



Pupil premium strategy statement: Kenmore Park Infant & Nursery School 2000-2021



1. Summary information					
School	Kenmore Park Infant & Nursery School				
Academic Year	September 2020- July 2021	Total PP budget	£30,590	Date of most recent PP Review	Sep 20
Total number of pupils	274	Number of pupils eligible for PP & Number eligible for EYPP	22 NB: By the end of summer 2020 (Due to Covid lockdown and free school meal vouchers to eligible pupils, number rose to 40 children eligible for PP – a further increase of 18 children from March 2020 data. However, no additional funding received for the rise in numbers of eligible pupils).	Date for next internal review of this strategy	Feb 21 Changed to July 21 due to Covid

2. Current attainment							
	FS1 all pupils 52			FS1 pupil premium 0			Pupils not eligible for PP NS Primary 2020/21
Current attainment – FS1							
% achieving expected standard in READING	(0/ 51 chn)			Data not available			No data available
% achieving expected standard in WRITING	4% (2/51 chn)			Data not available			
% achieving expected standard in NUMBER	(0/ 51 chn)			Data not available			
% achieving expected standard in SSM	(0/ 51 chn)			Data not available			
% achieving expected standard in CLL [L&A/U/S]	7% (4/51 chn)	3% (2/51 chn)	(0/ 51 chn)	Data not available	Data not available	Data not available	
% achieving expected standard in PHYSICAL [M&H/H&S-S]	(0/ 51 chn)		3% (2/51 chn)	Data not available		Data not available	
% achieving expected standard in PSED [SC&SA/MF&B/MR]	0	6% (3/51 chn)	2% (1/51 chn)	Data not available	Data not available	Data not available	
Current attainment – FS2	FS2 all pupils			Pupils eligible for PP (6xpupils)– 2020/21			Pupils not eligible for PP NS Primary 2020/21

% achieving expected standard in READING	66%	100% (6/6 children)	No data available
% achieving expected standard in WRITING	71%	100% (6/6 children)	
% achieving expected standard in NUMBER	70%	100% (6/6 children)	
% achieving GLD at end of FS2	Data not available	Data not available	
Current attainment – KS1	<i>Pupils eligible for PP NS Primary 2020/21</i>	<i>Difference between school PP and national non-PP (Based on 2019 National)</i>	<i>Pupils not eligible for PP NS Primary 2019/20</i>
% achieving expected standard in Y1 PHONICS (PSC)	<i>Phonics screening assessment postponed due to Covid</i>		
% achieving expected standard in Y2 PHONICS (PSC)	56% (5/9)	71%	82%
% achieving ARE (Age-Related Expectations) or greater in READING – end of KS1	22% (2/9)	62% Diff -40%	78%
% achieving greater-depth in READING– end of KS1	0%	13%	27%
% achieving in ARE or greater in WRITING – end of KS1***	22% (2/9)	53% Diff -31%	72%
% achieving greater-depth in WRITING – end of KS1****	0%	7%	16%
% achieving in ARE in MATHS – end of KS1*****	33% (3/9)	61% Diff -28%	78%
% achieving greater-depth in MATHS – end of KS1	0%	11%	24%

Comments:

Reception:

Pleasingly **all of the children in Reception in receipt of PP met age-related expectations** with support from Class Teachers directing Teaching Assistants to work with children on basic skills.

Phonics Screening Check:

Of the 9 children in year 2 who were in receipt of Pupil Premium in September 2020, only 22% (2/9) were at the required standard. Children were targeted for small-group support and this had a significantly beneficial impact on the success rate of the children engaged. When the phonics screening check was administered in December 2020, 56% (5/9) met the pass mark.

Actions during lockdown:

The school adapted in order to ensure it was able to provide age-appropriate remote learning for the pupils during difficult and challenging times. The following provision was made in support of disadvantaged, pupil premium learners.

- All eligible pupils were provided with food vouchers.

- Additional pupils were added to the pupil premium list during the lockdown following contact from parents able to prove their children were now eligible for this benefit. This was due in part to changes in family circumstances as a result of the pandemic.
- An email was sent to all parents containing a list of known charities which could be approached regarding further financial support. Two parents were supported by the DHT to request funding/required household items.
- Homework was shared with children via online platforms and where necessary arrangements made for paper copies to be collected from the school by the Head Teacher.

Progress and Attainment in Y2	Y2	Progress in Reading (EYFS-Y2 Spring Term 2) Steps progress from the start of KS 1	Level of attainment in Reading at the end of KS 1	Progress in Writing (EYFS-Y2) Steps progress from the start of KS 1	Level of attainment in Writing at the end of KS 1	Progress in Maths (EYFS-Y2) Steps progress from the start of KS 1	Level of Attainment in Maths at the end of KS 1	Comments
	█	11	Well Below	11	Well Below	13	Entering	Joined the school in reception during the spring term having experienced trauma during travel from her home country.
	█	10	Well Below	6	Well Below	14	Well Below	Child in receipt of an EHCP since the start of Y1. Severe speech and language difficulties.
	█	7	Secure	7	Secure	7	Secure	
	█	7	Secure	7	Secure	7	Secure	
	█	7	Entering	6	Below	9	Secure	Child diagnosed with ADHD in Y1. On medication which he would often refuse to take. Behaviour for learning was significantly impacted when he refused his medication. On the school's vulnerable children's list
	█	15	Well Below	5	Well Below	6	Well Below	Child arrived part way through Reception with very low scores. In receipt of Speech and Language Therapy due to significant language needs. Also on the school's vulnerable children's list.
	█	2	Well Below	2	Well Below	3	Well Below	A child with severe emotional needs and moved on and off a child protection plan during her time at the school. Diagnosed with ADHD and in receipt of Speech &

							Language Therapy. School applied for an EHCP which was successful. EHCP was only finalised when she left the school.
	No Reception data	Well Below	No Reception data	Well Below	No Reception data	No Reception data	Child arrived in Y2. Made good progress during his time here. Only identified as PP during the 2 nd national lockdown (January 2021).
	5	Below	6	Entering	5	Entering	Only identified as PP during 2 nd national lockdown (January 2021).

Comments

The expected rate of progress is an average of 3 points per year (over 3 terms). The above table demonstrates how much progress the children have made since the end of Reception (normally over 6 terms but, for this cohort, 4 terms due to lockdowns). Owing to this missed time, the school made the decision to count 5 points of progress as good/expected. Any score of 6 or higher was deemed as exceeding expectations.

The data suggests that the majority of children made good/exceeding-expectation progress in most areas.

Many of the children in receipt of PP were also facing significant additional barriers to learning:

- Of the 9 children identified as PP, 4 (44%) were on the Special Needs register. One was in receipt of an Education, Health & Care Plan (EHCP); the school was successful in its application for an EHCP for another PP child but this support did not arrive before the end of the year.
- Despite making good/ exceeding-expectation progress, many of the children had such low starting points that they did not reach age-related expectations by the end of y2.

Progress and Attainment in Y1

Y1	Progress in Reading (EYFS- end of Y1) from the start of KS 1.	Level of attainment in Reading at end of Y1	Progress in Writing (EYFS- end of Y1) from the start of KS 1.	Level of attainment in Writing at end of Y1	Progress in Maths (EYFS- end of Y1) from the start of KS 1.	Level of Attainment in Maths at end of Y1	Comments
	3	Entering	4	Below	4	Entering	
	5	Entering	3	Well Below	4	Entering	
	4	Developing	5	Developing	4	Developing	On the SEN register for Speech and Language Therapy
	4	Entering	4	Well Below	4	Developing	On the SEN register and being referred to CAMHS for suspected ADHD
	3	Secure	2	Developing	3	Developing	On the SEN register for Speech and Language Therapy needs.
	3	Well Below	2	Well Below	5	Well Below	Application for EHCP prepared by school. On the school's SEN register

								On the school's vulnerable pupils' list
		4	Below	3	Well Below	4	Well Below	In receipt of an Education, Health and Care Plan
		3	Entering	3	Entering	3	Entering	On the school's vulnerable pupils' list
		5	Exceeding	3	Developing	4	Secure	
		6	Well Below	3	Well Below	5	Well Below	In receipt of an Education, Health and Care Plan
		2	Below	2	Below	2	Below	Only identified as PP after the 2 nd national lockdown (January 2021).
		3	Entering	4	Below	4	Developing	Only identified as PP after the 2 nd national lockdown (January 2021).
		4	Entering	3	Well Below	4	Entering	Only identified as PP after the 2 nd national lockdown (January 2021).
		3	Secure	3	Developing	3	Secure	Only identified as PP after the 2 nd national lockdown (January 2021).

Comments

The expected rate of progress is an average of 3 points per year – one point per term. Due to the time lost owing to the 2nd national lockdown, the school decided that 2 points progress would be counted as expected progress with 3 or more points being good/very good progress.

A large majority of the 14 children in receipt of PP were facing other challenges:

- 6 (43%) were on the school's SEN register.
- 2 (14%) were in receipt of an EHCP
- 2 (14%) were on the school's vulnerable children's list
- 4 children were only added to the PP list after the 2nd national lockdown.
- One child was admitted into the school for a few weeks. He had very significant social and emotional needs, required an enormous level of support and then left to go to another school.

Mobility was high for children with PP. 7 children designated as PP left the year group during the year. This is equivalent to 50% of the current cohort of PP learners.

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	On entry Baselines in most areas of development in the Early Years continue to be significantly low in both FS1 & FS2
B.	Many 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 lacking in resources at home (books).

C.	Rates of mobility within the school continue to be very high.
D.	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 casual in-year new-arrivals to the school and UK are low in addition to the children's experience of educational settings. This places increased 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 by the end of KS 1.
E.	Following the reopening of schools from September 2020, initial baseline data conducted within the first two weeks of readmission revealed that PP children in Y2 returned with phonics skills lower than would be expected for pupils of their age and lower than would have been expected had the children not had to go through lockdown related to Covid. More input will be required to ensure swift progress with decoding and segmenting skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	The pupil-intake at KPINS continues to change. Fewer children are eligible for pupil premium than was the case a few years ago, despite, if anything, a greater degree of hidden poverty and increased challenges being faced given many of the children's domestic circumstances. Pupil premium may well no longer be a 'fit for purpose' indicator for the school re: levels of deprivation faced by the school community.
B	Pupil Premium learners within the school are often not only disadvantaged due to economic circumstance but other barriers may also be affecting their capacity to progress in school. Of the 9 children in Y2 during 2020 – 21 eligible for PP, who had attended the school since Reception, several were experiencing other issues: 2/9 received a high level of engagement from Children's Services; 4/9 children had special educational needs; one child had behavioural issues, necessitating support from the school's counselling services.
C	Increasingly high mobility in the school's pupil population poses challenges: i) increasing numbers of pupils are joining the school during KS1, resulting in limited time for the school to have the required impact on their academic attainment. ii) the school receives funding only for children who are eligible for PP who are on the school roll on census day in October of the academic year, which is reviewed in January including early years premium. Any child entering the school after January with PP is expected to be supported from within the original delegated budget.
D	Children's oral health is problematic – with several children having teeth so decayed they require extraction which in turn impacts on attendance and learning.
E	Whole-school attendance has been an issue for a number of years (re: all pupils). Acknowledged in the last school's Ofsted inspection report (15.05.18) was the school's "unwavering focus" regarding attendance. This continues in light of the changing composition of the school population with a large percentage of the intake having extended family abroad and choosing to travel overseas for events and family circumstances. The school continues to take a hard line on this and reviews each application for exceptional leave on an individual basis. The school does not hold back from issuing penalty notices where the criteria is met establishing a hard line on authorised and unauthorised absence and the criteria for exceptional leave which is communicated to the school community at every opportunity.

Outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Outcome</i>
A.	<p>Ensure that children eligible for PP make good and if not exceptional progress by the end of KS1.</p> <p>Measure: attainment and progress of children eligible for PP</p>	<ul style="list-style-type: none"> • PP children will be targeted for specific intervention based on identified needs • Parents of children eligible for PP to be invited to family learning sessions during the school day and / or after school clubs • Progress of PP to be rigorously monitored throughout the school year and timely action taken if progress/attainment suggest that the child may not be meeting their expected milestones and/or making the expected rates of progress. • Pupils accessing support through interventions to make good or better progress 	<ul style="list-style-type: none"> • Achieved - 7/8 pupils made expected/good/outstanding progress in reading, writing and maths. (There was no data for one child).
B.	<p>Continue to provide quality first teaching for PP and non-PP learners to ensure good rates of progress and achievement. Measure: progress and attainment data.</p>	<ul style="list-style-type: none"> • PP learners will make progress in line with non-PP learners in school. • Whenever possible, assessment data of pupils prior to leaving school to be tracked in order to measure the impact the school has had on the pupils' rates of progress from their on-entry baseline. • Internal school data should continue to demonstrate that the longer the learners spend in the school, the greater the rates of progress and attainment made by them from their on entry starting points and the greater the impact the school has had on those outcomes. 	<ul style="list-style-type: none"> • Achieved - progress scores for PP children were good. It still remains the case that PP children's summative assessment is below that of non-PP children.
C.	<p>In the event of a future lockdown, or a requirement for pupils to self-isolate due to Covid, ALL pupils (but with a special emphasis re: PP learners) should be able to access on-line teaching materials or, alternatively, have paper copies of work available for their families to collect.</p> <p>With this in mind, the school has subscribed to 'Bug Club' – an online resource allowing children to access reading books online matched to a pupils' reading ability and level.</p>	<ul style="list-style-type: none"> • School maintains a record of all pupils and their status regarding whether parents have signed up to programmes/Apps the school uses • School aspires to get 90% of learners eligible for-PP to be engaging with the Bug Club reading app. 	<ul style="list-style-type: none"> • Achieved and ongoing– children were given access to support materials on-line. For children unable to access on-line support, resources were printed out and available to collect from school. • Monitoring of Bug Club engagement will continue and letters will be sent to parents who are not engaging with this resource.
D.	<p>The number of children who were eligible for FSM rose during lockdown from as some parents began to realise they may be able to obtain FSM status. This illustrates that some children may have missed out on PP status in previous years and the school needs to support parents to ensure this benefit is not missed.</p>	<ul style="list-style-type: none"> • School to set up system by which on admission all new arrivals' FSM status can be checked and shared with parents, thereby procuring more funding for the school and support for learners. 	<ul style="list-style-type: none"> • Achieved and on-going. School encourages parents to identify if they are eligible.

Planned expenditure					
Academic year	2020/21				
The three headings below enable the school to demonstrate how it is using the pupil premium to improve classroom pedagogy, providing targeted support and supporting whole school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcomes
Ensure that learners eligible for PP make good progress and attain at least in line with age-related expectations in end of KS1 assessments	Progress meetings to be held between Inclusion Manager and year group teams to examine SEN and PP learners; their progress, any barriers to learning, etc.	One role of the 'Inspired and Passionate Teacher' (John Hattie) is to ensure that teachers are aware that their efforts are impactful. Progress meetings to discuss achievement will involve discussions regarding what the class teacher can do differently and what interventions are available to the children.	Rates of progress to be monitored and to be reported back /reviewed by the SLT. An action plan to be constructed following the meetings.	Head Teacher SLT SLT SLT	Achieved and ongoing.
Total budgeted cost					Negligible

i. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcomes
<p>Ensure that children with PP make good progress and achieve at age-related expectations or above by the end of KS1 in spite of the availability of limited resources.</p>	<p>Due to a significant reduction in funding, the implications are that the school is going to have to obtain good outcomes but with a reduced budget re: PP.</p> <p>We will continue to facilitate the interventions we have run and can evidence impact e.g. FFT however, support staff who have left have not been replaced as the school leadership work to manage the budget by reducing staffing cost via natural processes. The implications of which are reduced capacity to facilitate interventions in the school. The school will review timetabling very carefully to maximise impact of support staff.</p> <p>We will continue to strengthen parental engagement opportunities when teaching specific</p>	<p>Analysis of previous progress data demonstrates the positive impact of our current interventions as highly effective.</p> <p>Virtual phonics input with parents will be used this year. Previous feedback from the (non-virtual) sessions has been very positive.</p> <p>Parents to be invited to teaching seminar lessons with staff demonstrating aspects of teaching to them. This may be offered virtually.</p>	<p>Monitoring and review of support staff timetables to maximise engagement with learners</p>	<p>HT/DHT</p>	<p>Not achieved – due to the low starting points of the children this has not been possible.</p>

<p>PP children's reading improves</p>	<p>The school will (Covid-dependent) complete the '20-day challenge' for all children. This programme enables eligible pupils to read 1:1 with an adult for 20 consecutive school days</p>	<p>The evidence of impact shared by the school's-Improvement Partner (IP) last year was impressive. Data the school gathered for those pupils who received the programme last year was encouraging: Whilst engaged on the programme, 9 children achieved the following: 7 children progressed one colour bookband 1 child progressed 2xbookbands When gains were combined in terms of phonemes and high frequency words, on average, children gained 33. This was most impressive amongst the lowest readers. One child made a gain of 73 sight words/phonemes during the intervention.</p>	<p>Monitoring of sessions within school Monitoring of notes of the sessions conducted by Support Staff Monitoring of progress during the sessions and at the end.</p>	<p>DHT</p>	<p>Achieved - Programme ran at the start of term 2020 ensured that good progress.</p> <p>Of the children who had received the intervention and were still attending the school when they returned to KPINS in March 2021, (7 children) 5 had continued to make progress, whilst 2xchildren's progress had stalled.</p>
<p>PP learners-basic reading and writing skills improve</p>	<p>Additional phonics support for PP learners in order to support basic reading and writing skills.</p>	<p>Assessment of all pupils is highlighting that many learners basic skills relating to phonic have deteriorated over the course of lockdown.</p>	<p>Reviewing of intervention sessions. Use of baseline data and compare evidence at the end of sessions</p>	<p>DHT</p>	<p>Achieved – PSC data showed good progress for PP children.</p>
<p>Ensure that PP learners make expected progress in all areas</p> <p>Ensure that gaps in progress are narrowed comparing final assessments with children who do not qualify for PP</p>	<p>Monitoring of progress in all subject areas. Use of support staff to boost progress in areas where pupils are making insufficient progress, using formative assessment</p>	<p>Formative assessment is a proven strategy to boost progress.</p>	<p>Monitoring against baselines Rigorous monitoring of assessment data, using data from termly assessments</p>	<p>DHT</p>	<p>Achieved – there were generally very good rates of progress for children with PP.</p>
<p>Total budgeted cost</p>					<p>£22,014</p>
<p>ii. Other Approaches</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcomes
Access to educational visits for all	To ensure that all pupils are able to attend educational visits by subsidising and or waiving the cost for learners eligible for PP	Parents are increasingly facing difficulties following changes to welfare payments.	Amount of money used to subsidise school visits to be monitored by School Finance Officer as and when it is deemed safe to resume educational visits	DHT/School Office Manager	Not achieved – no trips due to Covid.
Pupils from vulnerable families (including PP) are supported to use the local environment and facilities to improve their children's' life experiences	Commission the services of Early Support through the Children's Centre to support parents and families Refer families to support agencies e.g. Home Start	Parents understand how to use resources from the local community to support their children and widen their experiences Parents are supported to meet their own specific needs	School will liaise with Children's centre and facilitate meetings with parents and Early support workers and Children's Centre staff	HT; Child Centre Staff	Not achieve – due to Covid.
Total budgeted cost					£100

4. Review of expenditure					
Academic Year		2020-2021			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

Ensure that PP pupils continue to make good or better progress and attain in line with expectation in maths by the end of KS1	Continue to Implement the new maths intervention programme '1 st Class at Number	<p>In light of the new National Curriculum staff feel that the previously used maths intervention no longer adequately meet the children's need given the higher expectations within the curriculum by the end of Year 1 and 2.</p> <p>The school's Maths Lead has liaised with the Local Authority Maths Consultant to identify an intervention which is best placed to meet the needs of our pupils.</p>	<p>Inclusion Manager will monitor the rates of progress among PP learners engaged in current intervention. Learning walks, review meetings with staff and HT/Inclusion manager to look at the rates of attainment and progress for children from their starting points.</p> <p>This was not possible due to Covid.</p>	Intervention not actioned
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the number of pupils passing the PSC – with an emphasis on PP learners	Family Learning Groups Continue with 3x yearly use of PSC assessment with pupils	The school achieved a good success rate with 84% of pupils passing. Without children who were disapplied due to high levels of SEN, the pass rate would have been 88.5% - the highest score the school has achieved.	The intervention as well as testing 3x prior to the assessment continued to reap benefits. The main issue was the high mobility within Y1 & Y2 with several pupils joining the school prior to the assessment with limited English and phonological awareness on admission. Prior to this, the school had been on target to exceed previous year's score.	TAs trained in an intervention to provide support for 3 weeks prior to intervention: Negligible cost

<p>Pupils from vulnerable families (including PP) are supported to use the local environment and facilities to improve their children's' life experiences</p>	<p>Commission the services of Early Support through the Children's Centre to support parents and families</p> <p>Refer families to support agencies e.g. Home Start</p>	<p>This was not run due to Covid.</p>	<p>School will liaise with Children's centre and facilitate meetings with parents and Early support workers and Children's Centre staff</p> <p>Several families participated in the intervention. Feedback from families attending was very positive.</p>	<p>Negligible</p>
<p>Support via internal interventions, focusing on PP and other children</p>	<p>Use of internal interventions including '20-day challenge'.</p>	<p>Previous progress rates achieved demonstrates that the interventions the school use have a positive impact.</p> <p>The internal data from the 20-day challenge showed good gains from most pupils engaged in the programme.</p>	<p>Children made good progress due to interventions.</p>	<p>13K</p>
<p>Support families in need with the cost of living via an in-school foodbank</p>	<p>Setting up of in-school foodbank; use of cash donation of £1500 by a parent</p> <p>Food vouchers offered to families of all PP pupils and also those families with no recourse to public funds</p>	<p>Families facing financial hardship were supported via school foodbank.</p>	<p>Food vouchers and school foodbank supported families very much in need.</p>	<p>£1500</p>