

## **Pupil Premium Grant (PPG) –review for 2017-18**

**The Pupil Premium for 2017-18 was £21,120.**

The details of how this was spent are outlined below. As pupils arrive and leave throughout and during the year, there is a need for a certain amount of flexibility.

### **Our ethos**

We have high aspirations for our pupils at the Kennington Park Academy and believe that as our students often arrive with a history of underachievement due to a wide range of issues, no child should be left behind. We know that in order to be better placed to become successful learners in their next school placement, our children need to be given every chance to reach their full potential – as this will affect them not just in their primary phase, but beyond.

### **Background to Pupil Premium Grant (PPG)**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil Premium funding is available to both mainstream and non-mainstream schools (such as special schools and pupil referral units). This extra funding is used to raise the attainment of disadvantaged pupils from Reception to Year 11. The funding is aimed at supporting:

- Children who are registered as eligible for free school meals
- Children who have been looked after for 6 months or longer.

**Context report:**

Kennington Park Academy has the capacity to support 50 pupils aged 5-11 years of age. Our cohort changes throughout the year and some of our students are from very disadvantaged backgrounds and on arrival the gap between some of our students and their contemporaries in mainstream schools can be very wide. We believe that all of our students should be given the best opportunities they can get to achieve and so we use the Pupil Premium to raise individual achievement in order to give these children a better chance of success when they are back in permanent schools.

Our students often arrive with undiagnosed and/or unmet special educational needs including:

- ADHD
- ASD
- At times comorbidity of the above
- SLCN
- Learning needs e.g. dyslexic traits and/or dyscalculia
- SEMH needs including ODD/conduct issues

We focused this support on speech and language therapy as this is one of the biggest needs of our pupils –who often arrive with previously unrecognised SLCN . Play therapy was also used as a way of supporting our most vulnerable pupils –who often arrived with very complex emotional and therapeutic needs .Some of the funding was allocated to music – djembe and ukulele sessions taught by an outside teacher from the Lambeth Music Service. This is because we recognise that our pupils need a broad curriculum and may very likely not have been in receipt of music lessons in their previous educational placements. Music also promotes co-operative and collaborative learning , discipline , engagement motivation and self-esteem.

Some of the funding was used to pay for staff CPD and events aimed at promoting pupil and parent/carer engagement.

**PPG (Pupil Premium Grant) = £21,120**

Intervention	Intention	Organisation	Cost	Success Criteria	
SALT- Words First £324.80 per day	For targeted pupils to receive support for the SLCN	48 sessions across the school year - group / individual support/assessments/ staff CPD / parent-carer workshops	£5846.40 spent	<p>All pupils referred for an initial assessment receive one.</p> <p>80% of pupils in receipt of targeted intervention by SALT meet their targets.</p> <p>LAs receive CPD LAs use CPD in their learner support</p> <p>Feedback from parent/carers workshops is positive</p>	<p><b>July 2018 review</b></p> <p>SALT delivered from Sept-Dec 2017 only</p> <p>Information not yet gained from Words First</p> <p>LAs did receive 5 x workshops across T1 and 2. Feedback showed that 100% felt the CPD was useful.</p> <p>3 x parents attended. 2x workshops ran.</p> <p>July 2018</p>

Play therapy	For targeted pupils to have improved mental health	Weekly 50 minute sessions	£9,000 -£300 per day	Improvements seen in Behaviour Competency Scores Improvement seen in academic progress/attitude to learning	60% made outstanding progress in reading and writing (100% expected or above) 20% made outstanding progress in Maths (80% expected or above) 3 x pupils transferred to new schools successfully.
Attainment and progress	Disadvantaged pupils to write at length – Ofsted recommendation	Staff CPD	£1,000	100% of FSM pupils – especially the more able – write at length	Books show that 100% of FSM pupils made progress in extended writing across 17-18.
Curriculum enhancement	Music sessions £39.10 per hour = £78.20 per week Provided by Lambeth Music Service	30 x sessions across the school year (+ paying for the Summer term 2017 as LMS invoice a term behind)	£3,128.00	All classes take part in percussion and/or ukulele sessions  Pupils skills improve  Pupils give performances        Pupils enjoy the sessions and feel they have achieved	All classes have had at least 2 x sets of 6 x sessions  All FSM pupils seen as talented received tuition and learnt an instrument (drum kit and/or ukulele) – 40% took their instruments home.  80% of FSM targeted pupils performed in Lambeth Music Festival alongside Lambeth primary schools (March 2018)  This developed self-confidence as well as delivered part of the curriculum that KPA staff do not teach. 100% of pupils surveyed stated they enjoyed music and learnt a new instrument. 50% of students cited in their leavers speeches that they enjoyed the music sessions.

	Enrichment /engagement activities/ class trips etc	Across the school year	£1,401.60	Enrichment activities link to learning focuses	<p>Educational visits for all classes on 19.03.18 and 26.03.18 to support Geography topic on pollution.</p> <p>Educational visit took place to the Guardian newspaper to support Y6s with writing on 28.03.18</p> <p>All pupils have engaged well in food technology sessions (at least 18 x sessions per pupil). This has extended the curriculum well as reading, writing, Maths and Science have been incorporated into these sessions.</p> <p>Behaviour has been excellent across all classes –with only 1 x recorded incident = 0.22% of behavioural issues in 17-18.</p> <p>Playground resources were bought –to coincide with a focus on engagement, activity and fitness ( £400) . 55 of the 439 behavioural incidents occurred in the playground (12.5% of incidents) – incidents significantly decreased in term 3 (when the resources were bought) – from 13.3% to 6.9%. Incidents increased from T4 onwards however:</p> <table border="1" data-bbox="1480 1059 1982 1139"> <tr> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>7.5%</td> <td>13.3%</td> <td>6.9%</td> </tr> </table> <table border="1" data-bbox="1480 1182 1982 1262"> <tr> <td>T4</td> <td>T5</td> <td>T6</td> </tr> <tr> <td>20.7%</td> <td>12%</td> <td>14.2%</td> </tr> </table> <p>T4 coincides with restructuring changes</p>	T1	T2	T3	7.5%	13.3%	6.9%	T4	T5	T6	20.7%	12%	14.2%
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<b>To support the specific needs of a CLA</b>			£2,100		Money was spent on extra tuition (Kumon) as decided by the Social Worker and the foster carer. The pupil attended the sessions and made exceeded progress in English and matching progress in Maths (teacher assessments).
			£21,120		