



Kenley Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Kenley Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	LGB & Education Team
Pupil premium lead	Jacki Keogh
Governor / Trustee lead	Liam McGivern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,450
Recovery premium funding allocation this academic year	£ 8,700
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	£ 98,150

Part A: Pupil premium strategy plan

Statement of intent

Kenley Primary School primarily serves the Whyteleafe estate in South Croydon, and other surrounding communities. Historically, the school has always maintained a proportion of pupils above national average, who are eligible for Pupil Premium Grant funding. Currently, 25% (46 chn) of our pupils from Reception to Year 6 are eligible for this funding. Of these, 47% (21 chn) have SEND needs.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Young Carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are financially disadvantaged or not.

At Kenley Primary we seek to know our families well and understand their vulnerabilities in order to be able to effectively provide targeted support. Factors considered within the vulnerabilities assessment ascertain if a child's home circumstances are challenging to the point that they are unable to achieve their potential in school without significant support. This is likely to mean that these children are in receipt of the PPG (free school meals and Ever6), have historic or current social care involvement, are receiving behavioural or emotional support from the ELSA and are working at least one term below their peers academically. They may also have poor attendance. This enables us to specifically target support and intervention to the most disadvantaged pupils within our school community.

Our PP strategy is based on delivering highly effective teaching and learning to all pupils and targeted intervention and support to identified pupils using the following tiered model:

Tier 1: Quality First Teaching which is flexible, engaging, and bespoke is our main tool for achieving these goals. Our specific school focuses are explicit checking for understanding; explicit modelling; reading fluency; and the retrieval of and activation of prior knowledge to generate new learning. This model also benefits attainment of the non-disadvantaged pupils in our school.

Tier 2: Targeted Academic Support. At Kenley Primary we use small group intervention; precision teaching, and School-Led Tutoring as our primary means of supporting catch-up for disadvantaged pupils. Much of this targeted intervention focuses on early reading and development of oral language and reading fluency. Interventions are rooted in diagnostic assessment – particularly for Early Reading and Phonics and regularly reviewed for impact.

Tier 3: Wider Strategies: At Kenley Primary this includes support through our Emotional Literacy Support Assistant (ELSA) and Speech and Language Therapy (SALT) as well as commissioned services from external professionals, such as a Play Therapist and a Therapy Dog service. Many children are unable to access extra-curricular activities and trips due to the cost, so part of our strategy is to offer these experiences at a heavily discounted rate to support children broadening their personal horizons, increasing their cultural capital and developing their knowledge of the world.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Overall absence (6.8% summer 2022/23) for families has been historically above national, particularly for disadvantaged pupils. Whilst the level of Persistent Absence (14.4% 2022/23) is below national figures, there is still a need to tackle persistent absence particularly for families with entrenched cases.
2	SEND – A large proportion of our children eligible for Pupil Premium Grant funding also present with Special Educational Need and/or Disability (47%). This creates an additional challenge when considering strategies to support children and is impacting on attainment compared to their non disadvantaged peers.
3	Attainment in writing – Internal and external assessments indicated that writing attainment among disadvantaged pupils is significantly below that on non-disadvantaged pupils
4	Oracy & Vocabulary Our internal assessment and observations with pupils indicate underdeveloped oracy language skills and vocabulary gaps among disadvantaged pupils. This is impacting on reading outcomes for disadvantaged pupils, particularly in KS1.
5	Wellbeing Observations with pupils and families have identified social and emotional issues for many pupils. Engagement with enrichment activities is a barrier for many families including those of disadvantaged pupils.
6	Behaviour Our assessments and internal data have shown us that pupils with disadvantaged are more likely to face behaviour challenges and therefore receive consequences and sanctions.

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
<p>1) Attendance & Punctuality To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Improvements in attendance over time. • Children arrive on time more frequently • Attendance will be in line with whole school target of 96%. • % of Persistent Absence will decrease. • The attendance and punctuality gap between advantaged and disadvantaged pupils will reduce. • Continue to support families whose children have poor attendance so that these pupils benefit fully from the effective interventions the school has put in place to accelerate their learning and progress.
<p>2) SEND To improve attainment among disadvantaged who also have a special educational need or disability in the combined RWM in both Key Stages.</p>	<ul style="list-style-type: none"> • Leaders to carefully track outcomes for this group of pupils • KS2 outcomes in 23/24 show the attainment gaps have been reduced • Teachers to understand which strategies are more impactful to meet needs, and therefore raise attainment.
<p>3) Attainment in Writing To improve writing attainment among disadvantaged pupils</p>	<ul style="list-style-type: none"> • Teacher assessment of KS1 writing in 23/24 show that more than x% of disadvantaged pupils met the expected standard. • KS2 writing outcome sin 23/24 show that more than x% of disadvantaged pupils met the expected standard.
<p>4) Oracy & Vocabulary To improve oracy skills and application of vocabulary is improved among disadvantaged pupils</p>	<ul style="list-style-type: none"> • Reading fluency assessments show that the gap has been closed for disadvantaged pupils • Observations indicate sig improved oracy among disadvantaged pupils. This is evident when triangulated with other sources of evidence including work scrutiny and formative assessments.
<p>5) Wellbeing To achieve and sustain improved engagement for all pupils in our school, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Significant increase in participation in enrichment activities particular among disadvantaged pupils • Further engagement by families in wider school events such as community events; parents' evenings; parent workshops
<p>6) Behaviour To reduce the number of behavioural incidents for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Monitoring will show a decrease in the number of incidents of negative behaviours • Qualitative data from teacher observations and feedback shows that teachers are better equipped to support in making good choices regarding their behaviour.

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: £ 32,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of dialogic approach to reading to encourage disadvantaged pupils to access high-quality age-appropriate texts and encourage making meaning. CPD for staff.</p> <p>Purchase of a diverse and inclusive range of high-quality texts to engage and challenge at age-appropriate pitch.</p>	<p>Reading comprehension strategies are shown to have very high impact for very low cost on an extensive evidence base that indicate a positive impact on improving the understanding of meaning of text effectively for disadvantaged pupils:</p> <p>Reading comprehension strategies EEF</p> <p>Effective Professional Development EEF</p>	2, 3, 4
<p>Development of Quality First Teaching throughout the school, ensuring teachers have strong subject knowledge and use pedagogical strategies that enable disadvantaged pupils to achieve.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	2, 3, 4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress EEF</p>	2, 3, 4
<p>Refinement of the role of SENCO from January 2024 to support staff in better meeting the needs of disadvantaged pupils with SEND.</p>	<p>Pupils will have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>EEF Special Education Needs in Mainstream Schools Guidance</p>	2, 6

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training to support this aim.</p>	<p>Evidence consistently shows that communication and language approaches benefit young children's learning.</p> <p>Using multiple approaches will support the development of children's communication and language.</p> <p>VOCABULARY IN ACTION Classroom strategies for vocabulary and language</p> <p>EEF Approaches and practices to support communication and language development in the early years</p>	<p>2, 3, 4</p>
<p>Enhancement of the teaching of writing and curriculum planning.</p> <p>We will continue to subscribe to Literacy Tree; provide planning support for teachers and attend TCT Writing Moderation Hubs</p>	<p>Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>EEF Guide to improving literacy in KS2</p>	<p>2, 3, 4</p>
<p>Purchase of an extension to the DfE validated SSP Programme – RWI Fresh Start to secure stronger phonics teaching for KS2 pupils</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>

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

Budgeted cost: £ 23,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p>	<p>2, 3, 4</p>

including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional Phonics and Maths sessions targeted at disadvantaged pupils who require further phonics and Maths support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	2, 4

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

Budgeted cost: £ 42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice relating to attendance. This will involve training and release time for staff to develop and implement new procedures and appointing enhanced Educational Welfare Officer service to improve attendance and punctuality.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance	1,5
To purchase the services of specialist staff such as art therapists and counsellors to ensure that children can receive timely support for their wider SEMH needs.	Behaviour management provision within schools should be made, including making adjustments for those with SEND or underlying needs. Behaviour in schools - DfE guidance	2, 5, 6
To continue to fund and enhance education support staff delivery of ELSA sessions to support with emotional literacy and self-regulation Enhanced nurture provision to support with self-regulation including wider engagement	Impact of these approaches is very high, particularly for disadvantaged pupils who require support in applying them effectively in the classroom Metacognition and Self-regulated Learning EEF Alongside academic outcomes, SEL interventions have an identifiable and	5, 6

with Zones of Regulation. CPD for staff.	valuable impact on attitudes to learning and social relationships. Improving Social and Emotional Learning in Primary Schools EEF	
Improve the quality of break and lunchtimes, through greater engagement and pupil leadership. Well-planned and lead opportunities leading to increased learning, social, emotional, mental and physical health and wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving Behaviour in Schools	2, 5, 6
Increase positive parental engagement by talking to parents who are less involved about what support they would find helpful; provide practical strategies to support learning at home and tailor school communications to encourage positive dialogue about learning	There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	2, 5
Providing a range of subsidised/free Enrichment Opportunities to disadvantaged pupils to encourage participation and offer opportunities they may otherwise not experience. Subsidising the cost of the Year 6 residential trip to ensure all children are able to access this experience.	Research shows many pupils from disadvantaged often don't benefit from enrichment opportunities because of financial implications, resulting in missing out on: increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. An Unequal Playing Field report.pdf EEF Guide To The Pupil Premium Grant.pdf	1, 2, 5, 6
Revision to whole school behaviour policy and whole school training of behaviour management, in order to further embed school values and ethos and restorative approach to conflict resolution	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving Behaviour in Schools	2, 5, 6

Total budgeted cost: £ 98,150

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 2022/23 academic year.

The overarching aim at Kenley is for all pupils to be supported and to achieve well regardless of their starting point or their prior knowledge.

Whilst the intent of the 2021-4 strategy was clear, the implementation and leadership of some aspects of the strategies within the 2021-24 PPG strategy statement did not have as sharp an impact as expected. For this reason, and due to the change of leadership at the school from the start of September 2023 (Head of School and Executive Principal) the strategy statement will therefore be re-written to reflect the current priorities and challenges.

KS2 outcomes were below national averages and will be a focus of work this academic year to collectively raise standards for all pupils. However, the gap between disadvantaged pupils and their non-disadvantaged peers at the end of KS2 in writing was marginal which was indicative of the school wide work that went into improving outcomes in writing last academic year. However, statistically there is still a gap in attainment in writing between disadvantaged and non-disadvantaged pupils in a number of other year groups. This focused work on writing and writing moderation will continue this academic year. At KS1, reading, writing and maths results were above national outcomes. The gap between disadvantaged pupils and their peers was marginal for both maths and writing, with the gap being slightly wider for reading. The focused work on embedding reading fluency will aim address this gap.

Continued work on delivering the early reading provision meant that 79% of pupils met the expected standard for the phonics screening check. 83% of disadvantaged pupils met the expected standard compared to 78% of non-disadvantaged pupils. The 2023/4 strategy will ensure that phonics interventions start promptly in the academic year so that all pupils have an opportunity for catch-up.

The 2022-23 PPG strategy aimed to focus on implementing the national tutoring programme through school led tutoring. However, this work did not have the intended impact and therefore the revised strategy will purposefully outline the renewed focus of this work and how it will be purposefully delivered in 2023/4 to maximise impact, with a forensic focus on understanding individual needs and how to close gaps. Staff from the Education Team in the Trust will support with the delivery of school led tutoring moving forward.

Despite the focus on developing assessment in the previous strategy, there is a continued focus to ensure that both summative and formative assessment is purposeful and closes gaps for pupils, whilst informing quality-first teaching. The 2023/4 strategy has revised the use of summative assessments and tracking systems to ensure that the information that teachers get is forensic and therefore allows them to quickly close gaps in the classroom.

In 2022/3, overall attendance was 93.2%, which was very much in line with the previous year (93.5%). Greater rigour around tracking of attendance will ensure a targeted approach including weekly reminders via Newsletter to parents/carers re whole-school target for attendance (96%). Increase in administration of attendance and investment in enhanced EWO service.

The 2022/3 strategy emphasised the work that was needed to support pupils with SEND with a particular focus on SALT and ELSA work. SEND needs continue to present as a vulnerability for many of our PPG children. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and the leadership oversight of interventions.

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
Literacy Tree (English)	Literacy
Read Write Inc (Phonics)	Ruth Miskin Literacy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

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.