

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 2023-24 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	354 as of 26.11..2024
Proportion (%) of pupil premium eligible pupils	110 / 354 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25
Date this statement was published	December 24
Date on which it will be reviewed	September 25
Statement authorised by	Karen Godsell
Pupil premium lead	Rachel Lavender
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£140480

Part A: Pupil premium strategy plan

Statement of intent

At Kennington CE Academy we believe that all our children have an equal entitlement, and should have equal opportunities.

Our ultimate objectives are to:

- Narrow the attainment gap between our disadvantaged and non-disadvantaged pupils focusing on reading and maths.
- Ensure every child is a reader and is able to access adaptive teaching across the curriculum.
- Provide access to pastoral care and nurture for the benefit of children's mental health.
- Provide opportunities in curricular and extra-curricular activities.
- Create a lifelong passion for learning in our children and enable them to Achieve, Celebrate and Succeed.

To achieve this, we:

- Put PP 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. Staff clearly understand adaptive teaching and ensure all children feel supported and are able to make good progress. We will monitor to ensure that all classes are receiving Quality First Teaching.
- Will provide training and support to always ensure interventions of the highest quality and diversity to address the diverse barriers that our PP face.
- We will provide instructional coaching for our staff to ensure teaching is always of the highest standard.
- Will be guided by the key principles of our strategy plan; Achieve Celebrate and Succeed is at the forefront of our school's philosophy alongside our Core Christian values.

Using your talents

Everyone is important

Love and care

Giving

Forgiveness

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	Attendance data shows that disadvantaged pupils is far lower than non-disadvantaged children. Overall attendance is below national average. Pupils who are making less than expected progress also have poor attendance and poor punctuality.
2	Attainment gap in children achieving combined ARE in core and foundation subjects.
3	Increasing need for referrals for mental health support and wellbeing, for individuals and family members. This is a significant barrier for many of our PP children.
4	A significant number of our PP have additional SEN needs. 25/110 SEN support
5	Transition from a separate KS1 school impacts on wellbeing of PP pupils and families.

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
Attendance improved to 96% as a result of increased engagement in learning and with increased early intervention from Attendance Officer.	Pastoral Support and Attendance Team working closely with PP families of children who have poor attendance. Seeking support from Early Help when necessary. Opportunities for sport/clubs to increase attendance and experiences of PP children.
Higher rates of progress for PP children in all core subjects across the Keystage Increase engagement with learning through foundation subjects..	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. All children receiving quality first teaching and adaptive teaching strategies within class with targeted effective interventions delivered by highly trained staff. Staff training to ensure all teaching is good and or outstanding.

	All subject leads trained to identify subject specific pedagogy and deliver support and training to all staff. PP children's strengths identified to develop confidence and engagement through their passions. PP children to achieve good and better progress. PP children engaged in learning through the high-quality teaching in foundation subjects. PP children supported with extracurricular opportunities and resources.
Improved and sustained wellbeing of pupils.	Swift support and referrals for children's mental health through SENCO and Pastoral Team and internal referrals to The Hub. Use of Boxall profiling to ensure to monitor.
PP children improve reading age to chronological age or higher.	Accelerated Reading to engage PP children and parents with reading. 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 Daily reading for children with lower than chronological reading age. Phonics interventions established to support the KS1/KS2 transitions. Reading corners developed in classrooms.
To support wellbeing. To provide PP children with the time and space to develop their skills interests and engagement with learning.	A variety of interventions to support the diverse mental health needs: Nurture, play therapy, draw and talk, sport, music and forest school. Children supported and able to develop the resilience and confidence to access learning. The School's Christian distinctiveness and links with the community has an integrated approach to supporting families.

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: **£3,000** Instructional Coaching resources and training, ongoing specialist play therapy / ELSA and nurture training **£1200**

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
CPD High quality feedback and live marking.	QFT and EEF toolkit.	1 2 3 4
Allocated resources against Instructional Coaching for teaching staff	QFT and EEF toolkit.	All
Upskilling year 3 teachers to plan and deliver KS1 curriculum	QFT and equipping staff with the necessary skills through CPD on adaptive teaching strategies	2 4 5
HLTA reallocated to support PP/SEND phonics programme across the school	EEF, OFSTED.	2 3 4 5
School SIP and appraisal targets centred on PP and SEN.	EEF, OFSTED.	All

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

Budgeted cost: **£24100** HLTA, **£40200** 1:1 Teaching, **£4700** Reading support, **£3500** external subscriptions (Purple Mash, TTRS, Accelerated Reader, Dyslexia Gold, LASS Lucid, SPEECHLINK)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teaching	EEF	All

1:1 classroom TA to support HNF pupils.	SEN code of practice, EEF school-based evidence and success-. Ofsted	All
HLTA allocated to support PP/SEND phonics programme across the school	EEF, OFSTED.	
Maths specialist teacher 1:1	EEF	All

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

Budgeted cost: **£18200** Forest School, **£10200** Nurture, **£20000** Pastoral & Wellbeing Support Team, **£3000** Attendance officer support

Extra Curricular Activities: **£5000** Trips, workshops and visits, **£1500** music, **£3060** swimming, **£2000** residential,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Training – including ELSA, Nurture, Forest School	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.	All
Extra-Curricular Activities including Year 6 residential	EEF	All
Play Therapy (internal)	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.	All
Forest School	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with	All

	others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
Nurture	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.	All
Supporting pupils and families – Pastoral Team	Ofsted, DfES, Social Services, EEF	All

Total budgeted cost: £ 139660

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 2021 to 2022 academic year.

To further 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.
To build self-esteem and develop readiness for learning of all PP pupils. Two newly trained members of staff have trained to deliver small therapy groups and every child visits forest school termly. This has been further embedded 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.
Resilience has improved and children are now far more able to write at length, persevere and take risks. Improved progress for cusp/ high attaining pupils. An additional member of staff has continued to deliver afternoon interventions for reading.
Children are clear about where they are with their learning and what they need to do next. 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 and this is firmly embedded. Teachers feel confident with their ability to mark in the moment, thus reducing teacher workload and increasing well-being.
PP improve reading age to chronological age or higher. 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 had a positive impact. Year 5 and 6 PP including SEN have no significant gap with all pupils. The year 3 cohort made less progress than all pupils and this will be targeted as a priority next year in year 4.

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
TT Rock Stars	School
Purple Mash	School
Accelerated Reader	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?	<p>Additional reading support (as identified above)</p> <p>Access to Forest School (as identified above)</p> <p>Development of Forest School with training and additional staffing</p> <p>Training of staff in Play Therapy and further development of the nurture hub to provide Play Therapy, nurture and access to a sensory room.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Reading support impacted positively on reading outcomes</p> <p>Wellbeing and self-esteem positively impacted by Forest School provision</p>

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. Bi-termly meetings to focus on progress of all pupils with a focus on PP.