

Pupil Premium

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.

There were 18 pupils eligible for the pupil premium = **£21,780**. A further 7 pupils on roll were eligible-these pupils were referred by their schools and the schools were allocated their PPG.

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
- Learning needs e.g dyslexic traits and/or dyscalculia
- ODD/conduct issues
- SEMH needs

Our curriculum is very broad and balanced and the additional funding is used to support the curriculum as well as to provide individual interventions.

Breakdown of review:

Nature of Support 2015-16	Funding allocated
Focus upon raising individual attainment (SALT/ phonics/ Oval House)	75% (£16,240 inc 1,500 from NG)
Focus upon social, emotional and behavioural development (SEMH)	20% (£4,500)
Focus upon enrichment beyond the curriculum	5% (£1,000)

Intervention	Cost	Objective	Outcome																																										
SEMH support																																													
Play Therapy	£3,000	To develop appropriate social skills. To develop emotional literacy.	<p>80% (5/6) who took part in the sessions developed more positive attitudes towards themselves and their peers-allowing them to make progress</p> <p>SDQs /tracking reports/ behaviour checklists were used to measure progress. One pupil* has now fully reintegrated back into school and play therapy supported him through this process.</p> <p>Number of significant behavioural issues:</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td>B</td> <td>6</td> <td>9</td> <td>9</td> </tr> <tr> <td>C</td> <td>-</td> <td>20</td> <td>12</td> </tr> <tr> <td>D*</td> <td>7</td> <td>7</td> <td>-</td> </tr> <tr> <td>E</td> <td>-</td> <td>12</td> <td>7</td> </tr> </tbody> </table> <p>RRS scores:</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Before sessions</th> <th>End of summer term 2016</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>214</td> <td>205</td> </tr> <tr> <td>B</td> <td>139</td> <td>275</td> </tr> <tr> <td>C</td> <td>142</td> <td>151</td> </tr> <tr> <td>D*</td> <td>198</td> <td>211</td> </tr> <tr> <td>E</td> <td>143</td> <td>160</td> </tr> </tbody> </table> <p>(Pupils highlighted have significant needs)</p>	Pupil	Term 1	Term 2	Term 3	A	1	0	2	B	6	9	9	C	-	20	12	D*	7	7	-	E	-	12	7	Pupil	Before sessions	End of summer term 2016	A	214	205	B	139	275	C	142	151	D*	198	211	E	143	160
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Pupil Counsellor	£1,500	To develop appropriate social skills. To develop emotional literacy.	<p>100% (6/6) who took part in the sessions developed more positive attitudes towards themselves and their peers-allowing them to make progress</p> <p>tracking reports/ behaviour checklists were used to measure progress. One pupil has now fully reintegrated back into school and the sessions supported him successfully through bereavement.</p> <p>Number of significant behavioural issues:</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>3</td> <td>12</td> <td>8</td> <td>2</td> </tr> <tr> <td>4</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>5</td> <td>-</td> <td>12</td> <td>10</td> </tr> <tr> <td>6</td> <td>-</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>RRS Scores</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Before sessions</th> <th>End of summer term 2016</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>260</td> <td>274</td> </tr> <tr> <td>2</td> <td>273</td> <td>284</td> </tr> <tr> <td>3</td> <td>186</td> <td>224</td> </tr> <tr> <td>4</td> <td>199</td> <td>234</td> </tr> <tr> <td>5</td> <td>144</td> <td>214</td> </tr> <tr> <td>6</td> <td>146</td> <td>162</td> </tr> </tbody> </table>	Pupil	Term 1	Term 2	Term 3	1	1	0	0	2	2	1	0	3	12	8	2	4	0	1	0	5	-	12	10	6	-	7	7	Pupil	Before sessions	End of summer term 2016	1	260	274	2	273	284	3	186	224	4	199	234	5	144	214	6	146	162
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Nurture Group	£1,500	To develop appropriate social skills To develop emotional literacy	Due to on-going building works, the Nurture Group did not go ahead. The funding was redirected to SALT.																																																	
Individual attainment																																																				
SALT	£15,150 (£13,650+ £1500 from the	To develop individual pupils' receptive and expressive	8/8 (100%) of students supported directly have made progress with their SLCN (speech, language and communication needs), pupils have been assessed and needs identified where necessary/ staff																																																	

	Nurture Group)	language skills – by 1:1/ group sessions/ staff training	have received 2 x INSET sessions and are better placed to support pupils in class/ 1 x LA has supported lego therapy weekly and is now able to lead the sessions. SALT reports including Impact Report/ tracking reports were used to measure progress
Oval House	£700	To raise individual attainment in writing	8/10 (80%) met their writing targets Pupil progress meeting data/ Tracking reports were used to measure progress
Phonics course for 2 x Las	£390	To raise individual attainment in reading	100% of identified pupils made progress in their phonics and reading age scores Reading assessment data used to measure progress
Additional reading resources -Lexia	£1031.40 (2014-15 budget)	To raise attainment	Lexia: License was purchased in Summer term 2015. Anaylsis started in the Autumn term 2015- 100% of pupils are using lexia and all pupils have made progress from baselines. Lexia data / reading assessment data used to measure progress
Curriculum enrichment			
Educational visits/trips	£1000	To extend the curriculum	Children show more positive attitudes to learning
Total spent	£21,740		