



# Pupil Premium Strategy 2024/26

## Core Values

Readiness

Resilience

Respect

## School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

**Approved: Spring 2024**  
**Review: Spring 2026**

## **Context**

Kender Primary School is a two form entry school in Lewisham. We have an above average proportion of children eligible for pupil premium. Our children are ethnically very diverse with a high proportion of children from minority ethnic groups and with a high proportion of children whose first language is not English.

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are determined to create a climate that does not limit a child's potential in any way. As a school community, we believe the vision and ethos of the school should be based on a foundation of core values of:

- Respect
- Resilience
- Readiness

### **Our population**

The school is located in an area of high social deprivation (Autumn 2023 97% in highest three bands of deprivation) and have a high percentage of children are eligible for pupil premium, which brings some complex challenges.

Post-pandemic, our context is changing and will be reviewed once the situation has stabilised.

However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

*"The school community radiates happiness, and calmness. Racial harmony is extremely good. Parents are positive about this inclusive nature, all of which contribute to pupils' spiritual, cultural, moral and social growth and development."*

*“Pupils feel safe in the school and their parents agree; they trust the teachers. Strong relationships and a deep sense of responsibility towards each other are guaranteed.”*

*“Improvements to date are linked to the outstanding leadership of the headteacher and other senior leaders, a clear vision of high expectations, strong teamwork and a passionate community spirit among staff and parents.”*

*“Detailed school improvement planning, evaluation and revision contribute to driving change. The school does not stand still; it is open-minded and reflective. Actions are therefore carefully considered to meet the needs of the pupils.”*

*“The school is like a busy storehouse where activities are purposeful and created to excite and inspire pupils. The curriculum provides a wide breadth of experience for pupils that is tailored to increase their confidence and independence as learners.” Ofsted 2016*

### **Illustrations of our context**

Deprivation indicators are **well above average**, placing the school in the highest 10% (IDACI) of schools. The school continues to work towards meeting the Government's higher expectations within the context of high deprivation, restricted parental support and reducing school budgets.

For many, restricted parental support means work of the school becomes that much more significant, anecdotal evidence shows:

- Support from parents restricted due to limited spare money – one local school raised £1500 at book fair, Kender £150
- Homework challenges, few get completed, or completed to standards required; many parents have limited time, working all hours, often more than one job to meet basic living needs
- Home learning feedback during the pandemic shows that homework was often completed late in the evening, after parents' shifts had finished
- Parents inform us that they feel unable to support with homework projects because of lack of confidence and limited experience of the school system and expectations of education
- Feedback from parents: 'too scared to go to a gallery...scared what they might say or ask me.'
- Very few children have benefits of external tutors
- Art project/shoes (no FSM) – on the surface all may appear well...but disadvantage is often not immediately obvious; home visits further confirm appearance can mask challenges

- Formal internal data shows relative low starting points; assessment data shows children fall behind after long summer break

### **Objectives of Pupil Premium spending**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make excellent progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement
- Importance of quality first teaching
- Within school variance
- Feedback and Peer Tutoring (Education)
- Pre-teaching

This period our school priorities are to:

- Ensure attainment in reading is in line with or above national standards at each key benchmark;
- Ensure that reading, writing and maths for all pupils are in line with or better than national standards at each key benchmark;
- Ensure attainment in writing continues to be in line with or above national standards at each key benchmark;
- Ensure that attainment in phonics is in line with or above national standards at each key benchmark;
- Ensure gap between progress, KS1/2, in reading for genders is closed or narrowing;
- Catchup for lost learning; additional support for late joiners with previous low attainment;

- Improve children's problem solving and reasoning skills and enhance oracy skills and confidence;
- Increase levels of challenge to meet the demands of the new curriculum;
- Provide high quality arts teaching (in line with Fabian Society Primary Colours Report 2019)
- Provide swimming for pupils in Years 3-4 to enhance physical confidence; and
- Provide high quality outdoor learning experiences.

We will continue with our whole school approach to supporting children in developing their skills as readers and writers by focusing on developing children's speaking skills through the use of ICT, Writing for Pleasure and potential oracy project. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

In addition we will continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents' meetings).

Year on year, we run bespoke CPD programmes designed to link to our SDP priorities. Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.

Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or register for FSM (anecdotal evidence suggests this is high). We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate pupil premium to support any pupil or groups of pupils the school recognises as being socially disadvantaged to enhance their future educational aspiration and achievements. We understand that the challenges facing our children are complex and varied and our response will be tailored.

All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

In providing support we will not isolate pupils socially. It is therefore likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

In making decisions on the use of the Pupil Premium, we will be transparent in our reporting of how we have used it, so that our parents, school community and Ofsted are fully aware of how this additional resource has been used to make a difference.

We will encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner. We will work to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognize the vital role that parents and carers play in the lives of their children.

Please see Pupil Premium Strategy Statement and Pupil Premium Funding breakdown.