Pupil Premium Three-Year Strategy (September 2025 – July 2028) **Kennet School**

Kennet School will ensure all disadvantaged pupils achieve at least above the national average of their peers. All disadvantaged pupils will leave with the core knowledge, skills, and values to lead happy, resilient and successful lives.

1. High Quality Teaching

a) Disadvantaged First

Disadvantaged pupils are supported first in class. This occurs through checking for understanding and marking strategies.

b) High Quality Teaching & Learning

TILT teaching strategies are utilised to enable all disadvantaged pupils to access learning and to be challenged appropriately.

TILT teaching strategies are utilised to ensure all disadvantaged pupils are stretched and challenged appropriately. This will ensure their progress is above the national average of their peers.

c) Attendance

Disadvantaged pupils are supported to ensure barriers to attending school are removed ensuring a high level of attendance. This will be monitored through normal quality assurance and attendance plans, if necessary.

Families are supported in removing barriers to school attendance to ensure attendance is above the national average.



Intervention spelling).

c) Study Plus Daily access to IT facilities and homework support for all disadvantaged pupils.

a) Aim Higher – Aspirational Programmes High prior attaining disadvantaged pupils are supported through our 'Aim Higher' programme to increase aspirations of Further/Higher Education (University).

Disadvantaged pupils have access to a laptop for home learning, fully funded music tuition and part-funded enrichment activities, and trips. They also have access to financial support for purchasing uniform.

Disadvantaged pupils are prioritised for participation in our co-curricular programme via 'activities' and our Key Stage 3 participation programmes (Rising Stars (Year 7), Kennet Stars (Year 8) & Kennet Honours (Year 9)).



2. Targeted Academic Support

a) Reading Comprehension and Phonics

Disadvantaged pupils in Key Stage 3 are identified first for any literacy intervention (phonics, reading,

b) One-to-one/small group

Disadvantaged pupils are identified first for any intervention in both Key Stage 3 and 4, (e.g. tutoring/coaching and mentoring/handwriting).

3. Wider Strategies

b) Resources Support

c) Participation