

Pupil Premium Strategy Statement

Cranford Park Academy 2023-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	960
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Evans - Principal
Pupil premium lead	Helen Walter - Vice Principal
Governor / Trustee lead	Craig Horsman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250 260
Recovery premium funding allocation this academic year	£25 375
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£275 635

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals at any point over the last six years. The Pupil Premium Grant is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The Pupil Premium Grant also provides additional funds for children who have been looked after continuously for more than six months. At Cranford Park Academy we are continuously working to help all children who are eligible for the pupil premium funding to thrive by identifying their individual needs. Our main aim is to ensure that children entitled to this funding are given every opportunity to succeed in school and to ensure that we are working towards erasing the gap between disadvantaged and non-disadvantaged pupils.

Quality first teaching is at the heart of our approach to help reduce the gaps between disadvantaged and non-disadvantaged children at Cranford Park Academy. This is proven to have the greatest impact. This approach intends to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside disadvantaged pupils. Therefore, we offer teachers targeted support within their classrooms as well as high quality continuous professional development.

Over the past few years, we have seen the impact that targeted interventions can have on disadvantaged children. We identify barriers that need to be addressed and the interventions required which can be worked on in these small groups. We employ pupil premium tutors to support children in small groups across different curriculum areas.

We find that disadvantaged children who join us in EYFS begin significantly lower than the national average. Targeted after school support with parents and children help to close this gap and offer more understanding to parents of how to support at home as well.

The impact of the expenditure of pupil premium funds is measured rigorously by the senior leadership team with one of the Vice Principals specifically appointed to track this throughout the year. We ensure robust monitoring and evaluation takes place to account for pupil premium and measure progress regularly so that support can be fluid throughout the year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children entering EYFS are lower than the national average. We find the children entering into Reception have particular challenges with language and have limited vocabulary.
2	There are gaps between the outcome of Pupil Premium and all in reading and maths in KS1 and KS2. There is often a lack of support at home due to home circumstances affecting a parent's capacity to support. Within school support is needed to ensure teachers are aware of what individual pupils need as well as interventions put in place.
3	There have been a number of new arrivals who speak very little or no English. Support is needed to help these children to access the curriculum as well as support parents.
4	Through parental discussions there is evidence of lack of aspirations as well as limited opportunities and experiences from home. Children have other vulnerable factors which affect their ability to focus and learn in school.
5	Attendance for Pupil Premium children has consistently been lower than non-pupil premium.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To continue to lower the attainment gap in EYFS between disadvantaged and non-disadvantaged children.	For 60% of disadvantaged EYFS pupils to achieve GLD.
Improved attainment for disadvantaged pupils in reading, writing and maths in KS1.	<p>Key Stage 1 reading outcomes to show that 72% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 1 reading outcomes to show that 17% of disadvantaged pupils meet greater depth standard.</p> <p>Key Stage 1 maths outcomes to show that 78% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 1 maths outcomes to show that 22% of disadvantaged pupils meet greater depth standard.</p> <p>Key Stage 1 writing outcomes to show that 61% of disadvantaged pupils meet age related expectations.</p>

	<p>Key Stage 1 writing outcomes to show that 11% of disadvantaged pupils meet greater depth standard.</p> <p>74% of disadvantaged children to pass the phonics check at the end of year 1.</p>
Improved attainment for disadvantaged pupils in reading, writing and maths in KS2.	<p>Key Stage 2 reading outcomes to show that 75% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 reading outcomes to show that 29% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 maths outcomes to show that 78% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 maths outcomes to show that 30% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 writing outcomes to show that 71% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 writing outcomes to show that 21% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 GPS outcomes to show that 81% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 GPS outcomes to show that 37% of disadvantaged pupils meet greater depth.</p>
To work with families and individual children to support their social and emotional needs with support from the family support worker, mentors and attendance officer.	<p>Sustained high levels of wellbeing of pupils demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent questionnaires. • Qualitative data from teacher and mentor observations and questionnaires. • An increased participation in enrichment activities among disadvantaged pupils. <p>Sustained higher levels of participation from families demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from parent questionnaires. • Observations and feedback from the Family Support Worker. <p>Observations and feedback from the safeguarding team.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 52979

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff engaged in in house; CPD to support Quality First Teaching using our experienced Director of Teaching and Learning £10000	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tired approach to spending.	1,2,3
Role of Pupil Premium Lead, monitoring and supporting staff. £36479	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tired approach to spending. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957	1,2,3,4,5
Subscription to National College to support training and CPD for all staff £1 500	Evidence from the Education Endowment Foundation – Remote Professional development	1,2,3
Sounds Write Phonics training for new members of EYFS and Key Stage 1 staff to ensure high quality phonics teaching. £3000	Evidence from the Education Endowment Foundation - Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3
To buy additional resources for children to use in lessons such as good quality reading texts. £2000	The Sutton Trust suggests that additional resources especially for reading can increase children's progress by up to 3 months.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 158 508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tutoring in small groups during and after school for specially employed tutors.</p> <p>£50515</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
<p>Targeted teacher led before and after school boosters</p> <p>£23888</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,
<p>Building Brilliance-bespoke program</p> <ul style="list-style-type: none"> EYFS 'Building Brilliance' programme to continue. Our own bespoke programme inviting parents to understand how their children learn and how they can best support them at home. <p>£10000</p>	<p>Education Endowment Foundation – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
<p>Targeted maths interventions from maths specialist teacher (Shobha)</p> <p>£69105</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3

Contingency fund for acute issues. £5000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64 148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to work with families who need extra support for social and emotional wellbeing. Regular contact with key families with phone calls etc. Contact to be made for persistent absentees if they are absent from school. £46,118	Education Endowment Foundation – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5
Behaviour lead to support key children both in class and on the playground. £16,030	Both targeted interventions and universal approaches can have positive overall effects in behaviour: Education Endowment Foundation – Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,4
Provision of before and after school club care for vulnerable families. £2000	Education Endowment Foundation: Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	

Total budgeted cost: £ 275 635

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our end of Key Stage one data shows that the gap between all and disadvantaged children has narrowed in 2022/23 since 2021/22. Disadvantaged pupils have outperformed all pupils in maths with 80% of disadvantaged children achieving expected standard or higher and 78% of all children. This shows the impact of the maths interventions which we put into place in the academic year 2022/23 and provides further evidence that these interventions should continue into the next academic year.

Our Key Stage two data from 2022/23 shows that the gap between all and PP has reduced since the previous year in Maths for both expected and greater depth with a gap now of only 8%. This is a significantly lower gap than the national average. The attainment for disadvantaged children in maths has also increased significantly in the academic year 2022/23 compared to 2021/22. This would partly be due to the targeted interventions which targeted specific gaps for individual children.

In the academic year 2022/23 we had a number of new children join Cranford Park who are in receipt of the pupil premium grant. The majority of these children were also new to the country and the language. This impacted the outcomes especially in the year one phonics results.

In the Multiplication Tables Check the children in year outperformed the national average with 60% of the children scoring 25/25 and scoring an average score of 21.3. The disadvantaged children increased their average score by 11.5 marks whereas all children increased their average score by 10.5. Showing that the gap is closing between these two groups of children.

Our internal assessments during the academic year 2022/23 showed that the attainment of disadvantaged children varied in different year groups. There is progress in some year groups in narrowing the gaps between all and disadvantaged children. We are able to use the successes from these year groups to identify successful strategies and then use these across other year groups to see more impact this academic year.