



Kenton Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Review

Detail	Data
School name	Kenton Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	9.68% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027 (Currently mid way through a three year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ed Finch
Pupil premium lead	Ed Finch

Governor / Trustee lead	Bob Baker
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£10,205

Part A: Pupil Premium strategy plan Statement overview

At Kenton Primary School, we are committed to all pupils reaching their full potential. We meet all the needs of our pupils through a safe and nurturing environment. We are aspirational for our pupils, teaching them that the sky's the limit in what they can achieve in life.

Our aim is to develop our pupils into well-rounded individuals who can achieve well in the wider world and make a difference to it. We teach children about kindness, respect, honesty, and responsibility as well as the 'secrets of success' learning behaviours. Pupils are at the heart of everything we do and our work is built on a foundation of relational practice.

We give the children a progressive and exciting curriculum. Topics are carefully planned to engage and excite pupils with their learning. The curriculum is brought to life with forest school experiences, high quality physical education through a sports

coach as well as offering the children trips, residential, memorable experiences and visitors. We aim to share learning with parents wherever possible.

The children are encouraged to take on leadership roles where possible, such as being school councillor, head boy, head girl, eco-lead, play leader, arts lead and many more.

The majority of funding will go towards supporting pupils to be able to access the full curriculum and reach their academic potential. This may be through extra intervention with a teacher and tailored support through programmes addressing emotional literacy as well as high quality teaching.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

Following a major flood, Kenton Primary has experienced a period of continuous change which has impacted the progress and attainment of pupils in all year groups. The school has been on its current site in temporary buildings on the village playing fields for a year now but there have been changes in staffing including the appointment of an interim head, a key staff member having a period of maternity leave and the appointment of a new teacher for the Year 3 – 4 class.

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

Challenge number	Detail of challenge
1	Phonics - KS1 children are below average in the phonics screen.
2	The classroom environment set up for R, 1, 2 has not been fully appropriate due to that room having multiple roles. This is much better following the installation of the school hall but remains problematic.
3	Handwriting is below age-related expectations.

4	Pupils are anxious and lack the resilience to overcome challenging learning.
5	Progress in Maths is low.
6	Attendance for some vulnerable pupils remains low

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	Metric for Success
Attendance for disadvantaged children improves to at least 95%.	Half termly attendance meetings to review progress. Offer of free breakfast club spaces and part-funded sports club spaces. Results of pupil conferencing show that disadvantaged children enjoy school and take part in an increased number of enrichment activities. Access to forest school and adaptations to the curriculum support children with attitudes to attending school.
Improved outcomes in Key Stage 2 Maths.	Gaps in knowledge are addressed and pupils know more and can remember more. End of Key Stage 2 results are in line or better than National expectation. White Rose Maths is well embedded and used to ensure maths curriculum is sequenced and supports consistent planning and assessment. Incremental coaching for all staff biweekly to improve outcomes for all children.

KS2 writing data: at least 70% children reaching EXS.	<p>End of Key Stage 2 results are in line or better than National expectation. Continue to use Bob Cox-Opening Doors resource to base writing units in high quality texts and ensure rich opportunities for writing.</p> <p>Use of diagnostic spelling assessment to identify spelling patterns and misconceptions.</p>
To achieve and sustain improved wellbeing for all pupils at Kenton Primary School, particularly for disadvantaged pupils.	<p>Sustained high level of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among the disadvantaged. Children confidently engage with challenging work.</p> <p>An increased number of disadvantaged children are now taking part in school leadership roles.</p> <p>An increased number of disadvantaged children representing the school in external enrichment opportunities (sporting competitions, musical performances, Youth Parliament).</p>
Improve outcomes for pupils in Early Reading and PSC at the end of Y1.	<p>At least expected progress made across the academic year. By 2025/26 a greater percentage of pupils year on year make expected progress. Additional tutoring for disadvantaged children, targeting gaps from robust assessment.</p> <p>Read, Write Inc training for all teaching assistants to ensure consistent and rigorous teaching of phonics. All children tracked - this is updated regularly through RWI, STAR Reader and AR recorded through the trust's chosen platform of 'SONAR Assessment' and communicated regularly with parents.</p>
Handwriting below age related expectation in all year groups	<p>Display and celebrate presentation expectations.</p> <p>Use Letterjoin to model correct formation.</p>

	Develop a bank of exemplar work from all year groups to help teachers benchmark their expectations.
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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: £7000

Embedding and optimising RWI phonics programme to create small, focused sessions of phonic teaching in class and smaller one to one and two to one coaching groups for children with greater need or who are out of group range.	EEF teaching and learning toolkit - phonics high impact low cost High impact of RWI phonics programme to support early reading/comprehension skills.	1
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<p>-use of Accelerated Reader to motivate and monitor reading,</p> <p>- investment in quality texts, text-led topics,</p> <p>-engaging parents through regular reading record checks, meetings and Seesaw.</p> <p>Provision of parent workshops to explore and incentivise reading with children.</p> <p>RWI decodable reading books for pupils to take home - support for the lowest attaining children with targeted intervention including Nessy and Trugs.</p>	<p>EEF - Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Reading comprehension strategies - high impact low cost EEF</p>	1
<p>Investment in the Letterjoin handwriting programme.</p> <p>Dedicated handwriting lessons 3 x weekly in class and handwriting Interventions as needed including Pegs to Paper.</p>	<p>Small group interventions – EEF - Moderate impact for low cost based on moderate evidence</p>	3

Maths Investment in training for Maths lead and Year 2.3.4 teacher.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group coaching for pupils, focusing on key skills in Reading, Writing and Maths, provided by SENDCO. School-led tutoring – SENDCO/experienced staff working with small groups and 1:1.	Small group tuition – EEF.	1, 3, 5
Additional 1-1 and small group Literacy support in class. Targeted interventions for specific pupils to include Precision Teaching, small group support in line with identified teaching objectives.	Small group tuition - EEF	1, 3, 5

Smaller teaching groups for Maths, allowing for a more targeted approach within mixed age classes.	EEF - Mastery approach - Moderate impact for very low cost based on limited evidence.	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

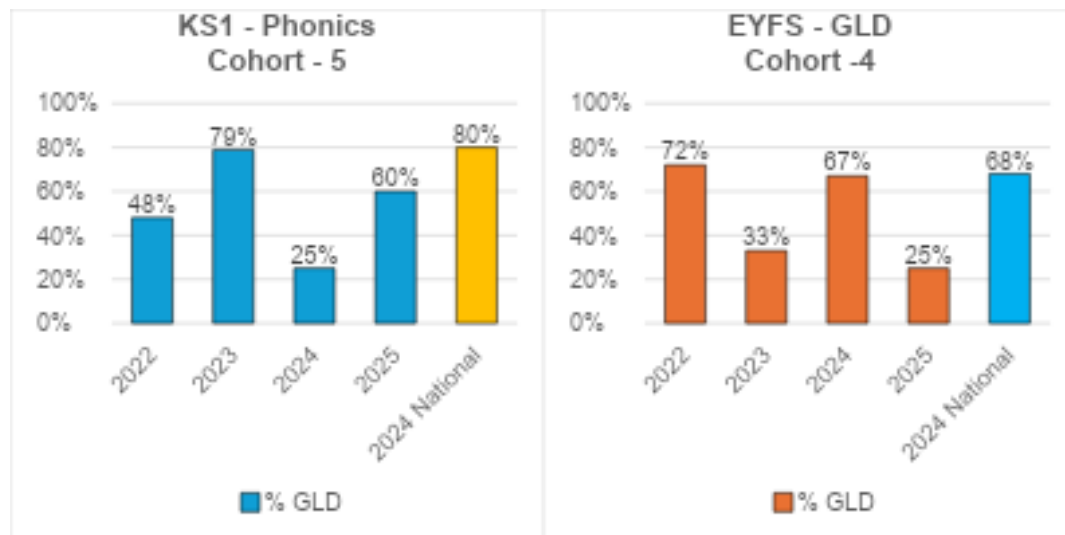
Budgeted cost: £3205

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCO work with families and teacher on reducing anxiety in the classroom and a SEND friendly learning environment. EF and LB to track the attendance of individual pupils and work closely with families with bespoke support packages.	EEF - Moderate impact for very low cost based on moderate evidence	4
Attachment based mentoring training.	“ showed that after 12 weeks of mentoring 9/10 children showed an improvement with regard to the total difficulties score.” Teaching Times	4
Create appropriate learning environment in ‘Willow Class’ for R, 1, 2	Response to feedback from SIP	2

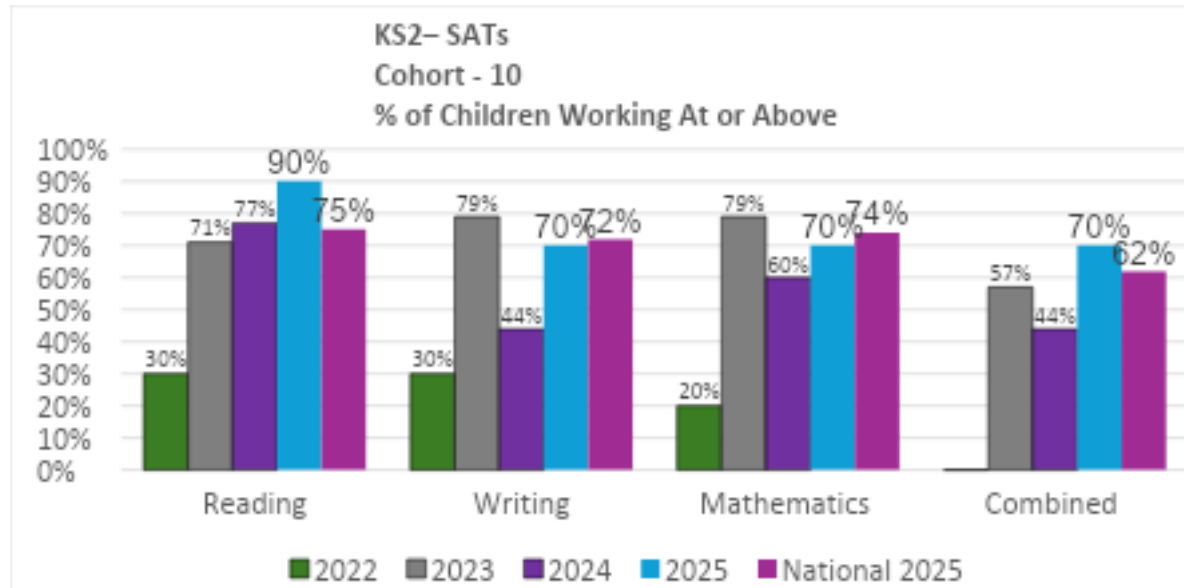
Total budgeted cost: £10,205

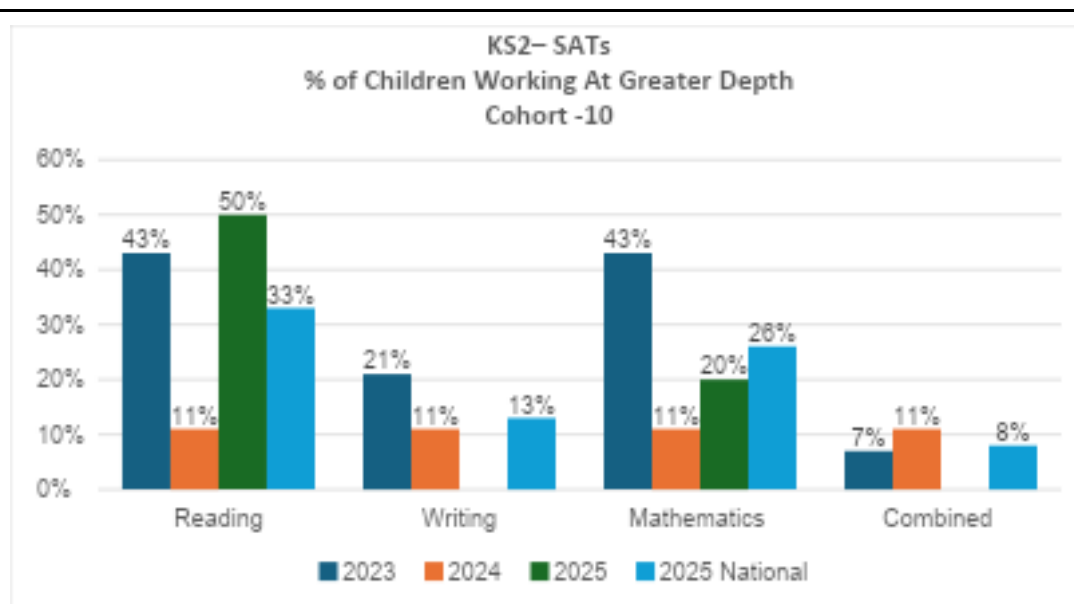
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



2023 National figures for EYFS and KS1 Phonics are due to be released November 2023





<i>Year 4 MTC—6 pupils</i>	<i>Kenton 2025</i>	<i>National 2024</i>
% scoring 25 out of 25	33%	34%
Average tables score (out of 25)	22.2	20.6

<i>Other Year 6 assessments</i>	<i>Kenton 2025</i>	<i>National 2024</i>
Vocabulary, Grammar, Punctuation and Spelling	80%	73%
Science	100%	82%

Key notes for Kenton's data set

A significant increase in KS2 combined EXS, with KS2 reading as a clear strength.

EYFS GLD, and KS1 Phonics are key areas for development, as is KS2 writing and maths.

In the academic year 2024 – 25, no children in Year Six at Kenton Primary were coded as being disadvantaged – as a result there is no meaningful data to share on attainment of disadvantaged pupils at end of KS2 for that year.

The school has invested in White Rose Maths and RWI phonics programmes to ensure systematic, sequenced teaching in these key areas.

There is a focus on targeted support, quality first teaching and on supporting pupil's mental health and wellbeing to enable them to be ready to learn.

The school continues to use its budget to draw on SALT and Ed Psych

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
RWI (purchase of programme in Feb 22 and training package)	Ruth Miskin
Letterjoin	Letterjoin

Service pupil premium funding (optional)

Kenton Primary does not currently have any children whose parents or carers are in the forces.

Programme	Provider
RWI (purchase of programme in Feb 22 and training package)	Ruth Miskin

