

# Pupil premium strategy statement

## Kenmore Park Infant & Nursery School

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 overview

Detail	Data
School name	Kenmore Park Infant & Nursery School
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	10.95%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rutinderjit Mahil-Pooni, Head Teacher
Pupil premium lead	Mr J Snowden, Deputy Head Teacher
Governor / Trustee lead	Mr. T Munna

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47090 .00
Recovery premium funding allocation this academic year:	£3517.00
School-led tutoring grant:	£3537.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£54,144.00

# 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 any barriers to their learning that they may face, make good or better progress during their time in the school. Our aspiration is to increase the levels of progress in order to close the attainment gap 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 they reach their potential and, where possible, achieve above age-related expectations for their year group. Where children's baselines demonstrate a very low starting point, potentially indicating that achieving in-line with age-related expectations may be unrealistic, the aim will be for those disadvantaged pupils to make accelerated rates of progress from their starting point so that the gap between their attainment and age-related expectations is reduced.

Disadvantaged/vulnerable children may face multiple challenges to their learning such as:

- having suffered some form of trauma
- living in over-crowded housing conditions
- having wider issues identified through, for example, having a social worker linked to them
- being on the school's Special Educational Needs register
- escaping war-torn countries and being new to English and the English education system.

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 thereby sustaining their progress in addition to disadvantaged peers.

As an indicator 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, with 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 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 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 may lack resources such as access to books.
3	We deem rates of mobility within the school to be high and this is increasing - with children leaving in-year and regular, casual in-year admissions across all year groups. The large proportion of learners enter the school with very limited English; no previous schooling and often with high levels of additional needs.
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, with around 50% of our school population now Romanian speakers. Therefore, the starting points of in-year casual-new-arrivals to the school and UK tend to be 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. 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-related 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 in between.
9	The cost of living crisis and the impact on our most vulnerable learners in accessing opportunities for curriculum enrichment opportunities and their personal development such as extra -curricular clubs.

## 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
<i>Children in receipt of PP in EYFS to be included in small-group interventions focused on improving basic skills</i>	<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 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 changes in 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>
<i>Children deemed PP 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 SENDCo. The graduated response will be used to support referrals to other agencies.</i>	<i>Referrals to other agencies are successful for children requiring more specific specialised support.</i>
<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>	<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>
<i>The SLT has a better 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><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>
<i>All PP pupils able to fully participate and access curriculum opportunities such as educational visits.</i>	<i>Places subsidised or fully funded enabling 100% attendance.</i>

<i>All PP learners in KS1 attend at least one extra-curricular club during a school year.</i>	<i>100% of KS 1 pupil attendance.</i>
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## 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: £1150

- Colourful semantics: £500 (including training; creation of support materials; monitoring of resultant changes in practice and feedback to staff)
- Seminar sessions: £50 photocopied support materials
- Little Wandle Training sessions and support materials: £300
- Box Clever Training for EYFS Teaching & support staff: £300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Training on colourful semantics to be delivered our Speech and Language Therapist</i>	<i>Colourful semantics is a well-recognised approach used by Speech and Language Therapists which seeks to support basic sentence formation for pupils, typically with speech and language difficulties but which the school considers is likely to support new arrivals with EAL to generate sentences.</i>	4, 5, 6
<i>Demonstration reading, phonics and maths sessions to parents Parents invited into school to observe taught lessons by Class Teacher, demonstrating key skills to their children</i>	<i>EEF studies suggest a parental engagement impact of +4 months/year</i>	6
<i>Training of teachers and support staff on Little Wandle intervention programmes for children making insufficient progress in Y2 (Rapid Catch Up) and those children in Y1 &amp; Y2 who are working severely below age-related levels and who require the SEND programme</i>	<i>Development of High-Quality Synthetic Phonics Programmes is noted on the EEF's menu for pupil premium usage.</i>	3, 6
<i>Training of Teaching &amp; Support Staff to deliver</i>	<i>The Education Endowment Foundation notes the following:</i>	1, 6

vocabulary/language building intervention 'Box Clever' in EYFS	'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.'	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding staffing – experienced Teaching Assistants providing proven interventions to children in small groups – new arrivals into year groups to be assessed swiftly re key phonics skills</i>	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. Previous evaluations of the programmes have demonstrated good rates of progress for children involved. The Education Endowment Fund (EEF) demonstrates that small-group tutoring has a positive impact on pupils.	1, 2, 3, 4, 7, 8
<i>Teaching Assistants in EYFS providing small-group intervention supporting children to develop basic skills.</i>	Action plans with specific list of pupils targeted for support and intervention. Comparison of end of intervention data with that of the baseline. Increase in children's rates of progress against EYFS statements	1, 2, 3, 4, 7, 8
<i>Facilitate the '20-day challenge to boost reading' skills for children in receipt of PP. Each child reads daily with a Teaching Assistant for 20 consecutive days.</i>	Observation and school-data provides evidence that this intervention supports pupils to boost their reading ability, enjoyment and confidence. On-going monitoring indicates they continue to make good and better progress in reading.	2

<i>Use of Parental Ambassador to provide translation support for families</i>	Greater knowledge of the children and sharing of information between parents and schools is associated with better outcomes for children.	3, 4
<i>Use of Parental Ambassador to provide Home Language Assessments to obtain referrals to Speech &amp; Language Therapy – as appropriate.</i>	For referrals to Speech and Language Therapy, schools must provide a home language assessment. If PP children's Special Educational Needs are not able to be assessed, their chances of improvement are compromised.	5

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

Budgeted cost: £6749

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Ensuring children facing barriers to attending are supported to come to school – attendance meetings, referral to school nursing team, etc. as required</i>	<i>Attendance rates are widely considered key to ensuring appropriate progress. Multiple studies reach this conclusion.</i>	Good attendance will benefit all areas.
<i>Children whose rates of progress are not good despite intervention will be considered for referral to different agencies</i>	The identification of additional needs ensures that children's wider needs can be met.	5
<i>Access to Play-based Therapy should PP require it – the school is part of Harrow School Counselling Partnership which is able to provide 1:1 counselling for up to 4 x children at any one time</i>	There is no evidence available via the EEF website. Play Therapy UK notes that the younger the children involved in play therapy, then the better the outcome (usually). However, there are so many variables, including the severity of the trauma suffered by the child, that it is always going to be difficult to identify effectiveness with certainty. The school has been supported by the Harrow School Counselling Partnership for a number of years and remain very happy with the support received.	5



<i>Access to activities enhancing experiences – subsidising school trips, providing opportunities for e.g., after-school clubs</i>	Children have a right to a range of experiences regardless of income.	9
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**Total budgeted cost: £ 54,144.00**

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
<i>Children will be supported to end the year at age-related expectations in reading – via use of the '20 day challenge'.</i>	<p><i>Children to reach age-related expectations by the end of year in reading.</i></p> <p><i>If children's baselines suggest this is unlikely, their progress is expected to accelerate.</i></p>	<p><i>Y2: of the 9 children who finished the year and who were eligible for PP, 7 finished the year at/exceeding age-related expectations (77%). The two children who did not meet age-related expectations were new arrivals into the year group that year and both spoke limited English. Of these 2 children, one made expected progress and the other made accelerated progress.</i></p> <p><i>Summary: Y2 PP data was very strong. None of the children featured on the school's SEND register and there were few other issues of note.</i></p> <p><i>Y1: of the 13 children who finished the year who were eligible for PP, the following were the summative scores for the year:</i></p> <ul style="list-style-type: none"> <li><i>4/13 met age-related expectations (30.8%)</i></li> <li><i>4/13 were one step behind (30.8%)</i></li> <li><i>2/13 were two steps behind (15.4%)</i></li> <li><i>1x13 was more than 2 steps behind (7.7%)</i></li> </ul> <p><i>Progress was mixed with 6 children making accelerated progress (46.2% - 2 children made 2 years' progress); 2 making expected progress (15.4%) and 4 making less-than-expected progress (30.8%).</i></p> <p><i>4 of the children are on the school's SEND register and one is in receipt of an Education, Health and Care Plan.</i></p>

		<p><i>Summary: Y1 data was mixed. Some children made very strong progress from a very low baseline.</i></p> <p><i>This was the first year that the EYFS assessment criteria had changed. Teachers in Y1 found that, for some children, their end of Reception data did not match KS 1 expectations effectively. Staff felt that this meant some children's progress was not adequately captured. It may be that some of the children who made less-than-expected progress fell into this category. They will be closely monitored next year.</i></p>
<i>Children in receipt of PP in EYFS to be included in small-group interventions focused on improving basic skills</i>	<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>	<i>Of the 10 children in receipt of PP, 4/10 (40%) achieved Good Levels of Development (GLD), compared to national data of 49.5%</i>
<i>Children who may have Special Educational or other (such as health) 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>	<i>Referrals to other agencies are successful for children requiring more specific specialised support.</i>	<p><i>15/60 referrals to agencies (25%) related to children eligible for PP, an increase of 5.4% from last year.</i></p> <p><i>For these children, the referrals resulted in the acquisition of 3 x Education Health and Care Plans (one more than last year); 2 x successful referrals to Speech &amp; Language Therapy; 1xreferral to Educational Mental Health Practitioner.</i></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>	<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><i>In Y1, 11 children were in receipt of Pupil Premium, 9/11 children met the expected standard: 82% a fall on last year's score of 86% but above the previous year's score of 79.5%. This compared favourably with the children who were not in receipt of PP – (pass rate 81%)</i></p> <p><i>Of the 2 children who did not meet the expected mark, one made very good progress following intervention and should pass next year. The school will continue to support and monitor.</i></p> <p><i>The other child is demonstrating significant difficulties with retrieval of</i></p>

		<p>information and is likely to require an Education, Health and Care Plan.</p> <p>In Y2, only 2 children were in receipt of PP who were required to sit the assessment. Both had entered the school in Y2 and both were new to English. The one who passed had joined the school at the start of the year and had time to gain the knowledge required to pass; the other arrived at the end of spring term and simply did not have time to gain the required level of knowledge and skills, despite demonstrating progress.</p>
<p>The SLT has a better 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.</p>	<p>The school will have an accurate picture of how children in receipt of PP progress in all areas of the curriculum.</p> <p>Dependent on results, appropriate actions, implemented to ensure that disadvantaged children make good and where possible better progress in all subject areas.</p>	<p>This remained challenging due to ongoing issues with the computer-system, making it very challenging to access and assess the data in a timely manner. Issues are being addressed and this will remain an outcome for next year.</p> <p>What computer issue????</p>
<p>Children eligible for PP will have access to Play-based therapy should they require it.</p>	<p>Children's behaviour/academic attainment may improve</p>	<p>50% of children in receipt of Play-based therapy (PBT) were eligible for PP. One child, whose behaviour was very challenging, demonstrated fewer behaviour incidents once the sessions had started and did not feature on the school's 'Behaviour Report' – though was expected to do so. He made good academic progress and ended the year at age-related expectations.</p> <p>The other child demonstrated calmer behaviour/fewer signs of trauma in school and was deemed as no longer requiring PBT. During the time of receiving PBT, progress improved. The child ended the year working at age-related expectations in Reading and Maths and one step below in Writing.</p>

## 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
N/A	
N/A	

## 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 returned to provide a large number of events including meetings with parents to explain curriculum changes to teaching and learning in English with the implementation of Little Wandle Phonics programme and Maths Mastery approach.*

**Challenge number 2.**

*The school run family learning sessions with parents and children to establish basic phonics skills in Y1, for new arrivals to the school and this year, in the summer term for parents of Reception children. **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 provides 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 (50% in 2022-23). **Challenge number 5.***

*The school also has access to an Education Mental Health Practitioner, who works with parents to support the development of behaviour strategies with their children and also discusses wider mental health issues. Again, the provision is based on presenting need (and parental agreement) rather than being in receipt of PP. **Challenge number 5.***