

Pupil premium strategy statement: Kenn Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Kenn C of E Primary
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023 to 2025/6
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	L Curry
Pupil premium lead	L Curry
Governor / Trustee lead	Bob Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£26, 405
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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Part A: Pupil premium strategy plan

Statement of intent

At Kenn Church of England Primary School, our Pupil Premium strategy is deeply rooted in our Christian vision and values. Guided by the teachings of Jesus and our commitment to kindness, courage and faith, we seek to uphold the dignity, worth and potential of every child. We believe that all pupils are uniquely created and equally valued, and it is our moral and spiritual responsibility to ensure that those who experience disadvantage are supported, encouraged and enabled to flourish.

Our intent is to remove barriers to learning, provide equitable opportunities and champion those who may face additional challenges. Through a culture of compassion, high expectations and hope, we aim to empower disadvantaged pupils to believe in themselves, develop resilience and achieve their God-given potential. In doing so, we reflect our commitment to love our neighbour, pursue justice and enable every child to thrive academically, socially, emotionally and spiritually.

This commitment sits at the heart of all decisions we make in relation to our Pupil Premium provision, ensuring that our actions are not only effective, but also guided by our Christian calling to serve, uplift and include all members of our school community.

We offer a progressive and engaging curriculum, with carefully planned learning questions to inspire and motivate pupils. Our curriculum is enriched through forest school experiences, high-quality physical education delivered by a sports coach, and a wide range of trips, residential, memorable experiences and visitors. We also aim to strengthen links between home and school by sharing learning regularly with parents through an online platform. Children are encouraged to take on leadership roles where possible, such as becoming a school ambassador.

High-quality first teaching is central to our approach, with a particular focus on the areas where disadvantaged pupils may need the greatest support. This approach has the greatest impact on narrowing the attainment gap and also benefits pupils across the school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress made by their disadvantaged peers.

We also consider the wider curriculum for disadvantaged pupils to ensure they benefit from a range of enrichment opportunities. Our approach is responsive to both shared challenges and individual needs and is rooted in robust diagnostic assessment rather than assumptions about disadvantage. To ensure our strategies are effective, we will:

- ensure disadvantaged pupils are challenged by the work they are set
- build strong relationships with all pupils and use our detailed knowledge of them to inform and adapt learning
- intervene early when needs are identified
- adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils
- raise expectations of what they can achieve

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

Intended outcomes

- *Improved outcomes for disadvantaged pupils in phonics, reading, writing and maths.*
- *Improved outcomes in EYFS and KS1*
- *Improved speech and language support with a focus on enhanced oracy skills in all classrooms, targeted interventions and individualised plans.*
- *Improved emotional health of pupils to ensure they can access learning and make good levels of progress.*
- *Improve attendance for pupils, to include pupils from the travelling community.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for pupils in key groups is currently below expectations, and frequent absences are having a negative impact on their progress. A number of pupils in receipt of Pupil Premium funding are from the travelling community, and the attendance of all Pupil Premium pupils in the Autumn Term to date is 90.29%, compared to an overall attendance of 95.9%. Of those identified as persistent absentees, 43% are from the travelling community and in receipt of Pupil Premium funding. In addition, one pupil experiences ongoing challenges related to transport, which further affects their attendance.</p> <p>From Dec 25, another 7 pupils are now recognised as eligible for PP funding, 86% of whom are currently not working at age related expectations. 1 pupil is currently accessing a part time timetable.</p>
2	Early years children show a significant disadvantage in phonic knowledge as a starting point compared to their peers.
3	Outcomes in EYFS and Year 1 have dipped for PP children. 25% of the pupils who did not achieve a GLD in 24/25 were in receipt of PP. In 2025 we have 36% of pupils in this cohort who will be eligible for funding in the future. In 24/25, 40% of the pupils who did not achieve the expected standard in Year 1 were in receipt of funding.
4	Poor speech and language skills for some pupils. Assessments, observations and discussions indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils.
5	Social and emotional needs of pupils affect wellbeing and learning outcomes. Our findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind, especially in Reading and Maths.
6	Pupils who have recently joined the school have in some cases poor attendance and very low starting points in all areas.

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
The proportion of children with frequent absence decreases, positive relationships with parents are further embedded and there is a clear system of working together at home and in school.	<p>Children attend school regularly and have at least 95% attendance.</p> <p>Targeted support meetings with Ivy Attendance Lead to support all families with attendance. Offer of free breakfast club spaces and part-funded sports club spaces.</p> <p>Results of pupil conferencing show that disadvantaged children enjoy school and take part in an increased number of enrichment activities.</p> <p>Access to ecotherapy, forest school and adaptations to the curriculum support children with attitudes to attending school.</p> <p>Work alongside Ellen Tout/Inclusion Officer/multiagency to support pupils with traveller status to improve attendance.</p> <p>Half termly attendance meetings to review progress.</p>
The gap between disadvantaged children's phonic knowledge and that of their peers is narrowed due to accelerated progress for disadvantaged children.	<p>Renewed training package and Trust Wide phonics tracking for 25/26. Continuing Professional development in Read, Write Inc for all staff, including teaching assistants. Half termly progress meetings for HT and RWI Trust Lead. RWI Development Days lead to accelerated progress for disadvantaged pupils.</p> <p>Focussed one to one tutoring for pupils who are falling behind.</p> <p>Outcomes in EYFS and Year 1 are in line with national expectations.</p> <p>Regular instructional coaching planned for and delivered by Kenn Early Read Lead.</p>
Improved outcomes in Reading and Writing for Key Stage 1 and EYFS children.	<p>At least expected progress made by all disadvantaged children by the end of the academic year. By 2025/26 a greater percentage of pupils year on year achieve national benchmarks.</p> <p>Instructional coaching biweekly for all teaching staff, including HLTA, to improve outcomes for all children.</p> <p>Pupils demonstrate a love for reading, can talk about and show a good understanding of what they are reading, and the full repertoire of reading skills are developed.</p> <p>The attainment gap is narrowed between disadvantaged and other children in school.</p> <p>Writing progression document evaluated and to include outcomes for EYFS.</p> <p>Handwriting, transcription and spelling in place for all pupils in KS1 and EYFS.</p>

	<p>Pupil outcomes in Writing mirror those in Reading, demonstrating accelerated progress.</p>
Improved oracy and speech and language support with a focus on training for the whole school and targeted staff.	<p>Improvements evident in the use and understanding of vocabulary and paired/group discussions. Children are better listeners and able to communicate more effectively with their peers.</p> <p>Oracy progression document in place and training for all staff carried out.</p> <p>Clear evidence of improvements in quality talk more commonplace.</p> <p>Individual Speech and Language plans show targets being met.</p>
To achieve and sustain improved wellbeing for all pupils at Kenn Church of England Primary School, particularly for disadvantaged pupils.	<p>Intended Outcomes: Wellbeing, Inclusion and Aspiration (from 2025)</p> <p>Sustained high levels of wellbeing for all pupils, evidenced through:</p> <p>Pupil voice interviews Parent and pupil surveys Teacher observations and pastoral records</p> <p>Targeted and timely interventions for disadvantaged pupils, informed by robust assessment, resulting in the narrowing of identified gaps in learning and development.</p> <p>Increased participation of disadvantaged pupils in enrichment opportunities, including clubs, educational visits, performances and wider school activities.</p> <p>Pupils demonstrate increased confidence when engaging with challenging tasks and show resilience in their approach to learning.</p> <p>A growing number of disadvantaged pupils undertaking leadership roles within school, such as school ambassadors, monitors or council representatives.</p> <p>Increased representation of disadvantaged pupils in external opportunities, including sporting competitions, musical performances and community or youth leadership initiatives.</p> <p>Pupil voice evidence shows that disadvantaged pupils feel a strong sense of belonging, report positive relationships with staff, and identify themselves as happy, supported and motivated learners.</p>

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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for staff with a focus on oracy and developing purposeful talk in the classroom.</p> <p>Staff CPD on Voice 21 principles, led by A. Roper from Cockwood school.</p> <p>CPD upskills staff in explicitly teaching positive learning behaviours.</p>	<p>The EEF funded studies, on dialogic teaching, have found evidence that cognitively challenging classroom talk can lead to gains for Key Stage 2 pupils in English, Maths and Science. The 'Speak for Change' report highlighted the need to focus on Oracy to improve outcomes.</p> <p>EEF Behaviour Guidance recommendation 2. EEF 5 a day.</p>	2, 3, 4,5,6
<p>RWI - Full training package for Read Write Inc purchased. Complete set of RWI decodable reading books for pupils to take home to mirror learning in school.</p> <p>Engaging parents through Seesaw platform.</p> <p>Support for lowest attaining pupils with targeted interventions including Nessy and Truggs.</p>	<p>EEF – Phonics: High impact for very low cost based on very limited evidence.</p> <p>RWI impact data nationally and across our Trust schools</p> <p>EEF – Parental Engagement in Reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,3,4,6
<p>Use of Tom Sherrington WalkThrus and Steplab</p> <p>Instructional coaching to develop a personalised and targeted coaching programme, to improve the quality of teaching and learning.</p>	<p>Impact of coaching and mentoring for teachers - instructional coaching. EEF states that High Quality First teaching has the greatest impact for all pupils, especially disadvantaged pupils.</p> <p>Walk Thrus programme is based on evidence on mastery learning and building schema - EEF high impact, low cost.</p> <p>Coaching using Steplab as the platform is a robust personalised approach with a focus on high quality inclusive teaching. The process follows the four-point structure (building knowledge, motivating teachers, developing teaching techniques and embedding practice) outlined in the EEF Effective Professional Development Guidance Report.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	2, 3, 4,6,
<p>Reading training for staff - guided reading, encouraging</p>	<p>EEF - reading comprehension strategies have a very high impact for very low cost.</p>	5,6

<p>a love of reading, using AR effectively.</p> <p>Purchase high quality texts to support the wider curriculum, and improve the range of AR books for fiction, to ensure all bands have a good variety of choice.</p>		
<p>Develop teacher's understanding of how children learn maths using White Rose Maths. CPD and package purchased.</p> <p>Develop Maths Leadership to ensure a consistent approach to the teaching of Maths, considering teacher workload and wellbeing.</p>	<p>EEF Guidance - mastery approach to the teaching of maths - high impact low cost.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	3,6

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

Budgeted cost: £ 7, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the quality of speech and language support for most disadvantaged pupils.</p> <p>To employ a SALT across the Trust to work one to-one with pupils and deliver staff CPD.</p> <p>To build individualised programmes and intervention support in school to accelerate progress.</p>	<p>EEF Oral Language Interventions demonstrate high impact.</p>	2, 3, 4
<p>Additional adult support with a focus on reading and writing interventions.</p>	<p>Small group tuition, phonic interventions and 1 - 1 coaching – EEF.</p>	2, 3, 6

<p>Additional 1-1 and small group Phonics support for targeted pupils, to involve tutoring (RWI).</p> <p>Targeted interventions for specific pupils, small group support in line with identified teaching objectives.</p>	<p>Small group tuition – EEF.</p>	<p>2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6, 405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External support from Trust Attendance Lead, Inclusion Officer and Traveller Support Team to improve attendance. SENDCO and HT to work with families on reducing anxiety in the classroom and ensuring there is a SEND friendly learning environment with excellent OAIP. LC to track attendance weekly and provide bespoke support packages.</p>	<p>EEF research on responsive and targeted approaches evidenced in Attendance interventions: Rapid Evidence Assessment.</p> <p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p>	<p>1</p>
<p>The curriculum matches the changing needs of the school population, with a focus on PSHE and emotional and social health/learning behaviours.</p> <p>Attachment based mentoring. 1-1 support.</p> <p>To support mental health and wellbeing –to adapt the curriculum to meet the needs of the learners, through curriculum meetings, subject leader action plans and external CPD.</p>	<p>Good mental health is important for helping children and young people to develop and thrive. Ofsted requirement. DFE recognised priority.</p> <p>EEF research into Social and Emotional learning support indicates that: Social and Emotional Learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This CPD has a moderate impact for a very low cost.</p>	<p>5</p>

Breakfast and After School Club to support emotional well-being and social skills. Funded for pupils on FSM	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 DfE	5
Support additional activities – music lessons and school visits. Support additional swimming lessons for non-swimmers. School visits are partially funded by PTA support.	EEF – Arts participation but also recognised evidence for supporting mental health and wellbeing.	5
Forest School activities to support mental health and wellbeing. Part funded by SBS, Sports Premium and Parent contributions.	As above.	5
Improve parental engagement with termly coffee mornings and touch base phone calls from SENDCO or class-based staff, to ensure parents are connected and feel well supported. Sharing assemblies.	Parental engagement impacts positively on pupils' attainment +4 months (EEF)	5
CPD for staff to develop relational practice and relational plans for individual pupils.	Staff and pupil wellbeing is an Ofsted and DFE priority.	5

Total budgeted cost: £26, 405

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 2024 to 2025 academic year.

During the school year, we used standardised testing to inform outcomes and provide detailed information on areas that children needed to develop. This included half-termly STAR Reading and STAR Maths assessments. We also used Early Literacy (linked to Accelerated Reader) and Read Write Inc. assessments to support the evaluation of phonics knowledge and progress.

Our Pupil Premium Strategy continues from last year, with a renewed focus on whole-school staff training and targeted, individualised support to close gaps in learning. As a small school, we can personalise interventions to meet pupils' specific needs. Overall outcomes were positive; however, key focus areas for vulnerable pupils, and across the school more broadly, are writing and maths, as well as reading and writing within Key Stage 1.

Pupils in Year 6 achieved strong results. Therefore, our priority for the coming academic year is to ensure pupils make a strong start in EYFS and go on to achieve expected standards by the end of Key Stage 1. We have identified that the main barriers to learning are attendance, mental health, early reading development, and speech and language needs. As a result, we are investing in these areas across the school, and this will remain a focus in the coming years.

	Reading	Writing	Maths
	% of pupils making expected progress		
2023 PP	100%	91.7%	100%
2024 PP	56%	89%	78%
2025 PP Expected progress in-year (pupils in Year 1 – 6)	100% for Year 6 pupils (up 33%) met expected standards 91.6%	50% of Year 6 pupils met expected standards (down 16%) 91.7%	75% of pupils in Year 6 met expected standards (up 8.3%) 91.6%

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 White Rose Maths Charanga Teach Computing Access Art SCARF Language Angels	

Accelerated Reader
Nessy
My maths
Spelling shed
Times Table Rockstars.
Complete Comprehension
Kapow