

# Pupil premium strategy statement – Kensington Avenue Primary School 2023/24

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	463.5
Proportion (%) of pupil premium eligible pupils	30.7
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	08/12/2023
Date on which it will be reviewed	Nov 24
Statement authorised by	Clare Cranham
Pupil premium lead	Gill Chamberlain
Governor / Trustee lead	George Barnes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207 338
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20953 * indicative £22264 actual
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£229602

# Part A: Pupil premium strategy plan

## Statement of intent

Kensington Avenue Primary School provides a harmonious, happy learning environment where pupils feel valued and listened to. We aim to provide a secure and exciting atmosphere to support pupils to gain a joy of learning, where our children become knowledgeable of the world around them and develop the skills and values they need to be successful. We pride ourselves on being an inclusive school where the promotion of equal opportunities underpins our practices. Our motto 'Together we can achieve more' helps our pupils learn the importance of community, the values of team work and celebrates diversity. This is alongside our 3 core values of respect, responsibility and perseverance.

Kensington Avenue Primary School is in the London Borough of Croydon on the border of Lambeth. IDACI Decile 2 indicates the school is in the highest 20% level of deprivation nationally. 32% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress.

Our core approach is through high-quality teaching of all children, 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. Monitoring and tracking progress we know the areas that targeted support is required and this forms the basis of our interventions and programmes of work.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
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1	Gaps identified in reading, writing and maths at higher level / greater depth.
2	Gaps identified in phonics data in the school although PP attainment was in line with PP children nationally in 2023 for non-SEND disadvantaged pupils.
3	Speech, language and communication levels are lower than non-PP pupils.
4	Attendance and punctuality
5	Education recovery for disadvantaged pupils
6	Wellbeing and low aspiration

## 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
Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2	Pupil data from KS2 SATS shows an increase in the number of PP pupils achieving higher standard/ greater depth.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
Reduce the gap between non-PP and PP pupils passing the Phonic Screening Check in Y1	PP pupils attainment is in line with non-PP pupils in school and nationally
Attendance for pupil premium children improves and persistence absence levels decrease	Attendance data indicates that the gap to national closes year on year
Gaps in age-related expectations between PP and non-PP pupils	Data shows an upward trend for children working at age-related expectations in each year group

## 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: £ 12287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phase and subject leads will be released to monitor and develop teaching and learning Professional development: Weekly CPD/ coaching sessions through teacher and TA meetings to support staff, with a particular emphasis on vocabulary, teaching of reading skills</p>	<p>“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” EEF</p>	<p>1</p>
<p>CPD for new staff on White Rose maths. Implementing a consistent approach across the school and building on previous learning Teachers will have access to Maths Hubs resources to support the teaching of mastery across all year groups</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1</p>
<p>Little Wandle Letters &amp; Sounds Revisited has been in place for an academic year. Keep up sessions to be fully implemented across Reception, Year 1, Year 2 Phonics catch up sessions in year 3 and year 4 to support early reading skills with children who</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

<p>have not met the PSC standard.</p> <p>Ensure the effective teaching of reading across all year groups and promote reading for pleasure through the use of high quality books</p>		
<p>Early Language project to be implemented in 2023/24. CPD for all staff and implementation of strategies, led by Inclusion AHT</p> <p>Open University Reading for Pleasure project. CPD and termly webinars for all staff led by English Lead.</p> <p>1.5 x academic tutors working over the week</p> <p>Lowest 20% readers read to an adult 4 days a week.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>

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

Budgeted cost: £ 131489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school small group booster sessions run by academic mentors for targeted children</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	<p>1, 5</p>

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
In- school classroom mentoring and targeted intervention groups run by academic mentors and teachers delivered to those whose education has been impacted the most by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5
Subscription to EAL IT packages and CPD for staff	EEF effective approaches to support <a href="#">literacy</a>	1

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

Budgeted cost: £ 87336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation approaches embedded developing our school ethos and improving self-regulation of behaviour across school Nurture based provision for identified children Purchase of counselling for children identified needing more intensive support than level 1 or 2 provision	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6
Embedding principles of good	The DfE guidance has been informed by engagement with schools that have	4

<p>practice set out in the DfE's <a href="#">Improving School Attendance advice</a>.</p> <p>EWO, Parent support worker will implement strategies and work with identified families.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>A programme of clubs and activities before, during and after the school day are available and PP children are targeted with subsidised/ free places. Breakfast club places allocated to improve attendance. These include therapeutic, nurture-based, play therapy and lunch club support</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning</p> <p><a href="#">The EEF Toolkit has a strand on arts participation</a></p>	<p>6</p>

**Total budgeted cost: £ 231112**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year £252 504 including catch-up funding

- Phonics attainment was in line with national phonics attainment for pupils with pupil premium without SEND
- KS2 SATS writing pupil premium children was above national at expected standard compare to those pupils without pupil premium. The gap between them has decreased.
- KS2 SATS pupils working at greater depth is below pupils without pupil premium in school but above the national outcomes for pupils with pupil premium.
- Reading in Y3 and 4, progress has been made by all pupil premium pupils some is accelerated.
- Identified children attended after school groups and Easter holiday boosters for targeted teaching of gaps in knowledge. The impact of this was seen in progress in class and Y6 children attained above national attainment levels for pupils in receipt of pupil premium funding. Catch-up funding was used in addition to pupil premium funding for this.
- Identified pupil premium children who have English as an additional language achieved KS2 SATS levels above national levels and above those pupils who are not pupil premium.
- Enrichment clubs include cheer-leading, cricket and dance as well as football and tag-rugby.
- Targeted intervention for identified SEND children was led by an experienced teacher. Pupils all made accelerated progress.
- Attendance was in line with national data
- Identified pupils received integrative counselling and play therapy.

Access to the internet by loan of hardware and providing access to wifi continues to be offered to all families. The Parent Support Worker worked with class teachers to identify families who would benefit from support.