



Pupil premium strategy statement: Kenmore Park Infant & Nursery School

1. Summary information					
School	Kenmore Park Infant & Nursery School				
Academic Year	September 2018- July 2019	Total PP budget	£22,344.30 (a reduction of £13,184.10) from 2017-18	Date of most recent PP Review	Sep 19
Total number of pupils	320	Number of pupils eligible for PP No. eligible for EYPP	16 (a reduction of 2)	Date for next internal review of this strategy	Feb' 20

2. Current attainment								
	FS1 all pupils 52		FS1 pupil premium 0		Pupils not eligible for PP NS Primary 2018			
Current attainment – FS1								
% achieving expected standard in READING	0%				<i>No data available</i>			
% achieving expected standard in WRITING	17%							
% achieving expected standard in NUMBER	12%							
% achieving expected standard in SSM	6%							
% achieving expected standard in CLL [L&A/U/S]	12%	0%	0%					
% achieving expected standard in PHYSICAL [M&H/H&S-S]	6%		19%					
% achieving expected standard in PSED [SC&SA/MF&B/MR]	8%	0%	6%					
Current attainment – FS2	FS2 all pupils		Pupils eligible for PP (4xpupils)– NS Primary 2016		Pupils not eligible for PP NS Primary 2018			
% achieving expected standard in READING	79%		25% (1/4)		<i>No data available</i>			
% achieving expected standard in WRITING	73%		25% (1/4)					
% achieving expected standard in NUMBER	80%		25% (1/4)					
% achieving GLD at end of FS2	71%		25% (1/4)					

September 2019

Current attainment – KS1	Pupils eligible for PP NS Primary 2018/19	Difference between school PP and national non-PP	Pupils not eligible for PP NS Primary 2018/19
% achieving expected standard in Y1 PHONICS (PSC)	67% (4 of 6 children passed)	-17% (National non-PP 84%)	80%
% achieving expected standard in Y2 PHONICS (PSC)	33% (2 of 6 children passed)	-60% (National 93%)	42%
% achieving ARE (Age-Related Expectations) or greater in READING – end of KS1	17% (1/6 chn)	-61% (National non-PP 78%)	68%
% achieving greater-depth in READING– end of KS1	17% (1/6 chn) (3% above national)	-12% (National non-PP 29%)	23%
% achieving in ARE or greater in WRITING – end of KS1	17% (1/6 chn)	-56% (National non-PP 73%)	23%
% achieving greater-depth in WRITING – end of KS1	0% (0/6 chn)	-18% (National non-PP 18%)	13%
% achieving in ARE in MATHS – end of KS1	17% (1/6 chn)	-62% (National non-PP 79%)	70%
% achieving greater-depth in MATHS – end of KS1	17% (1/6 chn)	-63% (National non-PP 80%)	20%
% achieving in ARE in SCIENCE – end of KS1	17% (1/6 chn)	-69% (National non-PP 86%)	82%

Comparison against national

See above

Notes

- Attendance for PP children in KS1 was 93.54% (up 0.84% on last year); for children not in receipt of PP, it was 95.21% (up 0.41% on last year)
- Children in Nursery started with significantly low baselines. At the start of the year, the majority of children in Nursery were performing **significantly below** age-related expectations in Making Relationships and Self Confidence and Self Awareness), in Understanding and Speaking. The majority of children were working **below** age-related expectations in Listening and Attention.
- The children in Reception designated as 'Pupil Premium' could be dealing with a number of issues above and beyond PP status. There are initial concerns that potentially 3/4 children may also have a special educational need and one had suffered a recent, traumatic event. All 3 children have been identified as requiring additional support next year.
- All children in Reception in receipt of Pupil Premium made either **expected** progress in Reading, Writing and Number or **accelerated** progress in line with the school's assessment and tracking systems.
- The above statement is also the case for **Y2** in which **3/6 of the children in receipt of PP** were also either on a **Child Protection Plan** or had previously been in receipt of one. **2/6** of the children **arrived in March of 2019** – and

	<p>had had no exposure to English – the implication being there was limited time for the school to close the learning gap as the children had missed 2 years of education. 1/6 of the pupils required an urgent referral to Harrow SENARS (Special Educational Needs And Review Service) in order to obtain an EHCP.</p> <ul style="list-style-type: none"> In the phonics screening check, in Y1 and especially in Y2, results were impacted upon by the school's high rate of mobility. Several children entered each year group mid-year and of those, several had very high levels of need including 2 children in Y2 who the school successfully obtained EHCPs for by the end of the academic year. 18 children were eligible to sit the assessment in Y2. 8 of these children had done in the assessment in Y1 last year and had not achieved a pass mark. Of these 8, 7 passed at the 2nd time of asking (87.5%).
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3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	On entry Baselines in most areas of development in the Early Years continue to be significantly low in both FS1 & FS2
B.	A large majority of pupils come from homes that are unable to support a positive reading culture; with limited English acquisition and understanding of how to support basic reading skills and which lack resources at home (books).
C.	Rates of mobility within the school have increased significantly
D.	There has been a steady increase in the number of learners joining the school from Eastern Europe where children do not commence formal education until the age of 7 years. Therefore the starting points of in year new arrivals to the school and UK have had limited re any formal school experiences. This places increased pressure on the school to deploy resources to diminish differences between them and their peers within the same year group who have been through the British education system from nursery or reception.

External barriers (*issues which also require action outside school, such as low attendance rates*)

A	The intake of children in KPINS continues to change. Far fewer children are eligible for pupil premium than was previously the case despite, if anything, a greater degree of poverty and greater challenges being faced given many of the children's home situations. Pupil premium may well no longer be a 'fit for purpose' indicator for the school of levels of deprivation.
B	Pupil Premium children in the school are often not only disadvantaged due to economic circumstance but other issues may also be affecting their progress in school. Of the 6 children in Y2 last year who were eligible for PP, every child bar one either had had high levels of involvement with Children's Services or was a new arrival in school with limited English. This one child made expected and accelerated rates of progress and finished Y2 either at or above age-related expectations.
C	Increasingly high mobility in the school's pupil population poses challenges: i) increasing numbers of children are entering the school in KS1, meaning that there is limited time for the school to have the required impact on their academic attainment. ii) in reports such as this one, the school is often at a disadvantage – of the 6 children who were eligible for PP in Y2 last year, 1 entered the school at the end of Y1 & 2 children entered partway through Y2.
D	Children's oral health is problematic – with several children having teeth so decayed they require extraction which in turn impacts on attendance and learning.
E	Whole-school attendance has been an issue for a number of years (re all children). Acknowledged in the school's Ofsted report (15.05.18) was the school's "unwavering focus" regarding attendance. This will need to continue in light of the changing composition of the school population with a large percentage having extended family abroad and choosing to travel abroad for events and family circumstances. The school continues to take a hard line on this and reviews each application for exceptional leave on an individual basis.

4. Outcomes

	Success criteria
<i>Desired outcomes and how they will be measured</i>	

A.	Ensure that children eligible for PP make good and if not better progress by the end of KS1 – given the change in the amount of funding the school is likely to receive following changes to the school formula – it is likely that the school is going to have to produce positive outcomes for PP learners with fewer (physical) resources. Measure: attainment and progress of children eligible for PP	PP children will be targeted for intervention as required Parents of children eligible for PP to be invited to family learning sessions during the school day and / or after school clubs Progress of PP to be monitored throughout the year and action taken if progress/attainment suggest that the child may not be making the expected rates of progress. Children already on interventions to make good or better progress
B.	Continue to provide targeted language support in EYFS for pupils eligible for PP to improve rates of progress and final attainment scores in CLL by the end of EYFS Measure: progress and attainment scores at the end of FS1 & FS2	PP children will be targeted for additional language support when required. Scores for PP children in CLL, Reading, Writing and Number will be at least in line with non-PP children in school
C.	Continue to provide quality first teaching for PP and non-PP learners to ensure good rates of progress and achievement. Measure: progress and attainment data.	PP children will make progress in line with non-PP children in school. Whenever possible, assessments to be taken of children prior to leaving school in order to measure the impact the school has had on the children's rates of progress from their on-entry baseline. Internal school data will continue to demonstrate that the longer the children spend in the school, the greater the rates of progress and attainment made by them and the impact the school has had.
D.	To provide support for PP (and non-PP children) who require dental work to ensure their dental health improves through making referrals to the Home Start organisation. Measure: visual improvement of children's teeth.	Children's oral health will improve enabling improved attendance and an improved focus on learning and progress.

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Ensure that children eligible for PP make good progress and attain at least in line with age-related expectations in end of KS1 assessments	Progress meetings to be held between Inclusion Manager and year group teams to examine SEN and PP children; their progress, any barriers to learning, etc.	One role of the 'Inspired and Passionate Teacher' (John Hattie) is to ensure that teachers are aware that their efforts are impactful. Progress meetings to discuss achievement will involve discussions regarding what the class teacher can do differently and what interventions are available to the children.	Rates of progress to be monitored and to be reported back to the SLT. An action plan to be constructed following the meetings.	Head Teacher SLT SLT	Feb 2020

Ensure that children eligible for PP make good progress and attain at reading – which remains an area of focus for the school.	Explicit teaching of reading comprehension strategies to children in Y1 & Y2.	The Education Endowment Foundation Teaching and Learning Toolkit finds that reading comprehension approaches improves learning by an additional 5 months over the course of a school year for a very low cost.	English Lead and Inclusion Manager to monitor sessions Feedback to be provided by English Lead Rates of progress in standardised reading tests to show greater rates of progress.	English Lead/Inclusion Manager	Feb 2020
Total budgeted cost					Costs covered by use of internal staff members

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that children with PP make good progress and achieve at age-related expectations or above by the end of KS1 in spite of the availability of limited resources.	<p>Due to a significant reduction in funding, the likelihood is that the school is going to have to obtain good outcomes but with a decreasing budget re PP. We will continue to run the interventions we have run e.g. FFT but support staff who have left have not been replaced the implications of which are a reduced capacity to maintain intervention in the school. The school will review timetabling very carefully to maximise impact of support staff.</p> <p>We will continue to strengthen parental engagement opportunities when teaching specific skills e.g. phonics.</p>	<p>Analysis of previous data demonstrates impact of our current interventions as highly effective.</p> <p>Reading Club – which teaches children and parents basic phonics skills will be run again with a renewed emphasis on teaching of parents – Visible Learning research suggests that a phonics-based approach to reading and Parental Involvement in a child's education will have a positive impact in terms of the progress their child makes.</p> <p>Parents to be invited to teaching seminar lessons with staff demonstrating aspects of teaching to them.</p>	Monitoring of support staff timetables to maximise involvement with children	HT/DHT	Feb 2020

Total budgeted cost					Negligible
iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To examine whether other approaches to the identification of need would lead to better targeting of resources	As mentioned above, there are aspects of PP eligibility which mean that some of the children most in need across the school are not identified. We will therefore seek to use an alternative tool such as notes from home visits and the questionnaire given to parents in Nursery and EYFS at the start of the year which looks at parental interaction e.g. numbers of books read; number of songs sung to the children every day/week, etc.	Pupils who have received support from other agencies – who have identified a high level of need – are frequently not eligible for PP. Having a better idea of the levels of need would allow for better targeting of support. We will therefore attempt to use other evidence available to the school to identify which children may need to be considered disadvantaged pupils as defined by the school.	Examine correlation between children who are identified through parental questionnaires as being at risk due to their home background/interactions and their rates of progress	DHT/EYFS phase group leader	Termly
Access to educational visits for all	To ensure that all children are able to attend educational visits by subsidising and or waiving the cost for children eligible for PP	Parents are increasingly facing difficulties following changes to welfare payments.	Amount of money used to subsidise school visits to be monitored by School Finance Manager.	DHT/School Office Manager	Termly
Children in vulnerable families (including PP) are supported to use the local environment and facilities to improve their children's' life experiences	Commission the services of Early Support through the Children's Centre to support parents and families Refer families to support agencies e.g. Home Start	Parents understand how to use resources from the local community to support their children and widen their experiences Parents are supported to meet their own specific needs	School will liaise with Children's centre and facilitate meetings with parents and Early support workers and Children's Centre staff	HT; Child Centre Staff	Termly
Total budgeted cost					£100

6. Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased use of differentiation within lessons	Training from SENDCo and Speech and Language Therapist examining barriers to learning and ways to address them	Evidence of increased use of differentiation within lessons – shared via staff briefing notes	Sharing of uses of differentiation included within staff briefings will continue.	Negligible
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increase the number of children passing the PSC	Family Learning Groups Continue with 3x yearly use of PSC assessment with children.	In 2017-18 School achieved highest pass rate ever overall.	The intervention as well as testing 3x prior to the assessment continued to reap benefits. The main issue was high mobility within Y1 & Y2 with several children joining the school prior to the assessment. Prior to this, the school had been on target to exceed the previous year's score.	TAs trained in an intervention to provide support for 3 weeks prior to intervention: Negligible cost
Use of support staff to provide a range of interventions for children working below age-related expectations	Teaching assistants to use a range of provision for children	Increased rates of progress for children engaged in interventions Evidence from evaluation of interventions show that children make accelerated rates of progress from their on-entry starting points.	School has employed & trained TAs experienced in running interventions for several years. The evidence demonstrates that children receiving interventions make accelerated rates of progress though rates or progress for children facing many challenges e.g. CP issues; PP, trauma, etc. may not be at the same rates.	Support staff salaries 24K+
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Children from vulnerable families (including PP) are supported to use the local environment and facilities to improve their children's' life experiences</p>	<p>Refer families to support agencies e.g. Home Start, Early Support</p> <p>Provide TAF meetings for parents and families requiring additional support</p> <p>Provide access to school-based counsellor</p>	<p>Parents are supported to meet their own particular needs</p> <p>Parents are supported to access services to share concerns and generally feel better able to meet their family's needs. School is also better aware of how to meet the children's needs</p> <p>Counselling was offered to several families in receipt of PP</p>	<p>One family (who joined in March 2019, had 2 PP chn in Y2) were supported with referrals to the British Red Cross; referrals to SENARS in order to obtain an EHCP in record time and regular support regarding meetings with the family in a 'TAF'</p> <p>The school will continue to do its very best to support children in need.</p> <p>The following email was received by the school on 07/06/2019 and demonstrates our commitment:</p> <p><i>I have been supporting this refugee family to access their welfare entitlements since February 2019. We have been in contact several times discussing their circumstances and their needs and I am very grateful for your frequent updates. I would like to express my gratitude for all the support you have offered to their severely autistic daughter [REDACTED]. You and your colleagues have gone over and above your roles to inform this family about the support available for children with special educational needs. You supported this child to access support from the Local Authority, to be assessed by professionals and ultimately to have in place an Education, Health and Care Plan.</i></p> <p><i>The family is utterly grateful for all the guidance and support they have received from you.</i></p> <p>Kindest Regards,</p> <p>Maria Makri Casework Coordinator Refugee Support Services – London, British Red Cross</p> <p>5 children in receipt of PP self-referred to the counselling. Several parents, whose children are in receipt of PP, met with the counsellor.</p>	<p>N/A</p> <p>£8K/annum</p>
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