

2020-21 Pupil Premium Strategy Statement

Academy name	Kingston Park Academy
Number of pupils on roll	183 including 11 nursery
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£88,770
Publish date	September 2020
Review date	July 2020
Statement authorised by	Lisa Hillyer
Pupil premium lead	Kerrie Longley
AAB lead	Emma Fletcher

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	+5.0
Writing	+0.5
Maths	+5.1

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	62.5
% passing Y1 phonics screening check	62.5%
% passing phonics screening check by end of Y2	87.5%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to

	communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated mentor time. Talk for Writing training CPD calendar Catch up plans for Autumn 1 – training delivered by stream and zoom. Induction of new staff	KL SLT Writing project team DoLs	15,950
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Letters and Sounds CPD Purchase ARK resources for L&S Development days Launchpad for Literacy support from DoLs	TR RG (DoL)	£5,500

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	RAG meetings to identify pupils who require intervention Daily SDI sessions Use of DoL to support Y6 progress Talk Boost Basic number groups Prephonics groups Speech Therapy Reading Fluency group	KL Curriculum leaders Class teachers	£3,042

		QLA used to identify group and individual gaps for targeted intervention		
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1:1 daily reading 1:1 toe by toe QLA used to identify group and individual gaps for targeted intervention	SLT Class teachers CF	£11,064

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning Y6 ties and shirts provided Meet & Greets for targeted pupils	KL JB AM	£2,900
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Full time Attendance officer – monitors, completes home visits, liaises with staff. Rewards for good attendance and punctuality	KL MC JB TR	£21,683
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Visits to theatres/museums Subsidised after-school clubs Visitors invited in Book led curriculum Performances around festivals and celebrations Forest schools after school club Young Voices visit/choir after school club	KL Class teachers	£2,500
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the week certificates Reward activities – visits/visitors Assemblies focussed on 'behaviour for learning' skills.	SLT AMit AMy	£1,814
9. Children have positive mental	Improved SEMH of all pupils.	Thrive CPD Resources for Thrive	SLT AMit	£6,825

health and the ability to understand and manage their own emotions with increasing independence.	Instances of poor behaviour reduced. Exclusions decrease.	Whole-school Thrive approach adopted by all staff Take 5 programme Jigsaw PSHE scheme Votes4Schools React training	AMy	
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum through CPD and careful planning. Develop debating in order to give pupils opportunities to speak to a range of audiences. Makaton used to support communication Talk Boost	TR JE Class teachers SL	£3,042
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Inclusion team. Books to support stay and read sessions. Parent Workshops to support phonics and other core areas.	SLT MC AMit	£14,450

Total Spend:
£88,770

Review:

Priority	Impact