reading, and the full repertoire of reading skills are developed.</p> <p>Additional tutoring for disadvantaged children, targeting gaps from robust assessment.</p> <p>Purchase Complete Comprehension to ensure consistent high quality guided reading across Key Stage 2.</p> <p>Read, Write Inc training for new Key stage 1 teacher and Head of School.</p> <p>External support with early reading from: The Ilsham hub, Somerset literacy network and Read Write Inc.</p>
Improved outcomes in Key Stage 1 Maths. Gaps in knowledge are addressed and pupils know more and can remember more.	<p>End of Key Stage 1 results are in line or better than National expectation.</p> <p>Daily Maths conferencing for all disadvantaged children during scheduled Maths MOT sessions.</p>

	Purchase White Rose Maths to ensure robust planning and assessment which is consistent across the school.
Improve outcomes in GLD in EYFS.	EYFS profile data will show an increased number of children attaining GLD and end of Key stage 1 data for 2025/2026 will be improved as a result. Secure assessment and tracking across EFYS to ensure all staff are aware of gaps in individual children's learning and development and are able to target support in these areas.
To achieve and sustain improved wellbeing for all pupils at Kenton Primary School, particularly for disadvantaged pupils.	Sustained high level of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among the disadvantaged Children confidently engage with challenging work. An increased number of disadvantaged children taking part in school leadership roles. An increased number of disadvantaged children representing the school in external enrichment opportunities (sporting competitions, musical performances, youth parliament).

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)

Budgeted cost: £8,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics training for new KS1 teacher and HOS. All Teaching assistants trained in RWI.	EEF teaching and learning toolkit - phonics high impact low cost EEF Teaching and Learning toolkit- Phonics High impact of RWI phonics programme to support early reading/comprehension skills.	2
Purchase Complete Comprehension to ensure a consistent approach to guided reading across Key stage 2 -use of RWI to teach systematic phonics	EEF Tackling Disadvantage Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	2

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<p>-use of Accelerated Reader to motivate and monitor reading, -engaging parents through regular reading record checks, meetings and Seesaw.</p> <p>RWI decodable reading books for pupils to take home</p> <p>-support for the lowest attaining children with targeted intervention including Nessy and Truggs.</p>	<p>EEF - Parental engagement with reading</p> <p>Reading comprehension strategies - high impact low cost EEF</p>	
<p>Maths</p> <p>Purchase White Rose Maths to ensure a consistent approach to the teaching of Maths across the school- considering teacher workload and well-being.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p>	3
<p>Additional Maths subject leadership time. Weekly focussed support for Maths Lead to ensure quality assurance is regular and focussed; pupil voice is considered within action planning; all staff are confident teaching using White Rose Maths.</p>	<p>Building knowledge is a key component in the EEF 'Effective Professional Development' Guidance Report.</p>	3
<p>Whole staff focus on Walk Thrus programme to improve quality first teaching and instructional coaching.</p>	<p>Walk Thrus programme is research based on mastery learning and building schema EEF, high impact, low cost.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	2, 3, 4
<p>Step lab coaching used to map and track consistent, weekly incremental coaching across for all staff.</p>	<p>Step lab coaching is a robust coaching program which tailors CPD to the needs of each individual practitioner. The process for incremental coaching follows the four-point structure (building knowledge, motivating teachers, developing teaching techniques and embedding practice) outlined in the EEF 'Effective Professional Development' Guidance Report.</p>	2,3,4

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

Budgeted cost: £4,137.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Peer tutoring sessions to target daily live conferencing.</p> <p>Maths MOT small group coaching with class teacher.</p> <p>Research and share CPD on purposeful and effective marking and feedback.</p> <p>Data is used to inform quality first teaching.</p> <p>Pupil progress meetings shape intervention groupings and adaptive teaching in class.</p>	<p>EEF shows that Peer tutoring is high impact (+5 months) for very low cost.</p> <p>EEF research shows that small group tuition has a moderate impact (+4 months) for a low cost. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	3
<p>Small group coaching for pupils, focusing on key skills in Reading, Writing and Maths, provided by experienced teachers.</p>	<p>Small group tuition – EEF.</p>	2,3,4
<p>Additional 1-1 and small group Maths support in class.</p> <p>Targeted interventions for specific pupils to include Precision Teaching, small group support in line with key teaching objectives.</p>	<p>Small group tuition - EEF</p>	3
<p>Smaller teaching groups for KS1 Maths, allowing for a more targeted approach within mixed age classes.</p>	<p>EEF - Mastery approach</p>	3
<p>To improve the quality of speech and language support for most disadvantaged pupils.</p> <p>To employ SLT across the Trust to work one-to-one with pupils and deliver staff CPD.</p> <p>To build individualised programmes and intervention support in school to accelerate progress.</p>	<p>EEF Oral Language Interventions demonstrate high impact.</p>	4

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

Budgeted cost: £4,137.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External support from AIO and SEMH team to reduce Annexe R and part time timetables for children. SENDCO work with families and teacher on reducing anxiety in the classroom and a SEND friendly learning environment. LC and GS to track the attendance of individual pupils and work closely with families with bespoke support packages.</p>	<p>EEF research on responsive and targeted approaches- evidenced in 'Attendance interventions: Rapid Evidence Assessment'.</p>	<p>1</p>
<p>Staff CPD 'The Relational approach' to ensure that relational practice is embedded across the school.</p>	<p>EEF research into Social and Emotional learning support indicates that: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This CPD has a moderate impact for a very low cost.</p>	<p>1, 5</p>
<p>Attachment based mentoring training.</p>	<p>EEF mentor research suggests:</p> <p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.</p>	<p>1, 5</p>
<p>Access to forest school sessions.</p>	<p>Children are stimulated by the outdoors and typically experience an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills as well as emotional wellbeing.</p>	<p>1,5</p>
<p>Targeted small group forest school sessions focussing on SEMH support.</p>	<p>EEF research into Social and Emotional learning support indicates that: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the</p>	<p>1.5</p>

	academic or cognitive elements of learning. This CPD has a moderate impact for a very low cost.	
SCARF PSHE programme maintained and staff CPD updated to meet RHSE requirements and support pupils' well-being.	Need identified through behaviour and pastoral monitoring.	1
Support parent and pupil mental wellbeing through contributing to costs for music lessons and sports clubs. Uniforms subsidised for pupils.	Parent and pupil wellbeing an Ofsted and DFE priority.	5

Total budgeted cost: £16,550

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 2022 to 2023 academic year.

	Reading	Writing	Maths
2022FSM	44.4%	44.4%	33.3%
2023FSM	55.6%	55.6%	66.7%
2022 PP	58.3%	58.3%	41.7%
2023 PP	64.3%	71.4%	64.3%
2022 SEND	60%	40%	53.3%
2023 SEND	44.4%	66.6%	33.3%
2023 shows an increase in attainment outcomes for disadvantaged children in all areas with SEND reading as the exception.			

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attainment data improved across the last academic year (2022-2023) in Reading, Writing and Maths. Children with SEND did not show significant improvements in attainment data and this will need to be a focus within the next academic year.

To help us gauge the performance of our disadvantaged pupils we compared their Reading, Writing and Maths results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
RWI (purchase of programme in Feb 22 and training package)	Ruth Miskin
Complete Comprehension	Schofield and Sims
White Rose Maths	White Rose Education

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