

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	636
Proportion (%) of pupil premium eligible pupils	30%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ben Levinson
Pupil premium lead	Ben Levinson
Governor / Trustee lead	Shikha Dixit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,975
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>	£249,975

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/residential.

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
Intended outcome 1: Improve and sustain high attendance for disadvantaged pupils	<ul style="list-style-type: none"> - PP attendance maintained at $\geq 95\%$ - PP persistent absence reduced from 12.3% $\rightarrow \leq 11.5\%$ - CSC/EHCP PA reduced by 1.5 percentage points - Disadvantaged attendance remains $\geq 1.5\text{pp}$ above national
Intended outcome 2: Raise attainment in reading, writing and maths	<p>Reading:</p> <ul style="list-style-type: none"> - PP EXS rises from 66% $\rightarrow 70\text{--}72\%$ - PP GDS rises from 25% $\rightarrow 28\text{--}30\%$ <p>Writing:</p> <ul style="list-style-type: none"> - PP EXS sustained $\geq 72\%$ - PP GDS increases to $\geq 30\%$ <p>Maths:</p> <ul style="list-style-type: none"> - PP EXS sustained $\geq 85\%$ - PP GDS sustained $\geq 30\%$ <p>RWM combined:</p> <ul style="list-style-type: none"> - PP RWM maintained $\geq 63\%$ ($\geq 10\text{pp}$ above national PP)
Intended outcome 3: Improve health and wellbeing	<ul style="list-style-type: none"> - $\geq 90\%$ PP pupils achieve daily healthy active minutes - $\geq 50\%$ PP families attend at least one health/food education activity

	<ul style="list-style-type: none"> - Improvement in PP wellbeing (Stirling Scale) year-on-year
Intended outcome 4: Increase access to enrichment and cultural capital	<ul style="list-style-type: none"> - 80% PP children - club, sports team, leadership and other opportunities - 100% PP access at least one visit each term - PP residential participation rises by 10pp

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching for all</p> <ul style="list-style-type: none"> - AHTs in class leading year groups and Year Group Leaders appointed to other year groups. Overall - further improving high quality models, support and challenge in all year groups. - Professional development model evolved to focus on year-group specific approaches and strategies alongside whole school input. 	<p>Data analysis, learning walks, CAMs, pupil and parent feedback, AfL sheets, book scrutiny, and theme map reviews inform ongoing refinement of teaching. Enrichment opportunities enhance contextual learning.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/pupil-premium-strategies-a-guide-for-teachers/?gad_source=1&gad_campaignid=22448929663&gbraid=0AAAApnz-Uv5Ka12rHICRJVUPXi4WbFJK&gclid=EAlaQobChMIInb_rTjKuPkQMVJpJQBh2i5C6jEAAYASAAEgK4_PD_BwE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 4
<p>1. Reading</p> <ul style="list-style-type: none"> - Targeted reading support - Y6 - Reading CPD - PP-first book access (book hut, multilingual library, home-reading packs) 	<p>Disadvantaged pupils outperform national PP benchmarks but remain below overall KPS averages in reading. KS2 reading outcomes are relatively weaker than writing and maths, and mobility creates incoming reading gaps. Data identifies reading as</p>	

<ul style="list-style-type: none"> - Rapid reading induction assessments for mobile PP pupils - Monitoring through reading records, progress trackers, book looks <p><u>Why?</u></p> <ul style="list-style-type: none"> - Reading is now the relative area of weaker attainment across the school compared with writing and maths. - Disadvantaged pupils still outperform PP national but remain below overall KPS averages. 	<p>the subject requiring the greatest strategic focus.</p>	
<p>2. Sustain High-Quality Teaching in Maths & Writing</p> <ul style="list-style-type: none"> - Maintain strong maths CPD and 7K/cognitive load focused professional development - Continue AHT/YGL coaching-in-class model - Structured moderation cycles through CAMs - Tweaking approaches through review of The Writing Framework <p><u>Why?</u></p> <p>KS2 PP maths outcomes are exceptionally strong (88% EXS). Sustaining this excellence is key.</p>	<p>KS2 PP maths outcomes are exceptionally strong (88% EXS). Sustaining high-quality maths teaching and strengthening writing consistency are key to maintaining above-national performance. Internal CAMs and moderation identify key adjustments needed from the Writing Framework.</p>	
<p>3. Mobility-First Induction</p> <ul style="list-style-type: none"> - First-week diagnostic for all new PP pupils (phonics/reading/maths/oracy) - Rapid 6-week induction tutoring - Community Hub orientation for new families - Learn with your child - Partnerships: Renewal and UEL <p><u>Why?</u></p> <p>Stability is significantly below average in previous years; mobility remains a defining contextual factor</p>	<p>Stability has been significantly below average in recent years, and mobility remains a defining contextual factor (IDSR). High mobility means new PP pupils require rapid assessment and targeted induction to secure early progress.</p>	

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Structured Tutoring (Reading and Maths)</p> <ul style="list-style-type: none"> - Small-group tutoring (before school or in-school) - PP-first KS2 reading tutoring - Maintain tutoring for writing and maths fluency - Peer tutoring in-class 	<ul style="list-style-type: none"> - Tutor Club list - Data analysis - CAMs - Pupil feedback <p>Learning Hive research</p> <p>EEF research</p> <p>Local Government research</p>	1, 2
<p>2. Language & Oracy Support for Multilingual Learners</p> <ul style="list-style-type: none"> - Targeted oracy programmes - Rapid support for new-to-English PP pupils - Reading and communication curriculum alignment - Multilingual library 	<p>EEF evidence identifies oral language interventions as having a high impact on attainment. High proportions of multilingual learners and significant mid-year admissions, requiring accelerated language support for disadvantaged pupils.</p>	
<p>3. Y6 Boosters with PP Priority</p> <ul style="list-style-type: none"> - Maintain rigorous Year 6 preparation - Reading and maths booster blocks with PP-first model - Additional TA and student support in Y6 - EHT support in Y6 	<p>KS2 outcomes (2024–25) show PP pupils performing above national averages, and maintaining this requires targeted preparation, especially for reading and maths where widening gaps can emerge pre-SATs.</p>	

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

Budgeted cost: £ 29,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Precision Attendance for CSC/SEND PP Pupils</p> <ul style="list-style-type: none"> - PP+/CSC attendance tracker - Rapid-response home visits - Team Around the Family approach - Emotion coaching in admin team (already trained) - Early Help referrals - Family breakfast club access and support <p><u>Why?</u> While PP attendance is exceptional, CSC and EHCP pupils remain the only high-PA groups.</p>	<p>SEF data shows PP attendance is a significant strength (95.1% vs 92.6% national) but CSC and EHCP pupils remain disproportionately represented in the PA cohort. EEF guidance highlights relational and early-help approaches as effective in addressing persistent absence.</p>	<p>1, 2, 3, 4</p>
<p>2. Health & Readiness to Learn Strategy</p> <ul style="list-style-type: none"> - Cooking workshops targeted at PP families - Healthy packed-lunch support - Continued OPAL provision for inclusive play - Strengthen wellbeing monitoring using Stirling Scale and EH data 	<p>KPS pupils achieve significantly better health outcomes than the local authority average. Improved nutrition and high levels of physical activity contribute to cognitive readiness and emotional regulation. EEF and Public Health England evidence supports this link.</p>	
<p>3. PP-First Cultural Capital Guarantee</p> <ul style="list-style-type: none"> - PP-first access to clubs, leadership roles, enrichment activities, with minimum expectation of ≥80% PP engagement - Full or partial funding for trips/residentials - Termly PP cultural capital dashboard (clubs, visits, leadership roles) 	<p>SEF data shows 67% of disadvantaged pupils accessed at least one club in 2024–25, with improving participation in trips and residentials. Disadvantaged families are disproportionately affected by cost pressures and mobility, requiring PP-first access and subsidy.</p>	

Total budgeted cost: £ 249,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Impact

Outcomes for disadvantaged pupils in 2024–25 were strong across all phases, with performance in most areas above national and, in several measures, above non-disadvantaged peers within school. Attendance for disadvantaged pupils remained a significant strength, with PP persistent absence rates well below national figures, demonstrating the impact of the school's relational attendance strategy, rapid-response procedures and cross-phase family support.

Progress measures, internal data and case studies indicate that disadvantaged pupils benefitted strongly from high-quality teaching, targeted intervention, enhanced reading provision, and the school's inclusive practice, supported by robust early identification processes and SEND partnership work.

A strong emphasis on health and wellbeing, including physical activity and emotional health provision, contributed to improved readiness to learn and sustained engagement.

Cultural capital and enrichment access for disadvantaged pupils improved, with 67% of PP pupils attending at least one club, increased participation in educational visits and strong engagement with the Community Hub.

Detailed Impact Review

1. Attendance (Challenge 1)

Attendance for disadvantaged pupils remained a key strength:

- PP attendance 2024–25: 95.1% (national 92.6%)
- PP persistent absence: 12.3% (national 24.4%) - significantly better than national
- Attendance for disadvantaged pupils is on a three-year improving trend and remained significantly above pre-pandemic levels (18/19: 94.3%)
- Relational attendance systems (Studybugs rapid response, daily calls, home visits, pattern tracking, multi-agency collaboration) were implemented consistently

Evaluation:

The strategy had strong and demonstrable impact. Disadvantaged pupils at KPS attend substantially better than their peers nationally and face fewer sustained absences. Attendance work will now focus on CSC, SEND and EHCP pupils who receive Pupil Premium, who show higher PA despite overall improvement.

2. Attainment & Progress (Challenge 2)

Early Years

- PP GLD: 57% (national PP 52%)
- PP children close the gap significantly from low starting points

Phonics

- PP Y1 phonics: 77% (national PP 67%)
- Whole-school 3-year trend strong at 83% Y1

Multiplication Check

- PP: 21.8 (national PP 19.5)

KS2 Outcomes (2024–25)

Across KS2, disadvantaged pupils performed at or above national PP in every measure, significantly above in several key subjects.

KS2 EXS (PP):

- Reading: 66% (national 63%)
- Writing: 72% (national 59%)
- Maths: 88% (national 61%)
- RWM Combined: 63% (national 47%)
- EGPS: 78% (national 60%)

KS2 GDS (PP):

- Reading: 30% (national 21%)
- Writing: 25% (national 7%)
- Maths: 24% (national 15%)

Evaluation:

The 24–25 strategy had a high level of impact on attainment and progress. The most significant gains were in maths, where PP attainment is exceptionally strong. Reading is now the relative area of weaker performance compared to internal non-PP and relative to national EXS, and is the academic priority for 2025–26.

3. Health & Healthy Eating (Challenge 3)

- Very few children leave KPS overweight, compared with over half of Newham pupils
- Pupils achieve close to 90 active minutes per day, compared with 60 minutes nationally
- Stirling Wellbeing Scale: 69%, broadly in line with national (70%) - all children
- Improved emotional health access — no waiting list for two years due to EMHP model
- Cooking workshops, healthy packed lunch support, Community Hub sessions delivered consistently

Evaluation:

Healthy eating and wellbeing approaches were successfully implemented and contribute to improved readiness to learn. Focus will now shift to consolidation and targeted health support for specific disadvantaged groups.

4. Cultural Capital & Access (Challenge 4)

- 67% of disadvantaged pupils attended at least one club
- Every year group had at least one visit each half-term with PP support funding
- Y4–6 residentials ran successfully with PP support funding
- Strong engagement with multilingual cultural provision and community events
- Improved access to curriculum-linked enrichment and episodic experiences

Evaluation:

Access to enrichment has increased for disadvantaged pupils. For 2025–26, this will be further strengthened with clearer tracking of PP uptake and increased PP-first prioritisation for clubs, visits and experiences.

Overall summary:

The 2024–25 strategy demonstrated strong and in several areas exceptional impact on attendance, attainment, health, wellbeing and cultural access for disadvantaged pupils. The main areas for strengthening in 2025–26 are:

- Reading outcomes
- PP tracking of enrichment
- Refining attendance strategy for CSC/SEND PP
- Deepening mobility-related induction support
- Refining measurement of health-related outcomes

The strategy remains fit for purpose and well-aligned with the school's wider priorities and the challenges facing disadvantaged pupils at Kensington Primary School.

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-observe/>

<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-attendance-at-ks2-and-ks4>