

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Kennington C E Academy
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	2021
Date on which it will be reviewed	2022
Statement authorised by	Lynn Seal
Pupil premium lead	Julia Bell
Governor / Trustee lead	Olwyn Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135845
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5794
<b>Total budget for this academic year</b>	<b>£141629</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

At Kennington CE Academy we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning

Pupil Premium at Kennington CE Academy seeks to ensure that this happens for our vulnerable groups through well monitored, evaluated and structured provision.

Our current pupil premium strategy plan has successfully supported us meeting these objectives through close tracking of the progress and attainment of the pupils and evidence is available as case studies on all PP. PP are at the forefront of PPM discussions, where interventions and support are set up and next steps identified. All staff have a clear understanding of the barriers to learning for disadvantaged pupils and plan effectively to accelerate this group to their next level of achievement in all areas.

Training and support to always provide interventions of the highest quality and diversity to address the diverse barriers that our PP face.

The key principles of our strategy plan are Achieve Succeed and Celebrate is at the forefront of our school's philosophy alongside our Core Christian values of: using your talents, everyone is important, love and care, giving, forgiveness and

Consistent quality first teaching and learning, which challenges the pupil at their level. As a result of CPD for all teaching staff their ability to use questioning skilfully and to probe pupils' responses and reshape tasks and explanations is good,

***We are an Inclusive Community where Christian values empower us. With God's guidance, we work with pride and passion to create life-long learners who fulfil their potential. If we work together, we will be the very best that we can be: achieving, celebrating and succeeding whilst having fun.***

## Challenges

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

Challenge number	Detail of challenge
1	Lost learning during the Covid 19 lockdown has increased the gap for PP children.
1	Poor parental engagement in Reading resulting in lower reading scores than non-PP.
2	Attendance and poor punctuality causing children to further lose learning time.
3	Attainment gap in children achieving combined ARE in core and foundation subjects.
4	Attainment gap in children receiving greater depth in all subjects.
5	Frequent learning behaviour difficulties within a core group of children.
6	High mobility of students with many being housed in the local refuge.
7	Individual and family mental health and wellbeing is a significant barrier for our PP children.
8	A significant number of our PP have additional SEN needs.
9	Social service involvement with more than 70% of our PP
10	Transition from a separate KS1 school impacts on wellbeing of PP pupils and families.
11	Attendance of Staff and pupils disrupted due to current Covid cases.

## 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
Higher rates of progress for PP children in all core subjects across the Key stage.	<p>PP children achieve at least as well and better than all children and all core subjects and all year groups. Measured by pupil voice, PPM, data, moderation and Pixl/AR/Reading testing.</p> <p>All children receiving quality first teaching within class with targeted effective interventions delivered by highly trained staff.</p> <p>Support for mental health and wellbeing is timely, targeted and effective.</p> <p>Staff training to ensure all teaching is good and or outstanding.</p>
Increase engagement with learning through foundation subjects.	<p>All subject leads trained to identify subject specific pedagogy and deliver support and training to all staff.</p> <p>PP children's strengths identified to develop confidence and engagement through their passions.</p>

	<p>PP children to achieve good and better progress.</p> <p>PP children engaged in learning through the high-quality teaching in foundation subjects.</p> <p>PP children supported with extracurricular opportunities and resources.</p>
<p>Attendance improved to 98% as a result of increased engagement in learning</p>	<p>Flo working closely with PP families of children who have poor attendance.</p> <p>Seeking support from Early Help when necessary</p> <p>Opportunities for sport/clubs to increase attendance and experiences of PP children.</p> <p>Forest school used to support PP individuals, small groups and whole classes with attendance prizes</p> <p>CW celebration of attendance highlighting specific classes.</p>
<p>PP children improve reading age to chronological age or higher.</p>	<p>Accelerated Reading to engage PP children and parents with reading.</p> <p>School library and librarian to support PP children and to facilitate the children to access AR and to complete tasks. (Books purchased to engage PP children and develop a love of reading.)</p> <p>SLT to listen to children with lower than chronological reading ages.</p> <p>MDS to read with PP SEN pupils daily.</p> <p>Daily reading for children with lower than chronological reading age.</p> <p>Phonics interventions established to support the KS1/KS2 transitions.</p> <p>Reading corners developed in classrooms.</p> <p>Book club developed to engage children and to promote reading for enjoyment.</p>
<p>To support wellbeing. To provide PP children with the time and space to develop their skills interests and engagement with learning.</p>	<p>A variety of interventions to support the diverse mental health needs:</p> <p>Nurture/play therapy/draw and talk/sport/music and forest school.</p> <p>Children supported and able to develop the resilience and confidence to access learning.</p> <p>Growth Mindset and metacognition embedded in the school to support learning.</p> <p>The School's Christian distinctiveness and links with the community has an integrated approach to supporting families.</p>

	FLO supporting wellbeing of pupils and using Restorative Justice to support pupils' friendships.
Pp children working out of KS in year 3 to receive specialist targeted catch up. (NTP/ teacher)	Teaching of year 3 children working at KS1 met by specialist teaching in phonics, reading, writing and maths to be KS2 ready by the end of the year.

## 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: £7500 CPD + £1,600 Forest School +

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Staff trained to support good and outstanding teaching.	Supporting QFT see EEF toolkit.	All challenges addressed.
CPD High quality feedback and live marking.	QFT and EEF toolkit.	All challenges addressed.
<i>Deputy Head to lead on PP</i>	SLT leadership to ensure PP SEN provision is at a high level.	All challenges addressed.
<i>Upskilling year 3 teachers to plan and deliver KS1 curriculum.</i>	QFT and equipping staff with the necessary skills,	10, 3, 8, 1, 5
<i>To research recommended schema for subjects for KS1</i>	Ofsted recommended to ensure consistent and high-quality planning and delivery.	10, 3, 8, 1, 5
<i>School SIP and appraisal targets cantered on PP and SEN.</i>	EEF, OFSTED.	All challenges.
<i>To ensure succession planning for Forest School</i>	Well-being of pupils EEF- self-confidence and self-efficacy	All challenges.

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

Budgeted cost: £ £6,000 NTP + £12,000 +1:1, £30,000 + MDS £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teaching	EEF	All challenges
1:1 classroom TA to support HNF pupils.	SEN code of practice, EEF school-based evidence and success-. Ofsted	All challenges
<i>Phonics interventions</i>	Ofsted EEF	1,3,5,8,10
<i>Small structured intervention groups. MDS readers for PP NTP</i>	Ofsted EEF DfES	All challenges

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

Budgeted cost: £ 28000 nurture, £5,000 forest school + £10,000 (Extra curricula) +500 + Flo £14,000 Breakfast Club £9000 Play therapy £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra curricula activities</i>	EEF	All challenges
<i>Play therapy</i>	Wellbeing for staff children and parents.	All challenges,
<i>Forest school</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
<i>Nurture</i>	EEF (+4)	1,3,5,8.



	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
<i>Rewards for attendance</i>	Ofsted, EEF	
<i>Supporting pupils, school and families. FLO</i>	Ofsted, DfES, Social Services, EEF	
<i>Breakfast club</i>	DFE Ofsted	

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2020 to 2021 academic year.

<p>To support wellbeing and attendance. To provide children with the time and space to develop their skills interests and engagement with learning. Nurture, play therapy, forest school, draw talk, appointment of additional 1:1 staff to support behaviour to improve the wellbeing of children on return from Lockdown.</p>
<p>To build self-esteem and develop readiness for learning of all PP pupils.</p> <p>Two members of staff trained to deliver small groups and class forest school This has been successfully used to engage hard to reach learners delivering positive results in developing increased engagement in learning and confidence which has had positive outcomes on results measured using TA and Pixl and past SATs papers. Evidence measured using Pixl, shows that children achieved above the national group.</p>
<p>Improved progress for cusp/ high attaining pupils</p> <p>This has been impacted with online 1:1 lessons with online lessons. On return from lockdown 1:1 support was used to develop this as well as NTP which had positive outcomes. Additional member of staff recruited for afternoon interventions for reading. PP gap in year 3,4 and 5 was targeted through high quality teacher led interventions in 1:3 groups. The impact was that children filled gaps caused by online learning and in the older groups 4,5 and 6 the GDS were targeted.</p>
<p>Children to be clear about where they are with their learning and what they need to do next.</p> <p>Training for teachers around hot marking and quality feedback has shown that children are able to identify where they are and next steps in their learning. This was impacted by online learning but has been re-established on return. SLT monitoring and mentoring has ensured that this is becoming embedded in classroom practice.</p>
<p>PP improve reading age to chronological age or higher.</p> <p>The consistent and joined up approach to reading across the school (AR, 1:1 reading, NTP, regular assessment, SLT reading, revamped library, phonics support and quality first teaching) have ensured that reading has not had the same negative impact as</p>

writing. Year 5 and 6 PP including SEN have no significant gap with all pupils. Year 3 and 4 PP including SEN made less progress than all pupils and this will be targeted as a priority next year.

## 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*

*Budgeted cost £15,000*

Programme	Provider
TT Rock Stars	School
Purple Mash	School
Accelerated Read	School
Pixl	School
Forest School	School
Dyslexia Gold	School

## 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?	No Service children last year.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*SIP is on PP and sports premium funding is also being used to provide wider and different sporting opportunities for all children with a focus on PP.*

*We support with school uniforms, club uniforms and extra-curricular activities.*

*Termly meetings to focus on progress of all pupils with a focus on PP.*