



Pupil premium strategy statement

Kenmore Park Infant & Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	278
Proportion (%) of pupil premium eligible pupils	11.51%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rutinderjit Mahil-Pooni (Head Teacher)
Pupil premium lead	Mr J Snowden (Deputy Head Teacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£57,750

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 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/or 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 focuses strongly on developing children to become effective learners. We introduce key learning behaviours, such as the ability to work as part of a team as well as encouraging dispositions such as resilience and perseverance. These 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 – particularly in areas of Communication & Language. 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	Rates of mobility within the school are highly unpredictable. Some academic years are relatively stable whilst others have an incredibly high rate of turn-over in the cohort with substantial numbers of children leaving and casual in-year admissions entering the school across all year groups. When this does occur, a large proportion of learners entering the school arrive with very limited English, most having had no previous schooling and often with high levels of additional needs.
4	A large majority of learners joining the school originate from Eastern Europe, where children do not commence formal education until the age of 7 years. This continues to be high, with approximately-50% of our school population being Romanian speakers. An implication of this is that the starting points of in-year casual-new-arrivals to the school tend to be low. Additionally, the children and parents often arrive with little or no experience of educational settings and without an understanding of the high expectations of what children are expected to achieve at a young age. Consequently, this places increased pressure on the school to deploy resources to diminish differences between new-arrivals and their peers within the same year group who have been through the British education system from nursery or reception.
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	Many of the children entering the school in Nursery and Reception do so with communication and language skills far below their chronological age. Internal data demonstrates that those children arriving with the lowest communication skills take the longest time before they begin to demonstrate progress.
7	Given the barriers mentioned above, the school recognises that it is of vital importance to develop strong foundational literacy skills as soon as possible and that if this is not the case, it is likely to disproportionately impact on our PP children. With this in mind, the school is focusing on the teaching of phonics skills from the moment the children enter the school in Reception.
8	Children in receipt of PP in school are supported to make accelerated rates of progress, often from very low starting points. It is the school's aspiration that these children will achieve age-related expectations with more time at least by the end of KS2 if not some point in between KS 1 and end of KS 2.

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.
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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>All PP pupils to be able to fully participate and access curriculum opportunities such as educational visits.</i>	<i>Places subsidised or fully funded enabling 100% attendance.</i>

<i>Opportunities for all PP learners in KS1 to 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £250

- Little Wandle Training sessions and support materials: £250

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: £ 55,000: costs towards Teaching Assistant salaries running intervention

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. 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 Parent 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 referrals to Speech &</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 to be assessed, their chances of improvement are compromised.</p>	<p>5</p>

Language Therapy – as appropriate.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,500

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: £ 57,750

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 13 children who finished the year and who were eligible for PP, 8 finished the year at age-related expectations in reading (62% compared to 50% in the previous year).</p> <p>Of the 5 children who did not meet age-related expectations, several children were facing other barriers to their learning:</p> <ul style="list-style-type: none"> • 2 arrived at the start of Y2 and one was entirely new to English education system and did not speak English. • One child had an EHCP and was dual-registered at an alternative provision. No data was available for him. • One child had an EHCP and faced substantial issues with his learning. • The final child had attended the school since Reception but her EYFS scores were very low. She received support in a variety of interventions and achieved very good progress but was not at ARE by the end of the year. <p>Progress data was pleasing: 12/13 (92%) made accelerated progress (compared to 58% last year) 1/13 (8%) did not have data available.</p> <p>Summary:</p> <ul style="list-style-type: none"> • Progress data was excellent.

		<p>Y1: of the 12 children who finished the year who were eligible for PP, the following were the summative scores for the year:</p> <ul style="list-style-type: none"> • 5/12 (42%) met or exceeded ARE compared with 8/15 (53%) in the previous year. • 2/12 (17%) were one step behind compared to 1/15 (7%) in the previous year • 1/12 (8%) was two steps behind as opposed to 5/15 (33%) in the previous year • 4/12 (33%) were more than 2 steps behind compared with 1/15 (6%) in the previous year. <p>Rates of progress were pleasing:</p> <ul style="list-style-type: none"> • 7/12 (58%) of children made accelerated progress, compared with 2/15 (13%) the previous year • 4/12 (33%) made expected progress compared with 5/15 (33%) last year • 1/12 (8%) made one-step-less than expected progress. This child demonstrated behavioural issues and the school worked with parents to introduce a behaviour chart within the classroom. This compared to 8 children who made less-than-expected progress the year before. <p>Summary: Y1 data demonstrated excellent rates of progress. This is all the more pleasing given that 2 of the children were in receipt of EHCPs and 3 other children were in receipt of SEND Support.</p>
<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>11 of the pupils in the cohort were deemed Pupil Premium of whom 7 achieve GLD 64%. This is above the rate of all children (61%) and a rise of 14% above last year's rate of 50% of PP chn achieving GLD. Nationally, 67.8% of all children obtained GLD.</p> <p>Of the 4 children with PP who did not achieve GLD, 2 already have identified SEND needs. A third child may well be demonstrating Speech</p>

		<p>and Language difficulties but the family do not wish to change GPs in order to potentially access support (the GP shares a first language with the family but are out-of-borough). The final child only arrived in the spring term with KPINS being his first experience of school.</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 2024/2025 14% (7/52) of referrals to outside agencies, i.e. Speech & Language Therapy, OT, etc. related to children in receipt of PP. This is less than the previous year's rate of 25% of referrals concerning children in receipt of PP. Referrals to these agencies are needs led so there may be nothing amiss here. However, the school will continue to liaise with parents to try to ascertain if there are any children eligible for PP who have not claimed this.</p> <p>For the 7 children who were referred to agencies, the referrals resulted in the acquisition of 1 x Education Health and Care Plan (the same number as last year); 4 x successful referrals to Speech & Language Therapy (one more than last year); 2x referrals to Educational Psychology and one request to the core offer funding for children in receipt of an Education, Health and Care Plan so that parents are able to access respite care.</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>Of the 12 children in Y1 in receipt of Pupil Premium, 8/12 met the expected standard – 66% - less than last year's 77% and substantially below the total overall score of 82%. There were, however, extenuating circumstances:</p> <p>Of the 4 children in receipt of PP who did not meet the threshold score, 3 have substantial levels of SEND – 2 were in receipt of an EHCP and the third had had an EHCP application made for them. This was subsequently approved in December 2025. The other is receiving a high level of support and school are monitoring the child for possible signs of SEND.</p> <p>The progress checks we make in January and March demonstrated that 2 of the children made good</p>

		<p><i>progress in the sense that they were not able to read any words in January before both scoring 10 in the final assessment. With continued support, we are aspirational that that these children will meet the expected standard next year in Y2.</i></p> <p><i>In Y2, 8 children were in receipt of Pupil Premium. Of these children, 5/7 (71%) passed.</i></p> <p><i>Again, the 2 children who did not meet the expected standard were identified as facing other barriers: one had an EHCP and demonstrated substantial cognitive needs, the other is likely to require an EHCP. This child entered the school mid-way through Y1 and was known to Speech & Language Therapy Services following referral by the school. The child's parents were supported by the Parent Ambassador but may themselves potentially be facing learning difficulties. Despite this, it was evident that little progress was made. The child's needs will require further investigation.</i></p> <p><i>The school's due diligence in monitoring children's needs pays dividends, in that 3 of the 7 PP children who did achieve the expected standard were new arrivals into the Y2 year group. Where there are no additional barriers to learning, Because staff were alert to their needs, taking prompt action, they received intervention via the Rapid Catch Up Little Wandle intervention from the time they entered the school.</i></p>
<p><i>Children eligible for PP will have access to Play-based therapy should they require it.</i></p>	<p><i>Children's behaviour/academic attainment may improve</i></p>	<p><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 11 fewer (15 incidents noted in 2024-25 as opposed to the previous year – 26).</i></p> <p><i>For the first time in his academic life, the child made expected rates of progress in a school year, however, he was still working substantially</i></p>

		<i>behind ARE (age-related expectations). The child was in receipt of an Education, Health and Care Plan.</i>
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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 2024-2025 and currently the same in 2025-2026). **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.***

*This year, the school is being supported by the English Hub, supporting the development of phonics teaching in school to support all children. **Challenge number 7.***

*Over the next 2 years, the school will also be taking part in the PINS (Partnership for Inclusion of Neurodiversity in Schools) which will look to develop teaching practices, including adaptive teaching which will benefit all. **Challenge number 5.***