

# Cranford Park Academy



## Pupil Premium Strategy 2017-2018

Pupil Premium Funding is given to schools to help to support disadvantaged students and to help to close the gap in attainment between these students and their peers, ensuring the money is targeted at the children who need it the most. Originally supplied for Looked After Children, and the children of Service Personnel, in 2012, funding was extended to include any student who had been registered for Free School Meals at any point within the last 6 years. This was because children from low income families were deemed to have poorer life choices and achieve lower grades in public exams due to their financial constraints.

Cranford Park Academy  
Pupil Premium Strategy 2017-2018

### **Barriers to Learning**

Here at Cranford Park Academy, we have found one of the main barriers to be lack of academic support and aspiration at home. A wide and varied vocabulary also plays a role and the range of words used by our children is limited, and therefore their understanding is often lower than other families, affecting their language and communication skills. Children also lack some of the core life experiences and resources we would hope children would have had, which means they are not as confident in the classroom and amongst their peers. Sometimes this leads to poor peer relationships and a higher likelihood of poor behavior choices. Our data shows that children from disadvantaged families attend less frequently.

Pupil Premium allocation for 2016-2017, when the Premium was worth £1,320 per eligible child was £324,720. This academic year (2017-2018), funding has not changed and continues to be to £1,320 per eligible child and £1,900 for Looked After children. Cranford Park Academy will receive £316,800 in Pupil Premium funding.

Cranford Park Academy has a good track record of diminishing the difference between the attainment of disadvantaged children and non-disadvantaged children as compared with National Standards. We constantly review the impact of the strategies to ensure they are continuing to be successful.

### **Measuring Impact**

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. A member of the SLT (Vice Principal) leads and oversees whole school work on Pupil Premium. Her aims are to ensure the funding is allocated to each Pupil Premium child, measure impact of strategies in place and advise where performance needs addressing. Summative assessments are sat by the children in years 1 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made of all pupils (Early Years to year 6), including disadvantaged, so we can ascertain attainment and progress in any moment of time.

Data strategy meetings are held at the beginning of each term to identify the needs of all children. These meetings focus on pupil premium children to identify their needs to ensure the provision is adapted to suit their needs; and funding is being spent in the best way to address their needs. We also, hold Pupil Progress

meetings and these are held with each class teacher termly to analyse the progress made by the children and the impact of the interventions that are in place in helping the children make progress towards their end of year targets. Team leaders are heavily involved in the tracking and monitoring of progress of all disadvantaged children in their year group ensuring that all avenues are explored to narrow the gap in progress and attainment between disadvantaged pupils and their peers. Year team leaders meet half termly with the academy Principal to discuss and track the progress of these children.

Our Academy Development plan outlines our focuses to strengthen our monitoring of the impact of provisions for Pupil Premium children. We will conduct further monitoring of our interventions over a short period of time. Each intervention will have clear objectives set; focusing on children's areas of needs through gap analysis. We aim to build stronger relationships between intervention teachers and class teachers to ensure feedback from interventions is regularly communicated to build on children's learning. All work from interventions will be recorded and monitored half termly by a member of SLT.

#### **Summary of impact of expenditure in 2016-2017**

In 2016-2017, 260 pupils at Cranford Park Academy were in receipt of Pupil Premium funding. The impact of the expenditure proved successful in maintaining pupil outcomes.

<b>Expenditure</b>	<b>Outcome</b>
Early Years: Small group support in English and Maths provided by NNEB	The proportion of disadvantaged children achieving GLD has increased by 12%. In 2015/16, 50% achieved and in 2016/17, 62% of disadvantaged children achieved GLD.
Phonics: Teachers working across EYFS and Key Stage 1 providing specialist phonics teaching to groups to increase percentage of children passing the phonics check.	86% of disadvantaged pupils passed the phonics check at year 1 in 2017 compared to 85% in 2016, An increase of 1%.  Non Pupil Premium pass rate 86% - as a result the gap has been eliminated.
KS1: Daily small group Maths and Literacy sessions in Year 2. Interventions included: One to one tuition, small group interventions and Saturday school.	Disadvantaged children on the whole continue to make better progress and as a result are narrowing the gap.

<u>Maths</u>			
	PP	Non PP	Difference
Year 1 PP- 22 Non PP- 98	3.6	3.3	+0.3
Year 2 PP- 33 Non PP- 87	3.0	2.8	+0.2
<u>Reading</u>			
	PP	Non PP	Difference
Year 1 PP- 22 Non PP- 98	3.9	3.4	+0.5
Year 2 PP- 33 Non PP- 87	3.1	2.9	+0.2
<u>Writing</u>			
	PP	Non PP	Difference
Year 1 PP- 22 Non PP- 98	3.7	3.4	+0.3
Year 2 PP- 33 Non PP- 87	3.2	2.9	+0.3

	<p>Year 1 - The proportion of disadvantaged children who made expected progress was higher than all other pupils in Reading, Writing and Maths.</p> <p>Year 2 - The proportion of disadvantaged children achieving greater depth in reading has increased by 28%. In 2015/16, 13% of disadvantaged children achieved greater depth in reading and in 2016/17, 41% achieved greater depth in reading.</p> <p>The proportion of disadvantaged children achieving greater depth in writing has increased by 19%. In 2015/16, 13% of disadvantaged children achieved greater depth in writing and in 2016/17, 32% achieved greater depth in writing.</p> <p>The proportion of disadvantaged children achieving greater depth in maths has increased by 2%. In 2015/16, 19% of disadvantaged children achieved greater depth in maths and in 2016/17, 21% achieved greater depth in maths.</p>												
<p>KS2: Support for disadvantaged pupils in core subjects of reading, writing and maths in KS2. Interventions included: One to one tuition, small group interventions and Saturday school.</p>	<p>Disadvantaged children on the whole continue to make better progress and as a result are diminishing the gap.</p> <table border="1" data-bbox="683 1144 1501 1597"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>CPA progress for Disadvantaged Pupils.</td> <td>- 0.33</td> <td>+ 0.98</td> <td>+0.35</td> </tr> <tr> <td>National average for non-disadvantaged pupils.</td> <td>0. 33</td> <td>+0.17</td> <td>+0.28</td> </tr> </tbody> </table> <p>Cranford Park disadvantaged pupils are outperforming national average for non-disadvantaged pupils in both writing and maths progress.</p> <p>In writing, CPA disadvantaged pupils average progress is greater than national non-disadvantaged by 0.81.</p> <p>In maths, CPA disadvantaged pupils average progress is greater than national non-disadvantaged by 0.7.</p>		Reading	Writing	Maths	CPA progress for Disadvantaged Pupils.	- 0.33	+ 0.98	+0.35	National average for non-disadvantaged pupils.	0. 33	+0.17	+0.28
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	<b>PP</b>	<b>Non PP</b>	<b>Difference</b>
<b>Year 3</b> PP- 36 Non PP- 84	<b>2.9</b>	<b>3.1</b>	<b>- 0.2</b>
<b>Year 4</b> PP- 46 Non PP- 74	<b>3.0</b>	<b>3.0</b>	<b>=</b>
<b>Year 5</b> PP- 36 Non PP- 84	<b>3.7</b>	<b>3.5</b>	<b>+0.2</b>
<b>Year 6</b> PP- 47 Non PP- 73	<b>4.2</b>	<b>3.9</b>	<b>+0.3</b>
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<b>Year 6</b> PP- 47 Non PP- 73	<b>3.8</b>	<b>3.5</b>	<b>+3</b>

Year 6

The proportion of disadvantaged pupils achieving greater depth in reading has increased by 11%. In 2015/16, 11% of disadvantaged children achieved greater depth and in 2016/17, 22% of disadvantaged children achieved greater depth in reading.

In 2015/16, 46% of disadvantaged children achieved age expectations in grammar. This has increased by 20% as in 2016/17, 64% of disadvantaged children met the expected standard. Achieving greater depth in grammar has also improved by 4%. In 2015/16, 28% of disadvantaged children achieved greater depth whereas in 2016/17 32% achieved greater depth.

The proportion of disadvantaged pupils meeting the expected standard in writing is broadly in line with national as 74% of disadvantaged pupils achieved; which has been maintained from the previous year.

The proportion of disadvantaged children achieving greater depth in maths has improved by 2% with 22% of children achieving greater depth in 2016/17.

	The pattern of strong attainment at greater depth reflects are determination to ensure all children that are Pupil Premium have good provision provided for their individual needs.																																						
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### Next Steps: Areas to Focus on in 2017- 2018

We intend to spend the money as follows:

Pupil Premium used for	Amount Allocated
Family Support workers to support Pupil Premium (PP) families in need <b>Addressing: Attendance, behaviour and aspirations</b>	£30,000
Teaching mentor to support emotional and social needs of PP vulnerable pupils inclusive of resources. <b>Addressing: Confidence, aspirations and behaviour</b>	£11,500
Reading support programme - Learning Support Assistants (LSAs) providing 1:1 reading sessions <b>Addressing: academic achievement, vocabulary and confidence</b>	£14,000
To provide a 1:1 tutors to work in Years 3,4,5 & 6 <b>Addressing: academic achievement, vocabulary, attendance and confidence</b>	£49,000
PP Co-ordinator, Senior Leadership Team (SLT and YTLs) evaluating PP interventions and analysing data. <b>Addressing: academic achievement, attendance and aspiration</b>	£20,000
Extended School Clubs and After School Care <b>Addressing: attendance, confidence and life experiences</b>	£1,000
SLT to provide small group teaching of literacy and numeracy in Year 6 & 5 <b>Addressing: academic achievement, vocabulary, attendance, aspirations and confidence</b>	£3,500
Educational Trips and Self Esteem based courses for identified PP children <b>Addressing: life experiences, aspirations, attendance and confidence</b>	£8,000
Sports Coach mentoring <b>Addressing: life experiences, aspirations, attendance and confidence</b>	£4,000
Teacher led lunch time and after school boosters and Holiday Booster sessions and resources in English and Maths <b>Addressing: academic achievement, vocabulary, aspirations and confidence</b>	£41,300

<b>Creative Arts Sessions provided by an outside company to provide specialist teaching with a focus on team work and cooperation / self esteem</b> <b>Addressing: life experiences, aspirations, attendance and confidence</b>	<b>£2,000</b>
<b>Attendance Officer to support PP children to be in school</b> <b>Addressing: Attendance, behaviour and aspirations</b>	<b>£1,100</b>
<b>Nursery / Reception PP interventions - Building Brilliance</b> <b>Addressing: academic achievement, vocabulary, attendance and confidence</b>	<b>£27,000</b>
<b>Film Club for identified PP children</b> <b>Addressing: life experiences, academic achievement, vocabulary, aspirations, attendance and confidence</b>	<b>£1,900</b>
<b>Young Engineer Lego project</b> <b>Addressing: life experiences, academic achievement, vocabulary, aspirations, attendance and confidence</b>	<b>£1,900</b>
<b>LSA for vulnerable FSM pupils</b> <b>Addressing: academic achievement, attendance behaviour, and confidence</b>	<b>£15,000</b>
<b>Specialist Phonics teacher EYFS and KS1</b> <b>Addressing: academic achievement, vocabulary, attendance and confidence</b>	<b>£45,000</b>
<b>Saturday morning tuition</b> <b>Addressing: academic achievement, vocabulary, and confidence</b>	<b>£17,000</b>
<b>Counsellor / Behaviour Lead</b> <b>Addressing: academic achievement, attendance, aspirations, behaviour and confidence</b>	<b>£22,600</b>
<b>Academic Mentoring</b> <b>Addressing: academic achievement, attendance, aspirations, behaviour and confidence</b>	<b>£1,000</b>
<b>Total Expenditure</b>	<b>£316,800</b>

Review Date: September 2018