

Kensington Junior Academy

Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Kensington Junior Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	41% (80)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Date statement approved by LGB	December 2022
Pupil premium lead	Becky Turner
Governor lead	Janet Parker, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,528.75
Recovery premium funding allocation this academic year	£10,440
Service Children additional premium	£310
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	£114,278.75

Part A: Pupil premium strategy plan

Statement of intent

In line with the vision of the Djanogly Learning Trust, we believe that every child has the right to an education that gives them the best opportunity to succeed and prosper.

At Kensington Junior Academy, we will ensure that our children are academically, socially and emotionally able 21st century citizens.

We strive to ensure that all children, regardless of barriers related to background, ethnicity or individual needs, make good progress and achieve strong levels of attainment across all subject areas. The focus of our PP strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that all pupils have full access to our rich curriculum which includes experiences to develop their cultural capital
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	Instability at home/ inconsistent attendance/ reduced resilience
2.	Limited understanding and use of higher-level vocabulary and effective communication skills
3.	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum.
4.	Parental support for children's learning is improving but remains a barrier.

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
Pupils to have a greater range of vocabulary, being able to build on this knowledge in through all aspects of learning	Pupils will have a deeper understanding of new vocabulary met during curriculum activities. Increased PP children achieving ARE. In-school gaps narrowing still further.
More parents actively engage in their children's learning and share the school's high aspiration for their children.	PP children attaining in line with national benchmarks Children and parents are ambitious for academic success and are considering future options
Improved communication, oracy and reading skills leading to children's increased ability to achieve and engage in their learning	Increased PP children achieving ARE. In-school gaps narrowing still further
All children and their families value good attendance so that little learning is lost.	Improve PP children's attendance
Children have the right degree of social and emotional support to allow them to engage and be resilient learners within the classroom.	Increase the confidence and stamina of pupils in their learning. Pupils are driven and aspire to achieve to the best of their ability.

	Pupils have adults that they trust, and can turn to for support, so that barriers to learning are reduced
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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: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT working with teachers to 'team-teach' in order to ensure all T&L is consistently good or better Weekly CPD programme run by DHT for all TA's to improve teaching pedagogy using with Teaching Walk Thrus and TLAC (2 day pw £25,000)	Both approaches are fully evidenced as impactful when adopted consistently. Strong T&L leads to increased progress for PP children	2, 4
Headteacher leading pupil premium specific progress reviews at least 3-weekly (£4,500)	EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF (educationendowmentfoundation.org.uk)	2,3
Staff professional development training opportunities run by DHT focussing on the development of metacognitive strategies and oracy (£2,000)	EEF Toolkit evidence shows that oral language intervention is very high impact Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Toolkit evidence shows that metacognition and self-regulation is very high impact Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted nationally proven maths interventions, run by TAs, for PP pupils vulnerable to under-achievement, e.g. Success at number (£15,000)	EEF toolkit shows small group tuition has moderate positive impact Small group tuition EEF (educationendowmentfoundation.org.uk) EEF toolkit shows phonics and reading comprehension strategies have very high impact Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,3
Targeted writing interventions, run by TAs, for PP pupils vulnerable to under-achievement (£12,000)	One to one tuition EEF (educationendowmentfoundation.org.uk) EEF Toolkit evidence shows that metacognition and self-regulation is very high impact Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3
KS2 Switch On TA reading support (£5000) Phonics interventions in years 3 and 4. (£10,000)	EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF (educationendowmentfoundation.org.uk)	1,2,3
Provision of Reading Plus online reading intervention to engage reluctant readers and accelerate progress of largely PP boys in Y5/6 £6,000		1,2,3,4

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

Budgeted cost: £38,000

(50% costs LSM hours, based on weighting of PP pupils on caseloads)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support mentor working with vulnerable children and families to ensure	Trust evidence shows that direct support for families facing barriers leads to greater engagement with school, better	1, 4

<p>effective behaviour for learning (2 days) (£10,000)</p> <p>4 x TA nurture & emotional literacy support for vulnerable children to enable them to effectively access learning (£10,000)</p>	<p>attendance and improved readiness to learn</p> <p>EEF toolkit shows that parental engagement leads to moderate positive impact</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional focus on improving attendance of PP children through first day calling, regular texts and direct engagement with parents. Led by admin support worker (£8,000)</p>	<p>Evidence shows that poor attendees are more likely to underachieve</p>	1,2,3,4
<p>ELSA training for 2 TA's (£2,000)</p>	<p>EEF toolkit shows that social and emotional learning accelerates progress by 4 months for relatively low cost</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p>Support PP families through purchase of school uniform and subsidising education visits/residentials (£8,000)</p>	<p>Evidence shows that Wider experiences have led to a more creative input in learning. Improved standards of writing.</p>	1,4

Total budgeted cost: £112,500

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.

During the academic year 2021/22, the pupil premium plan was implemented to ensure that pupils were able to access the extra interventions and support that they needed.

After 2 years of lockdowns and disrupted education, the learning support mentor team worked tirelessly to ensure that social and emotional barriers were reduced/ removed so that pupils could access learning effectively. Their support extended into helping parents and families. By supporting parents and families, in addition to the pupils, strategies had greater impact in the classroom.

Alongside this, all adults supported the pupils back into a whole school year of learning. Quick identification of gaps and same day catch up, using teaching assistants, meant that pupils were able to fill in the areas of learning missed through lockdowns and ensure that they were learning and remembering more.

Training and CPD for staff ensured that good teaching pedagogy continued to be developed in all classrooms and pupils were accessing quality first teaching. Where pupils needed extra support to narrow the gaps, extra intervention was put in place to ensure that pupils made accelerated progress. High quality interventions were utilised to ensure that pupil progress was effectively measured, and gaps identified quickly and effectively.

Within the week, time was allocated to teaching assistant for training and to support in the teaching of phonics. Teaching assistants were deployed to ensure high impact for pupils who needed it most.

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

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?	1 service pupil received funding. They received additional TA support and achieved ARE
What was the impact of that spending on service pupil premium eligible pupils?	