

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kenmore Park Junior School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Governing Body
Pupil premium lead	Fiona Maloney
Governor / Trustee lead	Farrah Quityre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79 855
Recovery premium funding allocation this academic year	£8 555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88410

Part A: Pupil premium strategy plan

Statement of intent

- At Kenmore Park Junior School we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential.
- We see our school offer to the children and parents as a holistic one - we not only want them to achieve their best academically but to grow and mature as a person and citizen of their community.
- We realise that some of our pupils, because of their home situation, can face extra barriers to their learning and development. Our aim is to support these children in the best way that we can to enable them to reach their potential with extra support and guidance when and if they need it.
- We aim to provide a broad and balanced curriculum for all of our pupils so that the children have the opportunity to experience a whole range of activities, challenges and to 'open their eyes' to what the world has to offer.
- Our pupils are the future of our community, country and world. They deserve the best to help them to take their place in society.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have lower attainment and slower progress rates than some of our non-disadvantaged pupils
2	Some of our disadvantaged families have more social and emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community - limited cultural capital.
4	Some of our disadvantaged pupils do not have the financial capability to support their home learning.

5	Some of our disadvantaged children have gaps and misconceptions in their knowledge and find it difficult to retain / recall prior knowledge.
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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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing and maths).</p> <p>All of the children make at least yellow / light green progress as assessed by our assessment system.</p> <p>Any children not making sufficient progress will be identified and targeted for extra support to enable them to catch up with their peers or to make at least 3 points of progress throughout the year</p>	<p>End of summer 2022 - 23 data will show that 95-100% of disadvantaged children to have made expected progress over the year.</p> <p>End of summer data will also show that 10 - 20% of disadvantaged pupils will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on disadvantaged children's learning and has helped to accelerate their progress</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated</p>	<p>Pastoral Manager, (Deputy Inclusion Leader - DIL)/ Senco / safeguarding team identify and support families to alleviate barriers to learning.</p> <p>Children have a range of ways in which to report issues and receive support - aim to turn around any child reports within one school working day from child making report. (Child seen and plan of action agreed).</p> <p>Pupil / Parent questionnaires will show that parents and children of disadvantaged families feel supported</p>

	<p>and additional barriers alleviated where possible.</p>
<p>Pupils have a breath of experiences that enable them to contextualise their learning.</p> <p>School will deliver an engaging broad and balanced curriculum</p>	<p>School is currently working on updating the curriculum. We will provide a rich, stimulating and exciting curriculum for the children to follow that offers a range of activities, learning styles and well resourced lessons. Pupil questionnaires will show that pupils will have developed a love of learning.</p> <p>There will be a range of visits - both in school and outside to enhance learning. Aim for at least one 'outside' visit per class per term, (covid restrictions allowing).</p> <p>There will be a range of 'WOW' activities per class per term.</p>
<p>The school will endeavour to support pupils with access to home computing.</p>	<p>School will identify cheap deals for wifi / computers</p> <p>School will try to get a grant to purchase computers for disadvantaged families.</p> <p>School will advertise deals / free stuff from Government / suppliers to support families' internet needs.</p>
<p>School will support the emotional needs as well as giving disadvantaged children a range of 'real life' experiences.</p>	<p>Senior Mental Health member of staff identified and trained.</p> <p>Pupil enrichment groups identified for targeted pupils with relevant activities - these could include going out collecting leaves and using them in art, going on a tube train, getting outside community speakers to meet</p>

	<p>and talk to the children - e.g. police officers.</p> <p>Well being team set up to include leaders, staff and pupils.</p>
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure access to a broad curriculum with opportunity to explore the wider sense of learning - e.g. bFlat project with Year 5	https://doi.org/10.3102%2F0002831217701830 https://doi.org/10.1177%2F0255761410370658	3 1
Training for TA staff in Adverse child experience course	https://www.apt.ac/feedback/repairing-the-damage.html	1

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

Budgeted cost: £52927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across the whole school but focusing on lower year groups where need is greatest. This will use a range of pupil premium	Provision of QFT, mastery curriculum and effective challenge for children identified needing to catch up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-funding successfully	1

<p>money and catch up funding</p> <p>Interventions to be monitored by SENCO / Deputy</p> <p>Interventions to be carried out by a range of experienced staff - teachers and Teaching Assistants.</p> <p>Staff to provide one to small group after school tuition to targeted pupils</p>		<p>1</p> <p>2</p>
<p>Funding to cover Forest School trips and provide training and resources for Forest School teacher. Teacher to support PP pupils during forest school sessions</p>	<p>www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</p> <p>www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</p>	<p>3</p> <p>5</p>

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

Budgeted cost: £39899

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Release time for SENCO / DIL / Parent support worker to support families with high</i></p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>

<p><i>need SEN and PP children</i></p>		
<p>Vulnerable children to be highlighted and supported by counselling / mentor support. All vulnerable children to be identified and tracked through our online vulnerable list and CPOMS</p>	<p>A wide range of evidence that investing in well-being leads to multiple benefits for pupils and the whole school, not least of which is better engagement and outcomes, e.g. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>2 4</p>
<p>All children in the school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences, e.g. subsidise instrumental music provision as well as supporting the musical bFlat project with Year 5</p>	<p>The link between academic performance and music provision is widely acknowledged, e.g. https://www.artsedsearch.org/study/does-musical-training-improve-school-performance/ KPJS ensured we upheld a broad and balanced curriculum throughout lockdown and do so currently: https://docs.google.com/document/d/1CsuP26ZuBWZRt4fI3zShvmcGGpZC4HPv/edit?usp=sharing&oid=112006709555417992689&rtpdf=true&sd=true</p>	<p>1 3 4 5</p>
<p>To continue to develop a wide range of resources and support for family issues, e.g parenting classes / bereavement sessions for parents</p>	<p>KPJS has a long history of support for families, including families facing such diverse issues as evictions, temporary and emergency housing. Parents frequently ask the school for support in this area, including fee waivers, food vouchers, translations, housing support, advocacy, representation, etc. This is evidenced widely, e.g. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/</p>	<p>3 4</p>

<p>To continue to try to source a range of counselling partners to work with the children, e.g. trainee play therapists etc</p>	<p>Despite the loss of school based counsellor, KPJS is still looking to provide in-house support of this nature by encouraging current staff to train, e.g Mental Health Champion via: https://www.annafreud.org/training/training-and-conferences-overview/?gclid=CjwKCAiA4veMBhAMEiwAU4XRr2dCFsKI-Kpv2BoIQ6MJz4XKmuSEggNoFnmCrtGkjG1uOimn836jwxoCcCgQAvD_BwE</p>	<p>2</p>
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Total budgeted cost: £93826

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<u>Whole School Assessment Update. 2021</u>						
Notes on Whole School Overview for: Y6. 2021						
Expectations for each term and end of year are here in Average Point Score (APS) terms. <u>Note substantially increased expectations to match new attainment standards for KS2 SATs.</u>						
Expected Maths APS. Reading and Writing is 1 or 2 points lower reflecting national attainment.	Base	Autumn	Spring	Summer		
Y3	19	20	21	23		
Y4	24	25	26	28		
Y5	29	30	31	34		
Y6	34	35	36	39		
Pupil Group	Maths		Reading		Writing	
	Attainment	Progress	Attainment	Progress	Attainment	Progress

All – 87 pupils	34.2	5.6	29.8	4.2	30.5	5.9
Disadvantaged (21 pupils)	32.2	5.3	28.2	4.4	28.8	5.8
Other - not disadvantaged (full time at KPJS, 66 pupils)	34.8	5.7	30.2	4.2	31.0	6.0
Girls (full time at KPJS, 46 pupils)	33.7	5.2	29.6	4.0	30.7	5.9
Boys (full time at KPJS, 41 pupils)	34.5	5.8	30.2	4.7	30.2	3.9

As is nationally recognised, attainment and progress has been affected by school closures – exacerbated by large numbers of pupils asked to isolate; mostly 10 days, but in some cases multiple times and up to 30 days isolation. In addition, year group closures (Y5 in Nov 2020) and a number of families abroad all affect pupil attainment.

Note: since Sept 2019, Y3 have been working with very high starting points – traditionally 15/16 would be the average starting point for Y3 pupils, here, we expect pupils to start at 19. This is in order to meet ofsted advice that we should be challenging pupils more and in order to feed into much higher standards required by end of Key Stage 2. In previous years, a progress of 12 point scores would have been considered reaching the national average; now pupils are required to make 20 points from Y3 start to end of Y6.

In order to counteract 'lost' learning opportunities, KPJS, initiated full curriculum in the March re-opening, despite loss of staffing, staff covid isolations and illness. The School Improvement Partner and LA have overviewed the provision and found no issues. Yr 6 state pupils taking past papers and mock SATs are performing well and had we taken official SATs, the pupils would have done well.

Notes on Whole School Overview for: Y5. Summer, 2021.

Expectations for each term and end of year are here in Average Point Score (APS) terms. **Note substantially increased expectations to match new attainment standards for KS2 SATs.**

Expected Maths APS. Reading and Writing is 1 or 2 points lower reflecting national attainment.	Base	Autumn	Spring	Summer
Y3	19	20	21	23
Y4	24	25	26	28
Y5	29	30	31	34
Y6	34	35	36	39

Pupil Group	Maths		Reading		Writing	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
All – 88 pupils	30.2	5.0	25.7	3.3	26.6	3.2

Disadvantaged (16 pupils)	28.0	4.5	23.4	2.5	24.7	2.8
Other - not disadvantaged (full time at KPJS, 72 pupils)	30.7	5.2	26.2	3.5	27.0	3.3
Girls (full time at KPJS, 48 pupils)	30.9	5.5	26.2	3.6	28.2	4.0
Boys (full time at KPJS, 40 pupils)	29.3	4.3	24.3	2.8	24.8	2.6

Notes on Whole School Overview for: Y4. Summer, 2021.

Expectations for each term and end of year are here in Average Point Score (APS) terms. **Note substantially increased expectations to match new attainment standards for KS2 SATs.**

Expected Maths APS. Reading and Writing is 1 or 2 points lower reflecting national attainment.	Base	Autumn	Spring	Summer
Y3	19	20	21	23
Y4	24	25	26	28
Y5	29	30	31	34

Y6	34	35	36	39
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Pupil Group	Maths		Reading		Writing	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
All - 79	23.8	4.3	21.0	2.9	22.1	3.3
Disadvantaged (full time at KPJS, 15 pupils)	20.9	3.5	18.7	3.3	19.5	3.4
Other - not disadvantaged (full time at KPJS, 64 pupils)	24.5	4.5	21.3	2.6	22.8	3.3
Girls (full time at KPJS, 32 pupils)	24.2	4.3	21.1	2.5	22.5	3.1
Boys (full time at KPJS, 47 pupils)	23.0	4.3	20.7	2.9	21.9	3.4

Notes on Whole School Overview for: Y3 Summer, 2021

Expectations for each term and end of year are here in Average Point Score (APS) terms. **Note substantially increased expectations to match new attainment standards for KS2 SATs.**

Expected Maths APS. Reading and Writing is 1 or 2 points lower reflecting national attainment.	Base	Autumn	Spring	Summer
Y3	19	20	21	23
Y4	24	25	26	28
Y5	29	30	31	34
Y6	34	35	36	39

Pupil Group	Maths		Reading		Writing	
	Attainment	Progress From Baseline	Attainment	Progress From Baseline	Attainment	Progress From Baseline
All – 80 pupils	18.6	3.2	17.4	3.6	16.9	2.4

Disadvantaged (20 pupils)	16.7	2.7	15.5	3.4	14.9	1.9
Other - not disadvantaged (full time at KPJS, 60 pupils)	19.2	3.3	18.0	3.6	17.6	2.5
Girls (full time at KPJS, 37 pupils)	18.7	3.1	18.4	3.7	17.9	2.6
Boys (full time at KPJS, 43 pupils)	18.4	3.1	16.6	3.5	16.1	2.2
KPJS						

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	

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?	

