



Pupil premium strategy statement

Kenmore Park Infant & Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	296
Proportion (%) of pupil premium eligible pupils	13.18%
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 2024
Date on which it will be reviewed	July 2025
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	£48 840.00
Recovery premium funding allocation this academic year: School-led tutoring grant: N/A	£1815.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£50655.00

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 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 are supported to reach their potential and aspire for them to achieve well 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 & Disabilities 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 appropriate support, intervention or provision for the pupils.

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	A large majority 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 approximately-50% of our school population being 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 identified as eligible for PP in the school face additional barriers to learning; they frequently also 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 a similar 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 their 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
<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 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>
<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></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>All PP pupils able to fully participate and access curriculum opportunities such as educational visits.</i></p>	<p><i>Places subsidised or fully funded enabling 100% attendance.</i></p>
<p><i>Opportunities for all PP learners in KS1 to attend at least one extra-curricular club during a school year.</i></p>	<p><i>100% of KS 1 pupil attendance.</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: £1150

- WellComm Intervention: £500
- Seminar sessions: £50 photocopied support materials
- Little Wandle Training sessions and support materials: £300
- Box Clever Training for EYFS Teaching & support staff: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>WellComm Communication & Language Intervention to be used in Nursery and Reception</i>	<i>WellComm is a well-recognised intervention, devised by Speech and Language Therapists which seeks to support and develop children's communication difficulties. The Education Endowment Foundation notes the following: '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.'</i>	1, 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>Continued 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 & 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

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
<p><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></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>1, 2, 3, 4, 7, 8</p>
<p><i>Teaching Assistants in EYFS providing small-group intervention supporting children to develop basic skills.</i></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>	<p>1, 2, 3, 4, 7, 8</p>
<p><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></p>	<p>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.</p>	<p>2</p>
<p><i>Use of Parental Ambassador to provide translation support for families</i></p>	<p>Greater knowledge of the children and sharing of information between parents and schools is associated with better outcomes for children.</p>	<p>3, 4</p>
<p><i>Use of Parental Ambassador to provide Home Language Assessments to obtain</i></p>	<p>For referrals to Speech and Language Therapy, schools must provide a home language assessment. If PP children’s Special Educational Needs are not able</p>	<p>5</p>

<i>referrals to Speech & Language Therapy – as appropriate.</i>	to be assessed, their chances of improvement are compromised.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	Regular school 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 invests in the Harrow School Counselling Partnership which is able to provide 1:1 counselling for up to 4 x children at any one time</i>	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 sought the support from the Harrow School Counselling Partnership for a number of years and has seen first-hand the positive impact it can have on learners due to the high-quality 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

Total budgeted cost: £ £50655.00

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
<p><i>Children will be supported to end the year at age-related expectations in reading – via use of the '20 day challenge'.</i></p>	<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>Y2: of the 12 children who finished the year and who were eligible for PP, 6 finished the year at age-related expectations (50% - compared to 77% in the previous year).</p> <p>Of the 6 children who did not meet age-related expectations, several children were facing other barriers to their learning:</p> <ul style="list-style-type: none"> • 3 arrived midway through KS1. • One of these children required an EHCP and another had been educated at home and started from a very low baseline. • Another child had entered KPINS in Reception with limited English and also required an EHCP. <p>Progress data was pleasing: 7/12 (58%) made accelerated progress 4/12 (33%) made expected 1/12' (8%) made less than expected progress.</p> <p>Summary:</p> <ul style="list-style-type: none"> • Progress data was deemed positive with 91% of children making expected /accelerated progress in Y2 • The data suggests that the longer children attend the school, the greater their progress and achievement. <p>Y1: of the 15 children who finished the year who were eligible for PP, the</p>

		<p>following were the summative scores for the year:</p> <ul style="list-style-type: none"> • 8/15 (53%) met or exceeded age-related expectations compared to 4/13 (30.8%) in the previous • 1/15 (7%) was one step behind compared to 4/13 (30.8%) in the previous year • 5/15 (33%) were two steps behind as opposed to 2/13 (15.4%) in the previous year • 1/15 (6%) was more than 2 steps behind compared to 1/13 (7.7%) in the previous year. <p>Rates of progress were varied with 2/15 (13%) children making accelerated progress; 5/15 (33%) making expected progress and 8/15 (53%) making less-than-expected progress. Of the 8 children who made less-than-expected progress 5 completed the year working at-age-related expectations. In these cases, the teachers will usually be attempting to consolidate skills and understanding rather than progressing the children to the 'next level'.</p> <p>Summary:</p> <ul style="list-style-type: none"> • Y1 data was varied. • The current cohort contains some strong readers but also children who are requiring additional support with basic reading skills and who will continue to need support to develop their phonics • The school has reviewed and adapted the internal tracking system due to implications with the EYFS framework. In future, this may support more reliable tracking.
<p>Children in receipt of PP in EYFS to be included in small-group interventions focused on improving basic skills</p>	<p>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.</p>	<p>Of the 12 (13.8%) disadvantaged pupils in EYFS, 50% (6) achieved GLD (compared to National data 49%)</p> <p>57.3% (43/75) of non-disadvantaged children achieved GLD (National 70%)</p> <p>PPI gap is 7.3% compared to 20.4% nationally.</p>

<p>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.</p>	<p>Referrals to other agencies are successful for children requiring more specific specialised support.</p>	<p>In 2023/2024 14/55 or 25% of referrals to agencies i.e. Speech & Language Therapy, OT, etc. related to children in receipt of PP. This is the same percentage as the previous year.</p> <p>For these children, the referrals resulted in the acquisition of 2 x Education Health and Care Plans (one more than in the previous year); 3 x successful referrals to Speech & Language Therapy; 3x requests to paediatricians to investigate ASD/ADHD pathways; 1x referral to Occupational Therapy; 1x referral to the Children's Sensory Team.</p>
<p>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.</p>	<p>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.</p>	<p>In Y1, 13 children were in receipt of Pupil Premium, 10/13 children met the expected standard: 77% a slight decrease from the previous year's score of 82% but slightly above the overall percentage of children who achieved the expected standard in school – 76%.</p> <p>Of the 3 children who didn't pass, one had arrived in the school midyear during year 1– and was only one mark away from passing; another child made very good progress from a low baseline and should pass when reassessed at the end of year 2.</p> <p>The last child was in receipt of an EHCP and is encountering significant difficulties with their learning.</p> <p>In Y2, only 3 children were in receipt of PP who were required to sit the assessment.</p> <p>2/3 or 66% achieved the expected standard.</p> <p>One child had entered the school in Y2 having been home educated. They started from a very low level but responded very well to intervention and achieved the expected score in the assessment; the other child was experiencing difficulties with their home life and several meetings were held between the school and the family in order to offer support. The child received phonics intervention sessions throughout the year.</p> <p>The child who did not pass was facing substantial challenges with their</p>

		<i>learning and eventually acquired an EHCP. The child managed to score 1/40 in the final assessment. This still demonstrates significant progress as the child had struggled for years to blend sounds to read words.</i>
<i>Children eligible for PP will have access to Play-based therapy should they require it.</i>	<i>Children's behaviour/academic attainment may improve</i>	<i>25% (1/4) of children in receipt of Play-based therapy (PBT) for more than one term were eligible for PP. The child in receipt of PP and Play-based Therapy demonstrated fewer behaviour incidents as the year progressed and 9 fewer (26 incidents noted as opposed to the previous year – 34). The child did not make the expected progress in academic areas but did secure an Education, Health and Care Plan due to significant difficulties with Speech and Language alongside other areas of his learning.</i>

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)

*The school continues to provide a large number of events and opportunities 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 including the acquisition of early phonics learning. **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 (25% in 2023-2024). **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. 50% of the parents who received this support had children in receipt of PP. **Challenge number 5.***