



Pupil Premium Grant (PPG) – 2018-19 : REVIEWED ACROSS THE ACADEMIC YEAR

Definition of Pupil Premium Pupils

In 2011, the Government sought to address the inequality in attainment of Pupil Premium pupils (compared to their non-Pupil Premium counterparts) by allocating funds to schools. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

'Pupil Premium pupils' refers to those pupils who attract government Pupil Premium funding i.e. those pupils claiming free school meals at any point in the last six years and those who are looked after by a local authority or who have ceased to be looked after by a local authority. It also applies to Service Children.

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.

Context report and barriers to learning :

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 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

For 2018-19 the funding allocated to KPA is £27,060.

We have decided to focus on the following areas:

1. To raise the attainment levels of FSM pupils –including the more able. This is in order to raise the attainment of disadvantaged pupils in order that they reach their potential.
2. To improve the SLCN of targeted FSM pupils. This is because we recognise that many of our FSM pupils arrive with unrecognized/unmet SLCN needs.
3. To improve the mental health needs /positively impact upon SEMH needs of targeted pupils. This is in order to raise the attainment of disadvantaged pupils in order that they reach their potential.
4. To enhance the curriculum for FSM students. This is in order to raise the attainment of disadvantaged pupils in order that they reach their potential.
5. To safeguard targeted pupils during the Summer holidays 2019. This is because we recognize that there is a cohort who are additionally vulnerable to outside influences and we aim to provide extra safeguards.

Objective 1: Raise the attainment of FSM pupils –including the more able																									
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Review dates																				
	1. Attainment in extended writing for 80% of FSM pupils is above expected.	Sept 18 to July 19	English Subject Leader		<p>May 2019 5% (3) have made above expected progress 74% (14) have made expected progress 16% (3) have made less than expected progress</p> <p>July 2019 20% (5) have made above expected progress 44% (11) have made expected progress 64% made expected or above progress 36% (9) made less than expected progress</p>																				
	2. Attainment in extended writing for 100% of more able FSM pupils is above expected	Sept 18 to July 19	English Subject Leader		<p>July 2019 1 x pupil is classed as more able . This pupil made expected progress at the end of T6.</p>																				
Monitoring of plans /lessons/ books/learning walks undertaken to ensure work is differentiated – including for the more able	Attainment in English and Maths for 80% of FSM pupils is above expected/ 80% of more able FSM pupils achieve more than expected results	Sept 18 to July 19	Middle Leadership Team		<p>July 2019 –we nearly met the target in Reading and Science . Writing needs to be a continued focus for 19-20.</p> <table border="1"> <thead> <tr> <th>4% =1</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Above expected progress</td> <td>24%</td> <td>24%</td> <td>24%</td> <td>20%</td> </tr> <tr> <td>Expected progress</td> <td>50%</td> <td>42%</td> <td>46%</td> <td>54%</td> </tr> <tr> <td>Expected plus</td> <td>74%</td> <td>64%</td> <td>70%</td> <td>74%</td> </tr> </tbody> </table>	4% =1	Reading	Writing	Maths	Science	Above expected progress	24%	24%	24%	20%	Expected progress	50%	42%	46%	54%	Expected plus	74%	64%	70%	74%
4% =1	Reading	Writing	Maths	Science																					
Above expected progress	24%	24%	24%	20%																					
Expected progress	50%	42%	46%	54%																					
Expected plus	74%	64%	70%	74%																					

					<table border="1"> <tr> <td>1 x sub level below</td> <td>23%</td> <td>30%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>2 x sub levels below</td> <td>4%</td> <td>4%</td> <td></td> <td>4%</td> </tr> <tr> <td>Below expected plus</td> <td>28%</td> <td>36%</td> <td>30%</td> <td>26%</td> </tr> <tr> <td colspan="5">More able</td> </tr> <tr> <td>100%=1</td> <td>Reading</td> <td>Writing</td> <td>Maths</td> <td>Science</td> </tr> <tr> <td>Above expected progress</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>Expected progress</td> <td>100%</td> <td>100%</td> <td>100%</td> <td></td> </tr> </table>	1 x sub level below	23%	30%	30%	20%	2 x sub levels below	4%	4%		4%	Below expected plus	28%	36%	30%	26%	More able					100%=1	Reading	Writing	Maths	Science	Above expected progress				100%	Expected progress	100%	100%	100%	
1 x sub level below	23%	30%	30%	20%																																				
2 x sub levels below	4%	4%		4%																																				
Below expected plus	28%	36%	30%	26%																																				
More able																																								
100%=1	Reading	Writing	Maths	Science																																				
Above expected progress				100%																																				
Expected progress	100%	100%	100%																																					
<i>FSM pupils highlighted in Pupil Progress Meetings and plans put in place to secure progress.</i>	<i>Attainment in English and Maths for 80% of FSM pupils is above expected/ 80% of more able FSM pupils achieve more than expected results</i>	<i>Oct 18 to June 19</i>	<i>HT</i>		<i>See above</i>																																			
<i>Attendance of FSM pupils to improve</i>	<i>Attendance of targeted pupils to be 92% + by the end of July 2019.</i>	<i>Jan 19 to July 19</i>	<i>SLT</i>	<i>Possible cost of EWS support</i>	<i>85% (12/14) of targeted FSM pupils have improved attendance = 50% are 92% or above.</i>																																			

Objective 2: To improve the speech, language and communication needs of targeted FSM pupils					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Review date
<i>Screening by SaLT</i>	<i>All FSM pupils have an initial screening</i>	<i>Nov 18 to Feb 19</i>	<i>SenCo /SaLT</i>	<i>£8,000</i>	<i>July 2019-completed</i>
<i>Targets / action plans set by SaLT for those pupils in need of specific support</i>	<i>80% of targets met</i>	<i>Jan 19 to July 19</i>	<i>SenCo / SaLT</i>		<i>Recommendations made by SaLT . SaLT to continue in Sept-Dec 2019</i>
<i>3 x staff receive SaLT CPD</i>	<i>100% attendance at CPD</i>	<i>Jan 19-March 19</i>	<i>1 x teacher 2 x LAs HT</i>	<i>£330 x 3 = £990 Staff will need to be covered for 5 x days</i>	<i>March 2019 66.6% attended the CPD. 100% of staff attended the twilight staff meeting</i>
	<i>80% of SLCN targets met due to staff working with targeted children</i>	<i>Jan 19-July 19</i>	<i>1 x teacher 2 x LAs HT</i>	<i>Time for planning / carrying out interventions /assessing</i>	<i>SLT to meet with 3 x staff and review the CPD and what plans are</i>

Objective 3: To improve the mental health needs/ positively impact upon SEMH needs of targeted FSM pupils					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Review Date
<i>Establish support of Integrated therapist</i>	<i>80% of FSM students targeted make progress against their BC scores</i>	<i>Jan19 to July 19</i>	<i>SLT</i>	<i>£5,300</i>	<i>July 2019 70%</i>
<i>Play Therapy</i>	<i>80% of FSM students targeted make progress against their BC scores</i>	<i>Sept 18 to July 19</i>	<i>SLT</i>	<i>£9,000 (approximate cost)</i>	<i>July 2019 60%</i>
<i>Use Boxall Profile as an assessment tool to measure emotional wellbeing progress</i>	<i>80% of FSM pupils make progress based on the boxall profiles</i>	<i>Feb 19 to July 19</i>	<i>SLT</i>	<i>£150</i>	<i>This was not started and will be an aim for 19-20.</i>

Objective 4: To enhance the curriculum for FSM pupils					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Review
<i>FSM pupils participate in music lessons</i>	<i>100% of FSM pupils learn to play an instrument</i>	<i>Sept 18 to July 19</i>	<i>SLT/ MLT</i>	<i>£3,128</i>	<i>July 2019= All FSM pupils have attended music lessons</i>
	<i>100% of FSM pupils perform to an audience</i>	<i>Sept 18 to July 19</i>	<i>SLT / MLT</i>		<i>90% of FSM pupils have performed x 2 at the KPA</i>

Objective 5: To safeguard vulnerable FSM students over the summer holiday July-Aug 19					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Review
<i>To place 3 x Y5-6 FSM students on the Lambeth Summer Project</i>	<i>100% attendance</i>	<i>Summer holiday 2019</i>	<i>SLT</i>	<i>£150 per student= £350</i>	<i>Sept 2019</i>