

Pupil premium strategy statement – Kensington Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Moji Omole/Ben Levinson
Pupil premium lead	Kerry Blacklock
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£227,920

Part A: Pupil premium strategy plan

Statement of intent

At Kensington, we place a strong emphasis not only on academic achievement but also on the well-being and happiness of our children and their families. We believe that when children are emotionally and physically healthy and content, their learning capacity is greatly enhanced. As the Public Health report highlighted in 2014, "Pupils with better health and well-being are likely to achieve better academically." Nurturing good health in children equips them with the knowledge and skills to manage their physical and emotional well-being, empowering them to realise their full potential and establish the groundwork for a rewarding and successful life. Key to both physical and emotional well-being is the crucial task of advocating for and imparting healthy eating habits to parents and children, as highlighted in a recent study by the NHS 2024, revealing that one in eight toddlers and primary school children are obese.

To achieve our goals, children need to attend school regularly. Many of our families reside in shared or temporary accommodations and have familial ties outside the country. Consequently, we experience a higher mobility rate, with 9.73% of our students enrolling during the first three half terms of the current academic year alone. Additionally, some families visit extended relatives during term time, impacting overall attendance and subsequently affecting the children's learning and school experiences. By implementing effective attendance strategies, we aim to cultivate a greater understanding among children and families about the significance of regular attendance, ultimately encouraging more consistent attendance and enhancing the overall school experience.

Over half of the children (52%) are living in households facing poverty, compared to 38% in the average London borough. While unemployment and out-of-work benefits claimant rates are not significantly higher than the London averages, it appears that the issues here are related to poverty despite being employed. This is starting to affect the planning of additional cultural experiences to enrich curriculum areas, as families are finding it increasingly challenging to support educational visits and residential. More than 35% of children receiving pupil premium didn't make any contributions to educational visits or residential.

Our top priorities are:

- Ensuring that teaching and learning support measures are evident in 100% of cases, leading to consistently effective teaching and learning.
- Closing the attainment gap between disadvantaged students and their peers.

- Offering targeted academic support to students who are not progressing as expected.
- Providing opportunities to encourage healthy lifestyles, including promoting healthy eating.
- Addressing non-academic barriers to achievement, such as attendance, behaviour, well-being, and cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	Raise the attendance of Pupil Premium children.
2	Raise the attainment of children achieving the expected standard in reading, writing and maths.
3	Unhealthy eating habits- Link to health curriculum
4	Supporting more families in affording educational visits/residentials.

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
Improve and sustain higher attendance rates for disadvantaged students to align with their peers.	<ul style="list-style-type: none"> - Teachers have established strong connections with families - Home visits are carried out when deemed necessary. - The senior leadership team (SLT) and Attendance Officer collaborate to take a team approach to addressing attendance issues and providing support to families on a individual basis - Early help is identified and referred to trainee mental health support - Kensington Hub is a welcoming space where parents can strengthen their relationships and sense of belonging with school and fellow parents. Through engaging events such as cosy coffee mornings, families can come together to share

	ideas, and experiences, and build a supportive community.
Enhance the academic performance of students to meet the expected standards by the end of Year 5.	<ul style="list-style-type: none"> - Ensure that teaching strategies are of the highest quality, it is essential to focus on their development within our professional learning groups (PLG). These groups provide a collaborative environment where educators can share insights, refine techniques, and enhance their teaching practices through targeted professional development opportunities. - Curriculum Assessment Meetings for professional dialogue and time for discussion and reflection on children's progress to identify gaps and consider ways forward. - Effective use of the Curriculum Assessment Map will enhance T&L as teachers will have a better overview on where the children's learning is
An increasing number of families are beginning to embrace healthier eating habits, recognising the importance of nutritious meals for their overall well-being.	<ul style="list-style-type: none"> - An increasing number of families and children have embraced healthier eating habits, making conscientious choices to incorporate more nutritious foods into their daily diets - Research from EH Surveys indicates that children experience greater levels of happiness and improved health - Children eagerly embrace learning
Children will gain a richer array of experiences beyond the confines of traditional classroom learning.	<ul style="list-style-type: none"> - The process for planning and assessing the curriculum map will undergo a comprehensive redevelopment to enhance its effectiveness and ensure it meets the needs of all learners. - The Culture Lead will take the lead in organising parent workshops aimed at enhancing extended learning opportunities. These workshops will focus on fostering a deeper understanding of how to support students' educational journeys both within the immediate community and beyond. - Children are immersed in rich cultural experiences both inside and outside of the classroom

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality teaching for all</p> <ul style="list-style-type: none"> - Phase AHT is to be carrying out team teaching and planning support - CPD on adaptation - Professional Learning Groups - SBAR meetings to be reviewed to ensure high-quality reflection is taking place - AFL strategies to be varied and acted upon effectively - Regular moderations to take place - Subject leader support in place where needed - Theme maps to reflect SBAR and adapted where needed - Encouraging parental involvement, with a particular emphasis on promoting reading at home. - Targeted tutor clubs 	<ul style="list-style-type: none"> - Data analysis - Learning walks - Lesson study - SBARs - Pupil feedback - AFL sheets - Books - Teacher's subject knowledge to be improved - Theme Maps - More enrichment opportunities to enhance learning <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> - Targeted support programmes (after-school clubs). To support academic progress and communication. 	<ul style="list-style-type: none"> - Tutor Club list - Data analysis - Understanding Learning tasks - SBARs - Pupil feedback <p>Learning Hive research</p> <p>EEF research</p> <p>Local Government research</p>	2, 4
<ul style="list-style-type: none"> - Provide enrichment clubs which offer diverse activities 	<ul style="list-style-type: none"> - Clubs to reflect enrichment opportunities - Provide clubs that target disadvantaged children that are readily available in more affluent areas. 	2,4

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

Budgeted cost: £ 27,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Embed healthy eating lessons into the Health Curriculum both focusing on the physical and health benefits 	<ul style="list-style-type: none"> - /https://assets.publishing.service.gov.uk/media/66e2cd5a61763848f429d58f/Factors_influencing_primary_school_pupils_educational_outcomes.pdf?utm_source=CST+member+updates&utm_campaign=8d48c07414-member-update_COPY_01&utm_medium=email&utm_term=0_152f885dbe-8d48c07414-627666929 - https://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/ 	2, 3
<p>With the support of the Community Hub:</p> <ul style="list-style-type: none"> - Family workshops on the importance and benefits of healthy eating including packed lunches 	<ul style="list-style-type: none"> - More families adopting healthy eating habits - Children and parents are aware of the purpose of healthy eating - Children are happier and healthier 	3

<ul style="list-style-type: none"> - Promote healthy eating during parent coffee mornings - Cooking workshops 		
<ul style="list-style-type: none"> - Educational visits further embed learning across the curriculum 	<ul style="list-style-type: none"> - Review and improve the educational visits program - Review and improve episodic experiences to enrich learning 	2,4
<ul style="list-style-type: none"> - The admin team will receive training in emotion coaching to help them respond to absences reported through Studybugs messages with compassion and understanding. 	<ul style="list-style-type: none"> - Families have a better relationship with the school, which results in them being more open and honest - Families will be more willing to work with the school rather than against 	1,2,3,4,
<ul style="list-style-type: none"> - Reduce the number of fundraising opportunities that involve selling sweets and other unhealthy items 	<ul style="list-style-type: none"> - Provide CPD to the PTA on why healthy eating is important - Work with the PTA to provide other fundraising opportunities 	3

Total budgeted cost: £ 227,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD: 72% PP (13/18) vs 82% Non PP (53/65)

National out in October

Phonics: 89% PP (16/18) vs 85% Non PP (60/71)

National: 79%

MTC

PP 36% (9/25) vs Non PP 32% (18/56)

National 29%

KS2

With the disapplied in:

Reading PP 84% (26/31) vs non PP 79% (42/53)

Writing PP 81% (25/31) vs non PP 70% (38/53)

Maths PP 74% (23/31) vs non PP 79% (42/53)

National:

R: 74%

W: 72%

M: 73%

Gap of 3.12% for disadvantaged chn

End of Y4 data 2023/24 improved by 2024/2025

Reading 64.1% Improved to 80%

Writing 54% Improved to 75%

Maths 63% Improved to 80%

Combined 51%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

<https://www.england.nhs.uk/2024/09/one-in-eight-toddlers-and-primary-school-aged-children-obese/>

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

<https://www.learninghive.co.uk/blog/benefits-of-after-school-and-extracurricular-activities#:~:text=There%20is%20a%20large%20body,communication%20and%20problem%20solving%20skills.>

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support>

<https://www.wcpp.org.uk/wp-content/uploads/2021/11/211130-Catch-up-interventions-briefing.pdf>

<https://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/>

https://assets.publishing.service.gov.uk/media/66e2cd5a61763848f429d58f/Factors_influencing_primary_school_pupils_educational_outcomes.pdf?utm_source=CST+member+updates&utm_campaign=8d48c07414-member-update_COPY_01&utm_medium=email&utm_term=0_152f885dbe-8d48c07414-627666929

https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf

<https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4>