



Pupil premium strategy statement

Kenmore Park Infant & Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 overview

Detail	Data
School name	Kenmore Park Infant & Nursery School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	12.24%
Academic year/years that our current pupil premium strategy plan covers	3 – though the school will annually update the strategy to ensure that it remains relevant.
Date this statement was published	01.12.21
Date on which it will be reviewed	Annually
Statement authorised by	Rutinderjit Mahil-Pooni, Head Teacher
Pupil premium lead	Mr J Snowden, Deputy Head Teacher
Governor / Trustee lead	N. Parekh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,970
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
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	£38,740

Part A: Pupil premium strategy plan

Statement of intent

It is the aim of staff at Kenmore Park Infant & Nursery School that pupils, regardless of barriers to their learning that they may face, make good or better progress during their time in the school. Through making increased levels of progress, the school wishes to close attainment gaps between disadvantaged learners and their peers.

The focus of the pupil premium strategy in the school is to support disadvantaged pupils to progress sufficiently so that they are working broadly in line with age-related expectations in their year groups. Where children are already working at age-related expectations we will endeavour to ensure that children achieve above age-related expectations in their year group.

Disadvantaged/vulnerable children may face multiple challenges to their learning such as living in over-crowded housing conditions or may, for example, have wider issues identified through e.g., having a social worker linked to them or being on the school's Special Educational Needs register. The school will take into account such challenges when identifying which children to engage in support work.

The school has a proven-track record of providing effective small-group interventions that raise academic attainment. Children in receipt of pupil premium will be recipients of additional support and intervention. Furthermore, "Non-disadvantaged" pupils who require additional support will also be included in intervention groups. will be included the groups as well, thereby sustaining their progress in addition to disadvantaged groups.

As a measure of the effectiveness of our interventions, a baseline will be taken and used to track progress over time. Regular evaluation and monitoring of this provision will ensure on-going progress.

As is the case with all the children in our school, those who do not make expected progress during interventions will be discussed by Class Teachers, Teaching Assistants, and the school's Inclusion Lead. Next steps will be identified which may involve referrals to other agencies.

Kenmore Park Infant & Nursery School is a 'Visible Learning School.' We seek to develop key learning behaviours & dispositions in all of our children including resilience, perseverance and working together. Such efforts benefit all learners.

Challenges

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

Challenge number	Detail of challenge
1	On entry Baselines in most areas of development in the Early Years continue to be significantly low in both FS1 & FS2. This is reflective of the large majority of our learners and needs to be monitored more closely for pupils in receipt of PP.
2	A large proportion of pupils come from homes that are unable to support a positive reading culture; with limited English acquisition and understanding of how to support basic reading skills furthermore, homes lacking in resources such as access to books, fiction and non-fiction.
3	Rates of mobility within the school remain high with in year leavers and there are casual new admissions across all year groups.
4	The number of learners joining the school from Eastern Europe, where children do not commence formal education until the age of 7 years, continues to be high. Therefore, the starting points of in-year casual-new-arrivals to the school and UK tend to be low together with the children's experience of educational settings. This places added pressure on the school to deploy resources to diminish differences between them and their peers within the same year group who have been through the British education system from nursery or reception. Due to vagaries of the benefit system, the children of those families are often not entitled to PP but, have some of the greatest needs.
5	It has often been the case that children with PP in the school face additional barriers to learning; they frequently feature on the Special Educational Needs register or on the school's vulnerable pupil list.
6	It has been noted that the vocabulary of many of our learners is below what would be expected for children of their chronological age. This is even more likely to be the case for our PP learners.
7	Evidence and observations suggest that children in receipt of PP tend to have greater difficulty with phonics which, in turn, impacts on rates of progress in reading.
8	Children with PP in the school often make accelerated rates of progress during their time at the school in reading, writing and maths. It is often the case that their starting point is so low that it is difficult for them to achieve at age-expected-levels by the end of KS1. However, with more time there is an increased likelihood that they will catch up by the time they reach the end of KS2 or at some point between.

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><i>Children in receipt of PP in EYFS to be included in small-group interventions focused on improving basic skills</i></p>	<p><i>A baseline score will be taken prior to the beginning of an intervention, followed by an assessment at the end. The resultant difference in scores will be used to demonstrate progress and this data will be scrutinised by the SLT.</i></p> <p><i>Children on interventions will demonstrate greater progress in relevant areas of the EYFS framework. NB, owing to the new EYFS assessment system, this may be harder to judge, therefore baseline and final assessment scores will be used.</i></p> <p><i>The percentage of children in receipt of PP in EYFS who finish the year at age-related-expectations will be in line with or exceed non-disadvantaged children.</i></p>
<p><i>Children who may have Special Educational Needs gain the support they require at the earliest opportunity. Children who do not make expected progress on interventions will be discussed with the SENCo. The graduated response will be used to support referrals to other agencies.</i></p>	<p><i>Referrals to other agencies are successful for children requiring more specific specialised support.</i></p>
<p><i>Children will receive support in phonics, if required, in KS1, to ensure their basic reading skills develop to a good level. This will be monitored for all children but a special emphasis will be placed on ensuring children in receipt of PP make good and/or better progress.</i></p>	<p><i>The percentage of children in receipt of PP passing the Phonics Screening Check in Y1 and Y2 will be analogous to that of non-disadvantaged children.</i></p>
<p><i>The SLT has a stronger understanding of the progress and attainment of PP children in the core areas of the curriculum than in other subjects. Subject Leaders are therefore required to review the data for their subjects to examine how children in receipt of PP make progress in different areas.</i></p>	<p><i>The school will have an accurate picture of how children in receipt of PP progress in all areas of the curriculum.</i></p> <p><i>Dependent on results, appropriate actions, implemented to ensure that disadvantaged children make good and where possible better progress in all subject areas.</i></p>

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: £100.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training on supporting pupils through differentiation and addressing key skills</i>	<i>Differentiation is an accepted practice amongst most areas of education.</i>	4, 5
<i>Investigate whole-class vocabulary building sessions in EYFS</i>	<i>Another Inclusion Quality Mark Flagship School has developed a whole-class vocabulary building session in conjunction with a Speech and Language Therapist. KPINS staff, Inclusion Lead and EYFS Lead have requested to observe the sessions and adopt the scheme if the impact is positive.</i>	6

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

Budgeted cost: £ 43,244.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding staffing – experienced Teaching Assistants providing proven interventions to children in small groups.</i></p> <p><i>Teaching Assistants in EYFS providing small-group intervention supporting children to develop basic skills.</i></p>	<p>A baseline assessment is taken prior to any intervention commencing. This is used to evaluate & review progress made during the intervention and at the end.</p> <p>Previous evaluations of the programmes have demonstrated good rates of progress for children involved.</p> <p>The Education Endowment Fund (EEF) demonstrates that small-group tutoring has a positive impact on pupils.</p> <p>Action plans with specific list of pupils targeted for support and intervention.</p> <p>Comparison of end of intervention data with that of the baseline</p> <p>Increase in children’s rates of progress against EYFS statements</p>	1, 2

<p><i>Use of the '20-day challenge to boost reading' skills for children in receipt of PP. The children read daily with a Teaching Assistant</i></p>	<p>Observation and school-data provides evidence that this intervention supports pupils to boost their reading ability, enjoyment and confidence.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring children facing barriers to attending are supported to come to school.</i></p> <p><i>In November 2021, a parent with 2 children in school broke her ankle and faced 4-6 weeks without being able to bring her children to school. The school used a proportion of its PP funding allocation to fund a taxi to bring the children to and from school daily over a number of weeks until she was well enough to resume driving.</i></p>	<p><i>Attendance rates are widely considered key to ensuring appropriate progress. Multiple studies reach this conclusion.</i></p>	<p>5</p>
<p><i>Children whose rates of progress are not good despite intervention will be considered for referral to different agencies</i></p>	<p>The identification of additional needs ensures that children's wider needs can be met.</p>	<p>5</p>

Total budgeted cost: £43,432.92

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 2020 to 2021 academic year.

Please see the Pupil Premium Statement, 2020-2021 which examines closely the impact of PP last year.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Prior to Covid, the school ran many groups to support parents and the wider learning of children.

*This year, the school will return to a similar number of events including meetings with parents to explain changes to teaching and learning in English and Maths. **Challenge number 2.***

*The school will run family learning sessions with parents and children to establish basic phonics skills in Y1 and for new arrivals to the school. **Challenge number 7***

*The school employs a parent ambassador who shares a home language with the majority of the children in school. The parent ambassador is being used to run new arrival groups focused on survival English and support in basic skills. **Challenge number 4***

*The school is part of the Harrow Schools' Counselling Partnership (HSCP). This organisation supplies wrap-around care for staff, children and parents. They also provide 1:1 sessions for children whose behaviour/self-esteem are in need of support. Whilst selection for 1:1 sessions is not based on receipt of PP, it is often the case that a high percentage of the children in receipt of this support are PP. **Challenge number 5.***