

## 3 Year Strategy

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	Kensington Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	24%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	20/09/22
Date on which it will be reviewed	End of each term
Statement authorised by	Ben Levinson
Pupil premium lead	Perry Leeks
Governor / Trustee lead	Margaret Cameron-Ratchford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,525
Recovery premium funding allocation this academic year	£15,746
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,271

## Part A: Pupil premium strategy plan

### Statement of intent

Our borough experiences significant problems with poverty and inequality. More than half of children (52%) are judged to be in households in poverty, compared to 38% in the typical London borough. Unemployment and out-of-work benefits claimant rates are not much higher than London averages however, suggesting issues here relate to in-work poverty.

The rate of households in temporary accommodation in Newham is the highest in London with 48 per 1,000 contrasting against 17 per 1,000 in London overall. Evictions are also the highest in Newham of any London boroughs running at 3.2 per 1,000 households compared to 1.7 for London overall.

Deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium (PP) is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. This strategy aims to address the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Setting principle areas are key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Phase AHTs supporting the development of teaching and learning evident through 100% of teaching and learning judged as effective over time.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress

- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium (PP) children
2	Attainment of PP children achieving the expected standard in reading in Year 4
3	The gap between PP and Non-PP children (across the school) who feel they are more effective learners than a year ago, and can say why this is
4	The gap between PP and Non-PP (across the school) who state that Physical Health lessons are having a positive impact on their learning.
5	Ensuring the emotional health curriculum is having a positive impact on the learning of our PP children.

## 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>The gap between attendance for PP and Non-PP will have been closed – target 0%</p> <p>Actual: +1.5%</p>	<ul style="list-style-type: none"> <li>- Home visits completed</li> <li>- Deputy Heads, Attendance Officer and Phase AHTs working together to apply a team approach to tackling the issue</li> <li>- Family liaison provision</li> <li>- Romanian speaking children sub focus group for attendance on Impact Tracker</li> <li>- Eastern European volunteers trained in school to support pupils and families on the importance of attendance</li> </ul>

<p>75% of PP children in Y4 to achieve the expected standard (EXS) or higher in reading</p> <p><b>Actual: 70%</b></p>	<ul style="list-style-type: none"> <li>- Phase AHT supporting teachers in PPA and phase meetings</li> <li>- PP children to be invited to targeted after school clubs (Tutor Clubs)</li> <li>- Staff CPD on AfL and learning strategies</li> <li>- Staff to receive appropriate CPD opportunities facilitated by the school policy on professional development</li> <li>- Targeted intervention programme in place for 'Spotlight PP readers'</li> <li>- All PP readers to receive two books during library time</li> </ul>
<p>90% of PP children in Y3-6 say they are more effective learners than a year ago and can say why they think this is</p> <p><b>Actual: 75%</b></p>	<ul style="list-style-type: none"> <li>- Full implementation on school's tailored curriculum</li> <li>- PP children invited to targeted clubs</li> <li>- Staff training on retaining learning</li> <li>- SBAR meetings to target 'Spotlight' learners</li> </ul>
<p>90% of PP pupils state the health curriculum is having a positive impact on their learning.</p> <p><b>Actual: 85%</b></p>	<ul style="list-style-type: none"> <li>- Full implementation on schools tailored curriculum</li> <li>- PP children invited to targeted clubs</li> <li>- SBAR meetings to target 'Spotlight' learners</li> </ul>
<p>85% of pupils state the emotional health curriculum is having a positive impact on their learning.</p> <p><b>Actual: 75%</b></p>	<ul style="list-style-type: none"> <li>- Regulation and relationships training is embedded across the school</li> <li>- Emotional health (emotion coaching) curriculum syllabus coverage is fully met</li> <li>- SBAR meetings/VCM meetings identify spotlight PP children</li> </ul>

## 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: £ 85,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults (teachers) to support targeted pupils in class to close the gap, extend and consolidate, using evidence based strategies such as metacognition, feedback and marking.	Data, SBARs, regular feedback from phase leaders, termly assessment.  <a href="#">Bell Foundation</a>	2, 3, 4, 5,
Quality first teaching <ul style="list-style-type: none"> <li>- Individualised CPD</li> <li>- Coaching</li> <li>- Subject Leader Support</li> <li>- Peer Support</li> <li>- Use of Data</li> <li>- SLT support</li> </ul>	Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback  <a href="#">EEF teach first research</a>	2, 3, 4, 5,

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

Budgeted cost: £ 97,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support programmes (after school clubs, breakfast clubs, boosters). To support academic progress and communication.	Tutor Club list, Intervention lists, Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback  <a href="#">Learning Hive research</a>	1, 2, 4, 5,
Range of early intervention programmes for targeted pupils. To support academic progress and communication.	Tutor Club list, Intervention lists, Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback  <a href="#">EEF research</a>  <a href="#">Local Government research</a>	1, 2, 4, 5,

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

Budgeted cost: £ 61,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison (parent gym, parents' evening events, school events)	Attendance figures, Learning walks, surveys  <a href="#">EEF research</a>	1, 2, 3, 4, 5,
Wellbeing programmes (P2B, coaching programmes, VCM)	Data analysis, Learning walks, EH Lesson study, SBARs, Pupil feedback  <a href="#">Place 2B</a>	1, 5

**Total budgeted cost: £244,271**

## Part B: Review of outcomes in the academic year

### Pupil premium strategy outcomes

*This details the impact that our Pupil Premium (PP) activity had on pupils in the 2021 to 2022 academic year.*

### Year 2 - 2022/23

This details the impact on pupils in the 2022 to 2023 academic year.

Following a successful 2021/22 academic year, we aim to have made significant progress with the attainment and wider outcomes of our disadvantaged pupils. Following a targeted approach to supporting these groups, we will review the pupil premium (and recovery premium) activity and fully review the impact.

We maintained the following areas as key focus areas.

- **Attendance of Pupil Premium children**

At the point of drafting this strategy, we would have expected PP children, and those identified as eligible under the recovery programme, to have attendance at 96% or above. The reality is that nationally and locally many schools have suffered considerable challenges when it comes to attendance. As a result of this we have re-forecasted overall attendance to meet at least the national average. This being set for the next academic year at 94%.

One measure we continue to rely on is the gap between PP v non PP children which we aim to close entirely. This gap has grown by 0.5 % in 12 months and will need to be a top priority area next year.

- **Attainment of PP children achieving the expected standard in reading in each year group**

At this point we would have expected 75% of PP children, and those identified as eligible under the recovery programme, to have achieved the expected standard in reading. Throughout the current journey we have tracked the attainment of one cohort (current Y4) where PP reading attainment was a particular concern.

As we reach the end of 2022/23 70% of these children have met their reading targets. A significant improvement (up 5%) on last year but still work to do.

- **Developing effective learners. % gap of PP and Non-PP children (across the school) who feel they are more effective learners than a year ago, and can say why this is**

At this point we would have expected PP children, and those identified as eligible under the recovery programme, would have any gap closed to 5% with a view to the gap being closed altogether in this academic year. We would have also fully implemented the new curriculum, with particular focus on 7K - the 7 learning strategies that we will look to implement by this stage in full. For this reason we would expect to see greater impact in this area.

At the end of 2022/23 we see that 75% of children claim they are effective learners, well short of target. We also see a significant gap here between PP and non-PP. We believe more work is required here to understand how our learning strategies can best support those from disadvantaged outcomes.

- **Physical Health of PP children.** *% gap between PP and Non-PP (across the school) who state that Physical Health lessons are having a positive impact on their learning.*

At this point we would have expected PP children, and those identified as eligible under the recovery programme, having closed the gap altogether. The physical health curriculum is the most established area of the school's new curriculum and so we would reasonably expect to see no difference in outcomes for this area for our target group.

At the end of 2022/23 we see that 85% of pupils state that the PH curriculum is having a positive impact on their learning. More work needs to be done to close the gap with non pp children. WSLT should also consider how better to measure this than rely on student survey data.

- **Emotional Health of PP children.** *85% of PP pupils state the emotional health curriculum is having a positive impact on their learning.*

At this point we would expect that 85% of PP children, and those identified as eligible under the recovery programme, are reaching this target. This is in line with targets for our non-target children. Emotional Health is also another well established part of our new curriculum and so we also reasonably expect that this part of the curriculum will be more robustly embedded.

At the end of 2022/23 we see that 75% of pupils state that the EH curriculum is having a positive impact on their learning. More work needs to be done to close the gap with Non-PP children. WSLT should also consider how better to measure this than rely on student survey data.

At this stage we would also aim to have no more than a 5% gap between PP children, and those identified as eligible under the recovery programme, and Non-PP children within the following target areas.

- 85% of UKS2 children can name at least one strategy they can use to support their learning
- 60% of children attend at least one after school club (extended provision)
- 85% of children say that they are more effective learners than a year ago and can say why they think this is.
- 80% of pupils present improved emotional health following termly surveys
- 80% of pupils present improved physical health following termly surveys
- 80% of pupils state the health curriculum is having a positive impact on their learning
- 98%+ of children feel safe and secure in the playground.
- 80% of children are able to use regulation strategies effectively.

However, as we reach the end of 2022/23 we have decided to improve our Key Performance Indicators to measure SMARTER targets. Therefore we will move away from relying solely on survey data to a more robust set of measures for 2023/24.



This details the impact that our pupil premium activity will have on pupils in the 2023 to 2024 academic year.

After 3 years we would have expected to have achieved the following outcomes.

We aim to have identified the gap between PP children, and those identified as eligible under the recovery programme, and non-PP children within the following target areas. With a plan in place (new strategy)

- Attendance
- All attainment outcomes (Academic, Health, Communication and Culture)

Finally we will be closely tracking the attainment of PP children, and those identified as eligible under the recovery programme, across a range of areas. We would expect that these children are on track for the targets for each of these key attainment areas.

- Year groups have met their attainment targets (RWM combined)
- Phonics pass rate Y1
- EYFS GLD
- Multiplication Tables Check pass rate

## Review process

The strategic review of this document will run alongside our existing impact framework. The strategy will be reviewed formally annually. Amended versions will be made available to view on the school's website.

The review will also be scrutinised by our LAB during periodic LAB meetings.

## Appendix 1

### Theories and models

[CUREE: Finding the golden thread](#)

<http://dera.ioe.ac.uk/2095/1/download%3Fid%3D139315%26filename%3Dleading-curriculum-innovation-in-primary-schools.pdf>

<http://www.cambridgeassessment.org.uk/Images/overcoming-the-crisis-in-curriculum-theory-a-knowledge-based-approach.pdf>

<http://policyexchange.org.uk/images/publications/knowledge%20and%20the%20curriculum.pdf>

<https://educationdowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning/>

: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-science/>

<https://educationendowmentfoundation.org.uk/news/trialled-and-tested-new-eef-podcast/>

[https://www.nctq.org/dmsView/Learning\\_About\\_Learning\\_Report](https://www.nctq.org/dmsView/Learning_About_Learning_Report)

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

<https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/>

<https://www.teachingtimes.com/kb/118/metacognition.htm>

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

<https://improvement.nhs.uk/documents/2167/six-thinking-hats.pdf>

[http://upload.reactcdn.co.uk/edgeware/uploads/document/2\\_0\\_habits-of-mind-in-colour-for-display.pdf](http://upload.reactcdn.co.uk/edgeware/uploads/document/2_0_habits-of-mind-in-colour-for-display.pdf)

### **Ofsted publications**

[https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm\\_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/726114/Obesity\\_healthy\\_eating\\_and\\_physical\\_activity\\_in\\_primary\\_schools\\_170718.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726114/Obesity_healthy_eating_and_physical_activity_in_primary_schools_170718.pdf)

<https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>

[https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact?utm\\_source=f37ed741-7631-43c9-8fce-8c6ab182b639&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact?utm_source=f37ed741-7631-43c9-8fce-8c6ab182b639&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

[https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3?utm\\_source=88a0ca48-f6f2-4f5c-a001-c8913db3e294&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3?utm_source=88a0ca48-f6f2-4f5c-a001-c8913db3e294&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

[https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm\\_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

<http://bit.ly/curriculum-workshop>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/771033/Schools\\_draft\\_handbook\\_150119.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771033/Schools_draft_handbook_150119.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/777992/Intention\\_and\\_substance\\_findings\\_paper\\_on\\_primary\\_school\\_science\\_110219.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777992/Intention_and_substance_findings_paper_on_primary_school_science_110219.pdf)

### **Websites, blogs and other resources**

<https://www.cognizant.com/whitepapers/21-more-jobs-of-the-future-a-guide-to-getting-and-staying-employed-through-2029-codex3928.pdf>

<https://www.cognizant.com/futureofwork/article/talent-intelligence-positive-psychology>

<http://www.tomorrowtodayglobal.com/2011/02/26/5-minds-for-the-future-a-summary/>

<https://www.bbc.co.uk/news/health-46295719>

<http://www.educationengland.org.uk/documents/pdfs/2009-IRPC-final-report.pdf>

<http://www.msn.com/en-gb/money/news/the-28-world-economies-most-ready-for-the-future/ss-BBPQj2a?ocid=ientp>

<https://www.theguardian.com/teacher-network/2017/oct/27/teachers-your-guide-to-learning-strategies-that-really-work>

[https://www.google.co.uk/search?safe=strict&rlz=1C1CHBF\\_en-GBGB813GB813&tbm=isch&sa=1&ei=jlbGw-b5HqWKgAanOpKABA&q=revised+bloom%27s+taxonomy+butterfly+eyfs&oq=revised+bloom%27s+taxonomy+butterfly+eyfs&gs\\_l=img.3...44270.45054.0.45289.5.5.0.0.0.44.207.5.5.0...0...1c.1.64.img..0.0.0...0.leRndsZFg0Y#imgrc=3gmEsxlcmezbCM:](https://www.google.co.uk/search?safe=strict&rlz=1C1CHBF_en-GBGB813GB813&tbm=isch&sa=1&ei=jlbGw-b5HqWKgAanOpKABA&q=revised+bloom%27s+taxonomy+butterfly+eyfs&oq=revised+bloom%27s+taxonomy+butterfly+eyfs&gs_l=img.3...44270.45054.0.45289.5.5.0.0.0.44.207.5.5.0...0...1c.1.64.img..0.0.0...0.leRndsZFg0Y#imgrc=3gmEsxlcmezbCM:)

<https://www.thinkingschoolsinternational.com/thinking-skills>

<https://oaklandsjunior-school.org.uk/wp-content/uploads/2018/03/Quick-guide-for-website.png>

<https://primarysite-prod.s3.amazonaws.com/uploads/f3178b6224aa474d91ee85285e726d17/d249/ThinkingSkillsPresentation.pdf>

[https://www.tes.com/news/school-news/breaking-news/outdated-and-incoherent-re-curriculum-needs-overhaul-academics-say?utm\\_campaign=News%20Briefing&utm\\_source=hs\\_email&utm\\_medium=email&utm\\_content=58747486&hsenc=p2ANqtz-9KJ\\_xeaixUZfmsWX6PeeuC4XnFK5fkFxaZDWILfUpIC6w6XgRzKBAmTU7Vuc8aqveUBsiduphG-JysKzLbpdIEAcY1GCIdzQzaEE3StJPmwheDIAs&hsmi=58747486](https://www.tes.com/news/school-news/breaking-news/outdated-and-incoherent-re-curriculum-needs-overhaul-academics-say?utm_campaign=News%20Briefing&utm_source=hs_email&utm_medium=email&utm_content=58747486&hsenc=p2ANqtz-9KJ_xeaixUZfmsWX6PeeuC4XnFK5fkFxaZDWILfUpIC6w6XgRzKBAmTU7Vuc8aqveUBsiduphG-JysKzLbpdIEAcY1GCIdzQzaEE3StJPmwheDIAs&hsmi=58747486)

<https://learningspy.co.uk/leadership/problem-lessons/>

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<https://impact.chartered.college/article/turner-developing-your-curriculum-design-skills/>

<https://curriculumredesign.org/>

<http://www.lotc.org.uk/wp-content/uploads/2012/04/Leadership-for-embedding-outdoor-learning-within-the-primary-curriculum.pdf>

<https://www.thersa.org/discover/publications-and-articles/reports/thinking-about-an-area-based-curriculum-a-guide-for-practitioners/>

<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2014/09/every-child-should-have-an-education-in-arts-and-culture/>

<https://ioelondonblog.wordpress.com/2015/05/19/the-next-five-years-10-challenges-for-school-leaders/>

<https://www.youtube.com/watch?v=iG9CE55wbtY>

[https://www.youtube.com/watch?v=-y3tN\\_1CiRk](https://www.youtube.com/watch?v=-y3tN_1CiRk)

<https://www.theguardian.com/education/2019/jan/07/tides-out-schools-in-the-many-benefits-of-beach-teaching>

<https://www.ft.com/content/2e4c61f2-4ec8-11e6-8172-e39ecd3b86fc>

<https://www.moe.gov.sg/docs/default-source/document/education/primary/files/primary-school-education-booklet.pdf>

<https://www.moe.gov.sg/education/primary/primary-school-curriculum>

<https://www.theguardian.com/environment/2016/mar/25/three-quarters-of-uk-children-spend-less-time-outdoors-than-prison-inmates-survey>

<https://www.cbc.ca/news/canada/nature-as-the-antidote-to-screen-time-1.2550435>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5374256/>

<https://www.nature.com/articles/nature10190>

<https://www.youtube.com/watch?reload=9&v=n7dgWnPIENU&feature=youtu.be>

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<https://docs.google.com/presentation/d/1WwS02SF6smm5oFztkNG5Wa9xgfBE5wEsBTXhVpKVjtk/edit?usp=sharing>

<https://study.com/academy/lesson/what-is-the-socratic-method-definition-examples.html>

<https://www.gov.uk/government/speeches/education-secretary-sets-out-five-foundations-to-build-character>

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

<http://christine-metacognition.blogspot.com/>