

# Pupil premium strategy statement – Kentish Town Church of England 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.*

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	234
Proportion (%) of pupil premium eligible pupils	41%
Academic year that our current pupil premium strategy plan covers	2022 - 23
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	James Humphries
Pupil premium lead	Karen Trussler
Governor lead	Colin Reader

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 465
Recovery premium funding allocation this academic year	£10, 232
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b></p> <p><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></p>	<p>£131,697</p>

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to use our pupil premium grant to reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally. We place a strong focus on securing the foundations of literacy and numeracy, as we believe that our disadvantaged pupils need most support in these core areas. We believe that strong literacy and numeracy are crucial for preparing our children for life beyond school. Our emphasis on providing a well-taught, high quality wider curriculum, and high-quality interventions, promotes excellent progress for all our disadvantaged and other pupils. We aim for trips, visits and cultural experiences to enrich our children's experiences and language as well.

### Challenges

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

Challenge number	Detail of challenge
1	Poor language development and vocabulary skills.
2	Poor writing skills.
3	Gaps in number and mathematics.
4	The impact of poor attendance.
5	Limited opportunities for cultural and enrichment activities.

### 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
Boost the language skills of disadvantaged children in Reception.	Majority of PP disadvantaged children who access the NELI programme to achieve ELG in Communication and Language.
Boost number skills of disadvantaged children across EYFS and KS1.	Majority of disadvantaged children to achieve age related expectations in number and maths.
Accelerate progress for disadvantaged children in writing across the school.	Majority of disadvantaged children to make at least 5 steps of progress in a year.

Increase the positive impact of social capital and the associated language gains for disadvantaged children.	All disadvantaged children to take part in trips and visits offered as part of our curriculum. Disadvantaged children will attend Paris trip or Y6 residential regardless of parental finances.
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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

Budgeted cost: £9,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics (including KS1 & KS2 intervention)	EEF Toolkit	1 & 2
CPD Rosenshine's Principles of Instruction	EEF Toolkit	1, 2, 3 & 4
Maths Consultant	EEF Toolkit	3
English Consultant Booster Sessions	EEF Toolkit	1, 2 & 4

## Targeted academic support

Budgeted cost: £24,612.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring offered in Y5 and Y6 in maths and English.	EEF Toolkit	1, 2, 3
Tutoring offered in Y3, Y4 and Y5.	EEF Toolkit	1, 2, 3
Beanstalk Readers	EEF Toolkit	1, 2, 3

## Wider strategies

Budgeted cost: £97,303.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Bilingual Support Assistant (0.5) Interventions TA	EEF Toolkit	1, 4, 5
Pupil Premium Teacher	EEF Toolkit	1 – 5
Breakfast and Activity Clubs (staffing)	EEF Toolkit	1, 5
Foxlease Y6 Residential	EEF Toolkit	1,5
Paris Trip Y5	EEF Toolkit	1, 5

**Total budgeted cost: £ 131,716.03**

## Part B: Review of the previous academic year

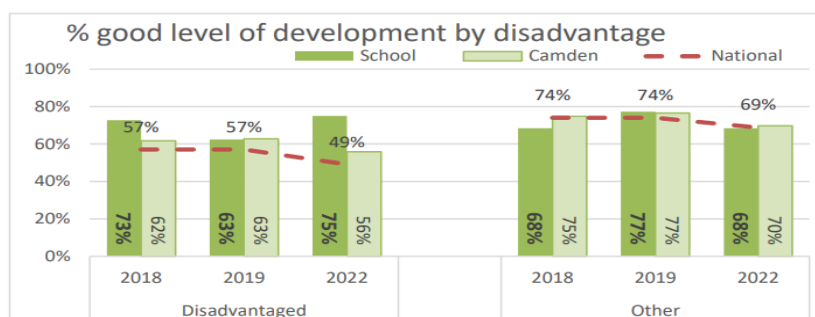
### Outcomes for disadvantaged pupils

This details the impact of the previous year's strategy on pupil's academic outcomes.

#### 2021-2022 Attainment:

*The school's 2022 performance data is not comparable with data from previous years due to the impact of COVID-19. The negative effects of Covid are still impacting on outcomes of disadvantaged children. Due to the school's specialist provision for children with autism and physical disabilities, there is a considerable overlap between children who are disadvantaged and have SEND.*

#### EYFS Outcomes



'Gap' between disadvantaged + other	2018	2019	2022
Sch	4%	-15%	7%
Camden	-13%	-14%	-14%
National	-17%	-17%	-20%

75% of disadvantaged children achieved a GLD.

#### Phonics Outcomes.

#### Year 1

##### Year 1 - phonics summary results

Kentish Town

##### D) % working at expected standard by pupil attributes

		2018				2019				2022			
		School		Camden	National	School		Camden	National	School		Camden	National
		Cohort	% expected			Cohort	% expected			Cohort	% expected		
All year 1 pupils		30	80%	83%	82%	30	73%	81%	82%	30	87%	77%	75%
Gender	Girls	15	87%	85%	85%	16	69%	84%	85%	12	75%	80%	79%
	Boys	15	73%	81%	78%	14	79%	79%	78%	18	94%	75%	72%
FSM	FSM pupils	6	67%	75%	70%	10	60%	72%	70%	11	64%	68%	62%
	All other pupils	24	83%	86%	84%	20	80%	85%	84%	19	100%	84%	79%
Disadvantaged	Disadvantaged	6	67%	78%	70%	10	60%	73%	71%	13	69%	68%	62%
	All other pupils	24	83%	86%	83%	20	80%	86%	84%	17	100%	84%	80%

69% of disadvantaged children achieved the phonics threshold.

## Year 2

### Year 2 - phonics summary results

Kentish Town

#### E) By end of Year 2 - % working at expected standard by pupil attributes

		2018				2019				2022			
		School		Camden	National	School		Camden	National	School		Camden	National
		Cohort	% expected			Cohort	% expected			Cohort	% expected		
All year 2 pupils		30	87%	93%	92%	30	97%	90%	91%	30	83%	87%	87%
Gender	Girls	12	92%	95%	94%	15	100%	91%	94%	13	77%	88%	89%
	Boys	18	83%	91%	90%	15	93%	89%	89%	17	88%	86%	85%
FSM	FSM pupils	5	80%	89%	84%	6	100%	86%	84%	13	92%	82%	78%
	All other pupils	25	88%	94%	93%	24	96%	92%	93%	17	76%	90%	90%
Disadvantaged	Disadvantaged	11	91%	90%	85%	6	100%	87%	85%	13	92%	85%	78%
	All other pupils	19	84%	94%	94%	24	96%	92%	93%	17	76%	88%	90%

92% of disadvantaged children met the phonics threshold.

## KS1 Outcomes

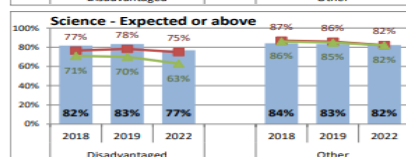
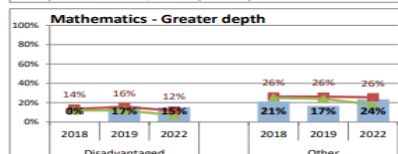
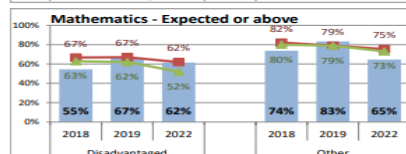
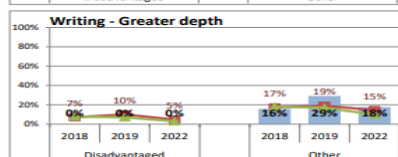
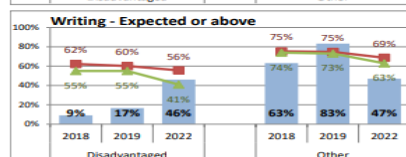
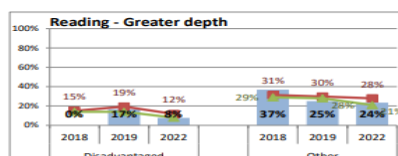
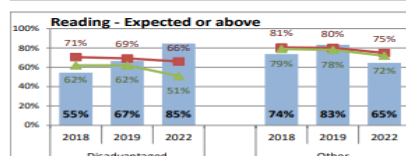
### Pupil characteristics breakdown

2B) Disadvantaged - % pupils reaching expected standard and greater depth in each subject

Kentish Town

2022 cohort information			
School		Camden	
Cohort	%	Cohort	%
Disadvantaged	13	510	35%
Other	17	926	64%

Key  
■ School  
■ Camden  
■ National



**Notes**  
 Disadvantaged pupils are pupil premium pupils (FSM 6 Ever) and those adopted.  
 This page compares the results of disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those not disadvantaged.  
 2022 disadvantaged cohort is taken from the October 2021 DfE file, with any additional FSM pupils also identified as disadvantaged.

### Reading:

85% of disadvantaged children were at expected or above.

### Writing:

46% of disadvantaged children were at expected or above.

### Maths:

62% of disadvantaged children were at expected or above.

## KS2 Outcomes.

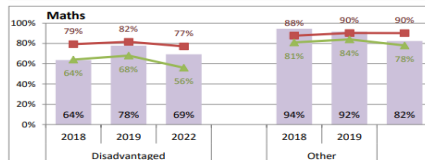
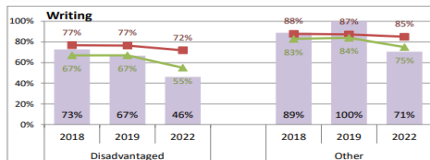
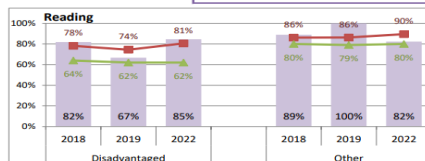
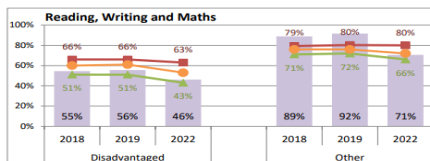
### Pupil characteristics breakdown

3B) Disadvantaged pupils - % pupils reaching expected standard in each subject, and average scaled scores. Compared to Camden and national results.

2022 Cohort information			
	School	Camden	
	Number	%	Number
Disadvantaged	13	43%	786
Other	17	57%	763

Key  
 School  
 Camden  
 London  
 National

Notes  
 Disadvantaged pupils are as identified from the DfE file.  
 This page compares the results of disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those not disadvantaged.



### Combined:

46% of disadvantaged children met the expected standard.

### Reading

85% of disadvantaged children met the expected standard.

### Writing

46% disadvantaged children met the expected standard.

### Maths

69% disadvantaged children met the expected standard.

### Progress across Years 1-6 for 21/22

Year 1: Expected progress for children in Year 1 would be at least 3 steps.

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr1 Aut2 ♂	Yr1 Sum2 ♂	Progress ♂	Yr1 Aut2 ♂	Yr1 Sum2 ♂	Progress ♂	Yr1 Aut2 ♂	Yr1 Sum2 ♂	Progress ♂	Yr1 Aut2 ♂	Yr1 Sum2 ♂	Progress ♂
FSM	13	44.8	35.5	39.1	3.6	35.5	39.0	3.5	33.9	38.5	4.6	37.0	39.8	2.8

Years 2-6: Expected progress would be at least 5 steps across the year.

Year 3 (15 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr1 Sum2 ♂	Yr2 Sum2 ♂	Progress ♂	Yr1 Sum2 ♂	Yr2 Sum2 ♂	Progress ♂	Yr1 Sum2 ♂	Yr2 Sum2 ♂	Progress ♂	Yr1 Sum2 ♂	Yr2 Sum2 ♂	Progress ♂
FSM	15	100.0	36.1	42.3	6.2	36.5	43.0	6.5	35.0	41.0	6.0	36.9	42.8	5.9
Year 4 (14 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr2 Sum2 ♂	Yr3 Sum2 ♂	Progress ♂	Yr2 Sum2 ♂	Yr3 Sum2 ♂	Progress ♂	Yr2 Sum2 ♂	Yr3 Sum2 ♂	Progress ♂	Yr2 Sum2 ♂	Yr3 Sum2 ♂	Progress ♂
FSM	14	100.0	43.9	50.0	6.1	44.0	50.0	6.0	43.1	49.4	6.3	44.5	50.6	6.1
Year 5 (10 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr3 Sum2 ♂	Yr4 Sum2 ♂	Progress ♂	Yr3 Sum2 ♂	Yr4 Sum2 ♂	Progress ♂	Yr3 Sum2 ♂	Yr4 Sum2 ♂	Progress ♂	Yr3 Sum2 ♂	Yr4 Sum2 ♂	Progress ♂
FSM	10	100.0	49.3	55.4	6.1	50.5	55.9	5.4	48.0	54.9	6.9	49.5	55.3	5.8
Year 6 (11 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr4 Sum2 ♂	Yr5 Sum2 ♂	Progress ♂	Yr4 Sum2 ♂	Yr5 Sum2 ♂	Progress ♂	Yr4 Sum2 ♂	Yr5 Sum2 ♂	Progress ♂	Yr4 Sum2 ♂	Yr5 Sum2 ♂	Progress ♂
FSM	11	100.0	53.5	59.0	5.5	53.5	59.6	6.1	52.5	57.9	5.4	54.5	59.5	5.0
Year 7 (11 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No. ♂	% ♂	Yr5 Sum2 ♂	Yr6 Sum2 ♂	Progress ♂	Yr5 Sum2 ♂	Yr6 Sum2 ♂	Progress ♂	Yr5 Sum2 ♂	Yr6 Sum2 ♂	Progress ♂	Yr5 Sum2 ♂	Yr6 Sum2 ♂	Progress ♂
FSM	11	100.0	60.9	68.6	7.7	61.4	69.3	7.9	59.9	67.3	7.4	61.4	69.2	7.8

Key  
 Less than 3 points progress  
 Greater than 5 points progress



