

Pupil premium strategy statement – Cranford Park Academy

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	802 (Recep- Y6)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£306,360
Recovery premium funding allocation this academic year	£30450
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>	£336,810

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 have now been able to employ a 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
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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 children achieving Greater Depth Standard in reading and maths at the end of KS1 and KS2.
3	There are gaps between the outcome of Pupil Premium and all children passing the phonics check at the end of year 1.
4	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.
5	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.
6	Attendance for Pupil Premium children has consistently been lower than non-pupil premium.
7	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that follows.

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
Challenge 1: To continue to lower the attainment gap in EYFS between disadvantaged and non-disadvantaged children.	The proportion of disadvantaged pupils achieving GLD in line with their peers.
Challenge 2: Improved attainment for disadvantaged pupils in reading, writing and maths in KS1.	The proportion of disadvantaged pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers
Challenge 2: Improved attainment for disadvantaged pupils in reading, writing and maths in KS2.	<p>The gap between disadvantaged and all pupils achieving expected and greater depth standard to narrow.</p> <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 24% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 maths outcomes to show that 75% of disadvantaged pupils meet age related expectations.</p>

	<p>Key Stage 2 maths outcomes to show that 27% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 writing outcomes to show that 65% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 writing outcomes to show that 15% of disadvantaged pupils meet greater depth.</p> <p>Key Stage 2 GPS outcomes to show that 76% of disadvantaged pupils meet age related expectations.</p> <p>Key Stage 2 GPS outcomes to show that 46% of disadvantaged pupils meet greater depth.</p>
Challenge 3: Improved attainment of disadvantaged children in the year one phonics check.	74% of disadvantaged children to pass the phonics check at the end of year 1.
Challenge 4: Children who have arrived as new to English to be able to access the curriculum for their cohort.	Children are able to access the curriculum in their cohort and a greater proportion are achieving expected standard.
Challenge 5: 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>
Challenge 6: To have a higher attendance percentage for disadvantaged children.	Disadvantaged children are attending school more regularly and on time. There is no gap between average attendance for all and PP.
Challenge 7: To provide all disadvantaged pupils the opportunities to experience a wide range of in school activities and trips.	<p>Pupils are able to make connections between learning within and beyond the classroom.</p> <p>Pupils make at least expected progress in all subjects including foundation subjects</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: £65,910

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	Education Endowment Foundation – Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4
Role of Pupil Premium Lead, monitoring and supporting staff.	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	1,2,3,4,5,6,7
Subscription to National College to support training and CPD for all staff	Evidence from the Education Endowment Foundation – Remote Professional development	1,2,3,4
To buy additional resources for children to use in lessons such as good quality reading texts.	The Sutton Trust suggests that additional resources especially for reading can increase children’s progress by up to 3 months.	1,2,3,4
To buy additional phonics books for children to use at school and at home.	The Sutton Trust suggests that additional resources especially for reading can increase children’s progress by up to 3 months.	3

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

Budgeted cost: £212,000

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>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>	<p>2,3,4</p>
<p>Targeted teacher led boosters.</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>	<p>2,3,4</p>
<p>Teacher led interventions and holiday boosters for specific children</p>	<p>Targeted intervention during school holidays for specific year six children. Targeted intervention led by teachers to help fill specific gaps.</p> <p>Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4</p>
<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 	<p>Education Endowment Foundation – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1</p>

support them at home.		
Targeted maths interventions from maths specialist teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4
Targeted phonics interventions from a phonics specialist teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Contingency fund for acute issues.	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.	1-7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,900

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.	Education Endowment Foundation – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6
Behaviour lead to support key children both in class and on the playground.	Both targeted interventions and universal approaches can have positive overall effects in behaviour:	1,2,3,4,5,6

	<p>Education Endowment Foundation – Behaviour Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Provision of before and after school club care for vulnerable families and payment for trips where necessary.</p>	<p>Education Endowment Foundation: Extending school time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2,6
<p>Provision of trips to ensure children are able to access wider curricular activities.</p>		7
<p>Provision of specialist How to Help sessions with parents.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. (Teaching and Learning Toolkit Education Endowment Foundation)</p>	5

Total budgeted cost: £ 336,810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our end of Key Stage two data shows that the gap between all and PP achieving expected standard has reduced since the previous academic year. The proportion of disadvantaged pupils achieving expected standard in Reading is now in line with their peers with a difference of only 1%. The gap between all and PP has also significantly reduced for children achieving greater depth in maths with a minimal difference of 2%. This highlights how the targeted intervention for disadvantaged children during their time at Cranford Park has impacted their learning and progress.

In our year four MTC results there is a minimal gap between all and PP children with a gap of only 0.4 in the average score. This is a significant increase on the previous year's results and highlights the successfulness of the targeted intervention to support children to learn their times tables.

Our internal assessments of other year groups showed that the achievement of PP children varied across year groups. These gaps between all and PP have narrowed further in some year groups, the year three children there was only a gap of 3% between all and PP in reading expected and greater depth standard as well as in maths greater depth. The gap between all and PP children achieving GDS maths at the end of year two was minimal at only 4%.

We were able to continue with our support of children with English as an additional language with these children being able to access more of the curriculum independently due to the additional support they have received to help them to learn English. These children are now more ready to access the curriculum for their current year group and gives them the chance to succeed in their learning.

Our internal assessments during the academic year 2023/24 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.