

# Pupil premium strategy (primary) review

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	Sept 2017

2. Barriers to future attainment	
<b>In-school barriers</b>	
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.
<b>External barriers</b>	
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. <b>Attendance for disadvantaged group 16/17 increased to 95.9%</b>

3. Desired outcomes																																				
	<p><i>Desired outcomes and how they will be measured</i></p> <p><i>Success criteria <b>review from 2017 outcomes</b></i></p>																																			
A.	<p>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.</p> <p>Pupils eligible for disadvantaged funding will make rapid progress so they meet age related expectations at the end of EYFS and phonics screening.</p> <p>Outcomes:</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>2016</th> <th>2017</th> <th>%Increase/decrease*</th> <th>2016 National</th> </tr> </thead> <tbody> <tr> <td>GLD (DV)</td> <td>50%</td> <td>75%</td> <td>25%</td> <td>55</td> </tr> <tr> <td>GLD other (other)</td> <td>77%</td> <td>85%</td> <td>8%</td> <td>72</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5"><b>Year 1 Phonics</b></th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> <th>%Increase/decrease*</th> <th>2016 National</th> </tr> </thead> <tbody> <tr> <td>WA (DV)</td> <td>44%</td> <td>100%</td> <td>66%</td> <td>70</td> </tr> <tr> <td>WA (other)</td> <td>87%</td> <td>91%</td> <td>4%</td> <td>83</td> </tr> </tbody> </table>	EYFS	2016	2017	%Increase/decrease*	2016 National	GLD (DV)	50%	75%	25%	55	GLD other (other)	77%	85%	8%	72	<b>Year 1 Phonics</b>						2016	2017	%Increase/decrease*	2016 National	WA (DV)	44%	100%	66%	70	WA (other)	87%	91%	4%	83
EYFS	2016	2017	%Increase/decrease*	2016 National																																
GLD (DV)	50%	75%	25%	55																																
GLD other (other)	77%	85%	8%	72																																
<b>Year 1 Phonics</b>																																				
	2016	2017	%Increase/decrease*	2016 National																																
WA (DV)	44%	100%	66%	70																																
WA (other)	87%	91%	4%	83																																

<p><b>B.</b></p>	<p>Higher % of pupils eligible for disadvantaged funding to achieve above national at end of key stage benchmark for reading, writing and maths.</p>	<p>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.</p> <p><b>Outcomes for greater depth Y2</b></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2016</th> <th>2017</th> <th>%Increase/decrease*</th> <th>2016 National</th> </tr> </thead> <tbody> <tr> <td>GD( DV)</td> <td>15%</td> <td>0</td> <td>15%</td> <td>27</td> </tr> <tr> <td>GD (other)</td> <td>30%</td> <td>27%</td> <td>3%</td> <td>27</td> </tr> <tr> <td colspan="5"><b>Writing</b></td> </tr> <tr> <td>GD( DV)</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>GD (other)</td> <td>0</td> <td>18%</td> <td>18%</td> <td>15</td> </tr> <tr> <td colspan="5"><b>Maths</b></td> </tr> <tr> <td>GD( DV)</td> <td>8%</td> <td>0</td> <td>8%</td> <td>20</td> </tr> <tr> <td>GD (other)</td> <td>30%</td> <td>23%</td> <td>7%</td> <td>20</td> </tr> </tbody> </table> <p><b>Outcomes for greater depth Y6</b></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2016</th> <th>2017</th> <th>%Increase/decrease*</th> <th>2016 National</th> </tr> </thead> <tbody> <tr> <td>GD( DV)</td> <td>0</td> <td>18%</td> <td>18%</td> <td>23</td> </tr> <tr> <td>GD (other)</td> <td>10%</td> <td>33%</td> <td>23%</td> <td>23</td> </tr> <tr> <td colspan="5"><b>Writing</b></td> </tr> <tr> <td>GD( DV)</td> <td>8%</td> <td>9%</td> <td>1%</td> <td>18</td> </tr> <tr> <td>GD (other)</td> <td>20%</td> <td>33%</td> <td>13%</td> <td>18</td> </tr> <tr> <td colspan="5"><b>Maths</b></td> </tr> <tr> <td>GD( DV)</td> <td>17%</td> <td>45%</td> <td>28%</td> <td>20</td> </tr> <tr> <td>GD (other)</td> <td>0</td> <td>22%</td> <td>22%</td> <td>20</td> </tr> <tr> <td colspan="5"><b>Combined</b></td> </tr> <tr> <td>GD( DV)</td> <td>0</td> <td>9%</td> <td>9%</td> <td>7</td> </tr> <tr> <td>GD (other)</td> <td>0</td> <td>33%</td> <td>33%</td> <td>7</td> </tr> </tbody> </table>	Reading	2016	2017	%Increase/decrease*	2016 National	GD( DV)	15%	0	15%	27	GD (other)	30%	27%	3%	27	<b>Writing</b>					GD( DV)	0	0	0	15	GD (other)	0	18%	18%	15	<b>Maths</b>					GD( DV)	8%	0	8%	20	GD (other)	30%	23%	7%	20	Reading	2016	2017	%Increase/decrease*	2016 National	GD( DV)	0	18%	18%	23	GD (other)	10%	33%	23%	23	<b>Writing</b>					GD( DV)	8%	9%	1%	18	GD (other)	20%	33%	13%	18	<b>Maths</b>					GD( DV)	17%	45%	28%	20	GD (other)	0	22%	22%	20	<b>Combined</b>					GD( DV)	0	9%	9%	7	GD (other)	0	33%	33%	7
Reading	2016	2017	%Increase/decrease*	2016 National																																																																																																							
GD( DV)	15%	0	15%	27																																																																																																							
GD (other)	30%	27%	3%	27																																																																																																							
<b>Writing</b>																																																																																																											
GD( DV)	0	0	0	15																																																																																																							
GD (other)	0	18%	18%	15																																																																																																							
<b>Maths</b>																																																																																																											
GD( DV)	8%	0	8%	20																																																																																																							
GD (other)	30%	23%	7%	20																																																																																																							
Reading	2016	2017	%Increase/decrease*	2016 National																																																																																																							
GD( DV)	0	18%	18%	23																																																																																																							
GD (other)	10%	33%	23%	23																																																																																																							
<b>Writing</b>																																																																																																											
GD( DV)	8%	9%	1%	18																																																																																																							
GD (other)	20%	33%	13%	18																																																																																																							
<b>Maths</b>																																																																																																											
GD( DV)	17%	45%	28%	20																																																																																																							
GD (other)	0	22%	22%	20																																																																																																							
<b>Combined</b>																																																																																																											
GD( DV)	0	9%	9%	7																																																																																																							
GD (other)	0	33%	33%	7																																																																																																							
<p><b>C.</b></p>	<p>Higher rates of progress in maths and writing across all key stages for pupils eligible for disadvantaged funding.</p>	<p>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.</p> <p>progress over year – on track autumn and summer</p> <table border="1"> <thead> <tr> <th rowspan="2">Disadvantaged</th> <th>Aut 2</th> <th>Sum 2</th> <th>Aut 2</th> <th>Sum 2</th> <th>Aut 2</th> <th>Sum 2</th> <th>Aut 2</th> <th>Sum 2</th> </tr> <tr> <th>Y1 (2)</th> <th>Y1 (5)</th> <th>Y3 (12)</th> <th>Y3 (14)</th> <th>Y4 (7)</th> <th>Y4 (8)</th> <th>Y5 (13)</th> <th>Y5 (12)</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>100%</td> <td>80%</td> <td>75%</td> <td>71%</td> <td>71%</td> <td>75%</td> <td>46%</td> <td>50%</td> </tr> <tr> <td>writing</td> <td>100%</td> <td>80%</td> <td>67%</td> <td>64%</td> <td>43%</td> <td>63%</td> <td>62%</td> <td>58%</td> </tr> <tr> <td>maths</td> <td>50%</td> <td>80%</td> <td>67%</td> <td>79%</td> <td>43%</td> <td>75%</td> <td>62%</td> <td>83%</td> </tr> </tbody> </table> <p>At ARE end of year</p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Y1 (5)</th> <th>Y3 (14)</th> <th>Y4 (8)</th> <th>Y5 (12)</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>80%</td> <td>71%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>writing</td> <td>80%</td> <td>64%</td> <td>63%</td> <td>58%</td> </tr> <tr> <td>maths</td> <td>80%</td> <td>79%</td> <td>75%</td> <td>83%</td> </tr> </tbody> </table>	Disadvantaged	Aut 2	Sum 2	Aut 2	Sum 2	Aut 2	Sum 2	Aut 2	Sum 2	Y1 (2)	Y1 (5)	Y3 (12)	Y3 (14)	Y4 (7)	Y4 (8)	Y5 (13)	Y5 (12)	reading	100%	80%	75%	71%	71%	75%	46%	50%	writing	100%	80%	67%	64%	43%	63%	62%	58%	maths	50%	80%	67%	79%	43%	75%	62%	83%	Disadvantaged	Y1 (5)	Y3 (14)	Y4 (8)	Y5 (12)	reading	80%	71%	75%	50%	writing	80%	64%	63%	58%	maths	80%	79%	75%	83%																																									
Disadvantaged	Aut 2	Sum 2		Aut 2	Sum 2	Aut 2	Sum 2	Aut 2	Sum 2																																																																																																		
	Y1 (2)	Y1 (5)	Y3 (12)	Y3 (14)	Y4 (7)	Y4 (8)	Y5 (13)	Y5 (12)																																																																																																			
reading	100%	80%	75%	71%	71%	75%	46%	50%																																																																																																			
writing	100%	80%	67%	64%	43%	63%	62%	58%																																																																																																			
maths	50%	80%	67%	79%	43%	75%	62%	83%																																																																																																			
Disadvantaged	Y1 (5)	Y3 (14)	Y4 (8)	Y5 (12)																																																																																																							
reading	80%	71%	75%	50%																																																																																																							
writing	80%	64%	63%	58%																																																																																																							
maths	80%	79%	75%	83%																																																																																																							

<b>D.</b>	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.  Persistent absence for disadvantaged group has improved from 11 pupils, 17% of group to this year 7 pupils, 11% of group (bearing in mind this is 4 weeks into new school year so should further improve.) A number of disadvantaged children attend regular nurture session, both group and bespoke programmes.
-----------	--	--



