

Pupil premium strategy statement – Kentish Town Church of England School: 2023 - 24

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 | 235 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year that our current pupil premium strategy plan covers | 2023 - 24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £129,810 |
| Recovery premium funding allocation this academic year | £12,715 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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> | £0 |
| Total budget for this academic year <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> | £142,525 |

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 | Gaps in understanding of the phonetic code. |
| 3 | Gaps in mathematical skills. |
| 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 EYFS. | Majority of PP disadvantaged children who access the NELI programme to achieve ELG in Communication and Language. Early Talk Boost used to accelerate language development. |
| Boost number skills of disadvantaged children across EYFS and KS1. | Majority of disadvantaged children to achieve age related expectations in number and maths by the end of EYFS. |

| | |
|--|---|
| Accelerate progress for disadvantaged children in phonics, reading and writing across the school. | Majority of disadvantaged children to have secured the phonetic code by the end of Y1. Majority of disadvantaged children to have made at least 5 steps of progress in an academic 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. |

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: £11,000

| 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: £25,000

| 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: £133,304

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Learning Mentor (0.5) 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 |
| Y6 Residential Trip | EEF Toolkit | 1,5 |
| Paris Trip Y5 | EEF Toolkit | 1, 5 |

Total budgeted cost: £ 169,304

Part B: Review of the academic year 22/23

Outcomes for disadvantaged pupils

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

Review of outcomes in 2023

EYFS

50% of children achieved a Good Level of Development. This is below the national average of 65%.

18% of disadvantaged children achieved a Good Level of Development. This is below the national average of 49%. Many of the disadvantaged children also have SEND and 5 of these currently have an EHCP with another 2 x children pending.

Y1 Phonics

73% of children achieved the phonics screening test which is just below the national average of 75%.

77% of disadvantaged children achieved the phonics screening test which is above the national average of 62%.

Y2 Phonics

83% of children passed the screening test compared to 87% nationally.

69% of disadvantaged children passed the screening test compared to 62% nationally.

KS1

Reading: 73% at EXS (67% National) and 27% at GDS (18% National) Disadvantaged: 60% - 51% national

Writing: 70% at EXS (58% National) and 20% at GDS (12% National) Disadvantaged: 60% - 41% national

Maths: 73% at EXS (68% National) and 27% GDS (15% National) Disadvantaged: 53% - 52 national

KS2

Reading: 67% EXS (National 73%) GDS 37% (28% National) Disadvantaged: 27% - 62% national

Writing: 83% EXS (71% National) GDS 23% (13% National) Disadvantaged: 73% - 55% national

Maths: 70% EXS (73% National) GDS 17% (23% National) Disadvantaged: 45% - 56% national

Combined RWM: 57% EXS (59% National) Disadvantaged: 18% - 43% national

Foxlease Y6 Residential Trip

All children attended this trip – 30/30.

Paris Enrichment Trip

7 of the 22 children who attended the Paris trip were disadvantaged.

Clubs

Breakfast and After School Club is free for all disadvantaged children and in addition we offer free spaces for children if parents are struggling but working.

Children attending over a week:

Breakfast Club: On average 15-20 disadvantaged children a day.

Breakfast club is less busy than After School Club as we offer classroom bagels from Magic Breakfast daily and Community Breakfast twice a week.

We also have disadvantaged children attending who also have SEND.

After School Club: 30-50 children attend each day (over half are disadvantaged children).

Children with SEND, some needing 1-1, are also attending.

Summer Club: 55 disadvantaged children each day, all were offered a free school meal and a space. Young Camden only gave us a grant for 40 children, 4 x days each week.

Some parents who work struggled to pay, so their children attended for free.

Other clubs are payable but no child is ever refused a space so disadvantaged children attend if they want to, free of charge. Lorraine has excellent relationships with parents and will approach them if she feels they need a free space or if she feels club will be something their child will enjoy.

If the club is delivered by an external provider, Lorraine will keep back spaces for disadvantaged children: Lego/ Drama/ Coding etc.

If the club is offered by school staff then disadvantaged children attend free of charge e.g. Dodge Ball/ Multi Sports etc.

Free Drawing Club open to all.

Free Chess Club open to all.

Clubs Currently on Offer:

Dance

Coding

Lego

Drama

Drawing

Multi-sports x 3

Dodge Ball x 3

Sewing

After School Club till 5.30pm

Breakfast Club from 8am

Chess

Choir

Rock Band