

Pupil premium strategy statement (primary)

1. Summary information					
School	Kingston Park Academy				
Academic Year	2016/17	Total PP budget	£96,360	Date of most recent PP Review	n/a
Total number of pupils	167	Number of pupils eligible for PP	64	Date for next internal review of this strategy	July 2017

2. Current attainment end of Key Stage Two		
	<i>Pupils eligible for PP (KPA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	42%	53% (dis 60%)
% making progress in reading	+1.94	0
% making progress in writing	+2.15	0
% making progress in maths	+ 1.17	0

3. Barriers to future attainment	
In-school barriers	
A.	Oral language skills in Early years is low. This slows reading progress in subsequent years.
B.	The % of pupils eligible for disadvantaged funding who exceed national expectations is below national at the end of all key stages for reading writing and maths. This prevents sustained high achievement in the next key stage.
C.	Outcomes for pupils eligible for disadvantaged funding are below national for maths and writing across the academy. This has a negative year on year effect on progress made.
External barriers	
D.	Attendance; 15/16 was 94.9 % for pupils eligible for disadvantaged funding (improved trend). A significant proportion (65%) of pupils eligible for disadvantaged funding currently have, or have had in the recent past, social issues involving external agencies.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral Language skills for pupils eligible for disadvantaged funding in early years and address gaps in subsequent years; in particular diminish the difference between disadvantaged and non-disadvantaged phonic outcomes in Y1.	Pupils eligible for disadvantaged funding will make rapid progress so they meet age related expectations at the end of EYFS and phonics screening.
B.	Higher % of pupils eligible for disadvantaged funding to achieve above national at end of key stage benchmark for reading, writing and maths.	Pupils eligible for disadvantaged funding identified as high ability make as much progress as 'other' pupils identified as high ability, across all key stages in maths, reading and writing.

C.	Higher rates of progress in maths and writing across all key stages for pupils eligible for disadvantaged funding.	Pupils eligible for disadvantaged funding make as much progress as 'other' pupils across all key stages in writing and maths. Measured in Y1, 3, 4, 5 by teachers' assessment and moderation practices.
D.	Sustained increased attendance rates for pupils eligible for disadvantaged funding. Improved emotional wellbeing for pupils eligible for disadvantaged funding.	Maintain the reduced number of persistent absentees among pupils eligible for disadvantaged funding. Improve wider outcomes for pupils eligible for disadvantaged funding by a team around the child approach and bespoke emotional support.

5. Planned expenditure					
Academic year	2016/17				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>A Improved oral Language in early years</p> <p>B Improved progress for higher attaining pupils</p> <p>C Improved outcomes in writing and maths</p>	<p>staff training on high quality feedback</p> <p>staff training on delivering phonics</p> <p>staff training Kagan day 3</p>	<p>Longer term change-</p> <p>to develop staff to improve the feedback given to pupils</p> <p>to develop staff knowledge in delivering phonics; including KS2 staff to address catch up. To raise expectations with all staff.</p> <p>to embed teacher strategies to engage all pupils</p>	<p>new marking policy</p> <p>use INSET days to deliver training</p> <p>Embed through phase meetings</p> <p>half termly Quality assurance monitoring activities with immediate feedback and personalised support</p>	<p>Assistant Principal VCa</p> <p>Assistant Principal BLA</p>	<p>end of Spring 1 2017</p>
<p>B Improved progress for higher attaining pupils</p> <p>C Improved outcomes in writing and maths</p>	<p>Introduction of choice and challenge curriculum for mathematics and writing lessons across the academy</p> <p>staff training on same day intervention for maths</p> <p>continued CPD to support 'Pobble' ;</p> <p>Introduction of termly maths and reading standardised tests in KS2</p>	<p>to avoid pre-determined differentiation and thus removing a ceiling of expectation for particular pupils</p> <p>to address the 'gap' the same day with the notion all pupils will begin the next lesson at the same starting point</p> <p>to increase engagement for writing for a purpose by publishing pupils' work on the web</p> <p>to support teacher assessment, raise expectations and support teachers to recognise and address gaps on a regular basis</p>	<p>use INSET days to deliver training</p> <p>Embed through phase meetings</p> <p>Develop coaching programme of support and challenge</p> <p>half termly Quality assurance monitoring activities with immediate feedback and personalised support</p> <p>SLT to attend cluster training days</p> <p>SLT to track and evaluate data from half termly RAGs introduced across Y1,3,4,5 and weekly RAGs for Y2 and 6- used to inform challenge at pupil attainment meetings (PAMs)</p>	<p>Assistant Principal VCa</p> <p>Assistant Principal BLA</p> <p>Maths lead STu</p>	<p>end of Spring 1 2017</p>
Total budgeted cost					£7,785

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Improved oral Language in early years</p> <p>C Improved outcomes in writing and maths</p>	<p>121 and small group intervention; welcome talk boost, additional phonic for EYFS and KS1 and y3 pupils, same day intervention in writing and maths</p> <p>support staff capacity increased to enable delivery of personalised intervention</p>	<p>some pupils need targeted support to catch up and ensure the gap closes.</p> <p>Staff have received external training in talking to learn strategies from whole school investment 2015/16</p> <p>same day intervention has been introduced from September to ensure support is personalised and focused to close gaps to ARC</p>	<p>additional support staff organised timetables</p> <p>all interventions tracked on a weekly basis by support staff and impact evaluated on a half termly basis within SLT data meeting</p> <p>quality of interventions monitored through the quality assurance calendar</p>	<p>Assistant Principal VCa</p> <p>Assistant Principal BLA</p> <p>Maths lead STu</p>	<p>end of Spring 1 2017</p>
<p>B Improved progress for higher attaining pupils</p> <p>C Improved outcomes in writing and maths</p>	<p>increased support staff capacity to enable delivery of personalised intervention</p> <p>maths 1-1 Y6 third space learning for y6 and Y5</p> <p>booster groups; after school and lunchtime to support Y2 and Y6</p>	<p>increased support staff in all year groups, but in particular Y6 and Y2, ensure all pupils' needs are met; a detailed booster and intervention plan has been developed to support and challenge all pupils</p> <p>personalised Maths online learning for all Y6 pupils to address gaps and extend in readiness for SATs. To address gaps for Y5 pupils in summer 2 term in readiness for Y6 curriculum</p> <p>6 teaching staff to deliver 3x 45 mins per week for 14 weeks to improve Y6 outcomes</p> <p>support staff to deliver lunchtime</p>	<p>additional support staff organised timetables</p> <p>Y1,3,4,5,focussed support planned at half termly PAM when teacher presents a recovery plan and proposed impact which is evaluated and adjusted accordingly at the next meeting</p> <p>Y2,6 focussed support planned weekly RAG meeting when teacher presents a recovery plan and impact which is evaluated and adjusted accordingly at the next meeting</p>	<p>Assistant Principal VCa</p> <p>Assistant Principal BLA</p> <p>Maths lead STu</p>	<p>end of Spring 1 2017</p>
Total budgeted cost					£9,426
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D Increased attendance rates</p> <p>B Improved progress for higher attaining pupils</p>	<p>attendance officer employed to monitor and follow up quickly absences</p> <p>inclusion manager</p>	<p>staff are employed to address low attendance quickly on a daily basis, making home visits and collecting pupils when necessary. A daily 'late gate' is in place to</p>	<p>weekly attendance data is shared and actions from this implemented.</p>	<p>Principal Inclusion manager finance</p>	<p>June 2017</p>

<p>C Improved outcomes in writing and maths</p>	<p>employed to support vulnerable families to improve attendance and punctuality staff training to develop systems to support improved attendance</p> <p>learning reward point system supports good attendance</p> <p>daily breakfast club provision to target poor attenders</p>	<p>improve punctuality.</p> <p>The pupil reward system encourages and rewards pupils to develop good learning behaviours, including coming to school regularly and engaging well in their lessons.</p> <p>breakfast club is subsidised to encourage pupils to attend school, socialise with their peers and staff, have a nutritious meal and physical exercise</p>	<p>half termly monitoring of system fed back to SLT</p> <p>tracking attendance to ensure targeted at appropriate pupils</p>	<p>manager</p>	
<p>D supported emotional wellbeing issues</p>	<p>inclusion manager employed to support vulnerable families introduction of CPOMS system</p> <p>focussed nurture sessions to develop emotional wellbeing and improve learning behaviours staff training to deliver bespoke nurture</p> <p>enrichment funding – trips across school year afterschool clubs</p>	<p>inclusion manager is a designated child protection officer and attends all team around the child meetings; CPOMS is used to ensure all issues are recorded appropriately for maximum impact</p> <p>a member of support staff is employed to deliver bespoke nurture sessions, 1-1 or small group from areas of need highlighted from an individual assessment of the child (boxall profile)</p> <p>annual enrichment activities are subsidised to ensure all pupils are able to access them</p> <p>afterschool clubs are subsidised to ensure all pupils are able to access them</p>	<p>weekly meetings/ CPOM system – principal and inclusion manager</p> <p>tracking intervention- analysed half termly at PAMs</p> <p>monitored by challenge curriculum lead/ finance manager</p> <p>monitored by finance manager</p>	<p>Principal Inclusion manager Assistant Principal BLa finance manager</p>	<p>June 2017</p>
Total budgeted cost					£79,149

