

Pupil premium strategy statement – Kentish Town Church of England School: 2024 - 25

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	219
Proportion (%) of pupil premium eligible pupils	41%
Academic year that our current pupil premium strategy plan covers	2024 - 25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£135,000
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£135,000

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 Booster Sessions	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
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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 23/24

Outcomes for disadvantaged pupils

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

Review of outcomes in 2024

EYFS

73% of children achieved a Good Level of Development. This is above the national average of 67%.

82% of disadvantaged children achieved a Good Level of Development. This is above the national average of 49%. Many of the disadvantaged children also have SEND and 6 of these currently have an EHCP with another receiving an Exceptional Needs Grant.

Y1 Phonics

72% of children achieved the phonics screening test which is below the national average of 80%.

64% of disadvantaged children achieved the phonics screening test which is just below the national average of 68%.

Y2 Phonics

79% of children passed the screening test compared to 89% nationally.

50% of disadvantaged children passed the screening check.

KS2

Reading: 79% EXS (National 74%) GDS 34% (28% National) Disadvantaged: 100% - 61% national

Writing: 79% EXS (72% National) GDS 21% (13% National) Disadvantaged: 83% - 58% national

Maths: 79% EXS (73% National) GDS 34% (24% National) Disadvantaged: 92% - 59% national

Combined RWM: 72% EXS (61% National) Disadvantaged: 83% - 44% national

Pendarren Y6 Residential Trip

Most children attended this trip – 27/30.

No child was unable to attend for financial reasons. A subsidised price was offered to disadvantaged children's parents.

Paris Enrichment Trip

12 of the 26 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 20 plus disadvantaged children a day.

Breakfast club is less busy than After School Club as we offer classroom bagels from Magic Breakfast daily.

We also have disadvantaged children attending who also have SEND.

After School Club: 30 - 40 children attend each day (over half are disadvantaged children).

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

Summer Club: 50 disadvantaged children each day, all were offered a free school meal and a space. Young Camden only gave us a grant for 43 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. Sharon 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, Sharon 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. Multi Sports etc.

Free Chess Club open to all.

Clubs Currently on Offer:

Dance

Drama

Multi-sports x 3

Sewing

After School Club till 5.30pm

Breakfast Club from 8am

Chess

Choir

Rock Band