

Cranford Park Academy



Pupil Premium Strategy 2018 - 2019

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 2018-2019

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 2017-2018, when the Premium was worth £1,320 per eligible child was £316,800. This academic year (2018-2019), 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 £253,084 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. 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. Additional Data Reflection Meetings are also held to ensure that tracking and challenge are priorities for teachers and leaders throughout the year.

Our Academy Development plan outlines our continued focus 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 childrens 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 childrens learning. All work from interventions will be recorded and monitored half termly by a member of SLT.

Summary of impact of expenditure in 2017-18

In 2017-2018, 240 pupils at Cranford Park Academy were in receipt of Pupil Premium funding. The impact of the expenditure proved successful in maintaining pupil outcomes.

Expenditure	Outcome																									
Early Years: Small group support in English and Maths provided by NNEB	The proportion of disadvantaged children achieving GLD has increased by 20%. In 2015/16, 50% achieved, in 2016/17, 62%, and in 2017/18 82% of disadvantaged children achieved GLD (against all children achieving 76%). This shows our initiative of Building Brilliance is working and making a good impact in EYFS.																									
Phonics: Teachers working across EYFS and Key Stage 1 providing specialist phonics teaching to groups to increase percentage of children passing the phonics check.	76% of disadvantaged pupils passed the phonics check at year 1 in 2018 compared to 86% in 2017, An decrease of 10%, however, in line with the target predicted for the cohort. Non Pupil Premium pass rate 82%																									
KS1: Daily small group Maths and Literacy sessions in Year 2. Interventions included: One to one tuition and small group interventions.	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Expected Standard</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>77%</td> <td>36%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>70%</td> <td>18%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>68%</td> <td>78%</td> <td>27%</td> <td>25%</td> </tr> </tbody> </table>		Expected Standard		Greater Depth			PP	All	PP	All	Reading	68%	77%	36%	28%	Writing	68%	70%	18%	21%	Maths	68%	78%	27%	25%
	Expected Standard		Greater Depth																							
	PP	All	PP	All																						
Reading	68%	77%	36%	28%																						
Writing	68%	70%	18%	21%																						
Maths	68%	78%	27%	25%																						

	<p>You can see from this data that PPG children have passed their peers in achieving Greater Depth of the standards Disadvantaged children on the whole continue to make better progress and as a result are narrowing the gap.</p> <p>In both years 1 and 2 children have made good progress but are behind their peers.</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 narrowing the gap. All children = 120</p> <p><u>Expected and above:</u></p> <table border="1" data-bbox="687 824 1493 1648"> <thead> <tr> <th colspan="4" style="background-color: #d9ead3;">Reading</th> </tr> <tr> <th></th> <th>PP</th> <th>All children</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3 PP- 34 Non PP- 86</td> <td>79</td> <td>83</td> <td>-4%</td> </tr> <tr> <td>Year 4 PP- 39 Non PP- 81</td> <td>68</td> <td>79</td> <td>-11%</td> </tr> <tr> <td>Year 5 PP- 45 Non PP- 75</td> <td>71</td> <td>80</td> <td>-9%</td> </tr> <tr> <td>Year 6 PP- 34 Non PP- 86</td> <td>81</td> <td>78</td> <td>+3%</td> </tr> </tbody> </table>	Reading					PP	All children	Difference	Year 3 PP- 34 Non PP- 86	79	83	-4%	Year 4 PP- 39 Non PP- 81	68	79	-11%	Year 5 PP- 45 Non PP- 75	71	80	-9%	Year 6 PP- 34 Non PP- 86	81	78	+3%
Reading																									
	PP	All children	Difference																						
Year 3 PP- 34 Non PP- 86	79	83	-4%																						
Year 4 PP- 39 Non PP- 81	68	79	-11%																						
Year 5 PP- 45 Non PP- 75	71	80	-9%																						
Year 6 PP- 34 Non PP- 86	81	78	+3%																						

<u>Writing</u>			
	PP	Non PP	Difference
Year 3 PP- 34 Non PP- 86	71	77	-6%
Year 4 PP- 39 Non PP- 81	62	74	-12%
Year 5 PP- 45 Non PP- 75	81	79	+2%
Year 6 PP- 34 Non PP- 86	89	87	+2%
<u>Maths</u>			
	PP	Non PP	Difference
Year 3 PP- 34 Non PP- 86	67	83	-15%
Year 4 PP- 39 Non PP- 81	62	75	-13%
Year 5 PP- 45 Non PP- 75	70	77	-7%
Year 6 PP- 34 Non PP- 86	83	79	+4%

This data very clearly shows that as the children progress through the school the gap between PP and all children is closing, and this year, in the end of KS2 SATs, our PP children outperformed all non PP children.

	<p>In 2015/16, 46% of disadvantaged children achieved age expectations in grammar in year 6. This has increased over the years: an increase of 20% in 2017 from 64% of disadvantaged children meeting the expected standard to now 89% in 2018 (all children being 84%) Achieving greater depth in grammar has also been consistent at 33% of PP children achieving this result.</p> <p>In comparison to the Local Authority the following data shows the impact the spending of the PPG has on our students:</p> <p>Pupil Premium Funded children</p> <table border="1"> <thead> <tr> <th>Progress:</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>-0.3</td> <td>-0.1</td> <td>+0.2</td> </tr> <tr> <td>CPA</td> <td>+0.5</td> <td>+1.4</td> <td>+2.4</td> </tr> </tbody> </table> <p>It is clear to see the additional benefit our spending of the PPG over time has on our children from these results which compares our PPG results to those of other children across the borough.</p>	Progress:	Reading	Writing	Maths	LA	-0.3	-0.1	+0.2	CPA	+0.5	+1.4	+2.4
Progress:	Reading	Writing	Maths										
LA	-0.3	-0.1	+0.2										
CPA	+0.5	+1.4	+2.4										

Next Steps: Areas to Focus on in 2018-2019

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 Addressing: Attendance, behaviour and aspirations	£26,000
Teaching mentor to support emotional and social needs of PP vulnerable pupils inclusive of resources. Addressing: Confidence, aspirations and behaviour	£8,000
Reading support programme - Learning Support Assistants (LSAs) providing 1:1 reading sessions Addressing: academic achievement, vocabulary and confidence	£8,000
To provide a 1:1 tutors to work in Years 3,4,5 & 6 Addressing: academic achievement, vocabulary, attendance and confidence	£36,000
PP Co-ordinator, Senior Leadership Team (SLT and YTLs) evaluating PP interventions and analysing data. Addressing: academic achievement, attendance and aspiration	£24,000
Extended School Clubs and After School Care Addressing: attendance, confidence and life experiences	£600

SLT to provide small group teaching of literacy and numeracy in Year 6 & 5 Addressing: academic achievement, vocabulary, attendance, aspirations and confidence	£1,000
Educational Trips and Self Esteem based courses for identified PP children Addressing: life experiences, aspirations, attendance and confidence	£1,500
Sports Coach mentoring Addressing: life experiences, aspirations, attendance and confidence	£4,000
Teacher led lunch time and after school boosters and Holiday Booster sessions and resources in English and Maths Addressing: academic achievement, vocabulary, aspirations and confidence	£20,000
Creative Arts Sessions provided by an outside company to provide specialist teaching with a focus on team work and cooperation / self esteem Addressing: life experiences, aspirations, attendance and confidence	£2,500
Attendance Officer to support PP children to be in school Addressing: Attendance, behaviour and aspirations	£1,000
Nursery / Reception PP interventions - Building Brilliance Addressing: academic achievement, vocabulary, attendance and confidence	£25,000
LSA for vulnerable FSM pupils Addressing: academic achievement, attendance behaviour, and confidence	£16,000
Specialist Phonics teacher EYFS and KS1 Addressing: academic achievement, vocabulary, attendance and confidence	£39,684
Counsellor / Behaviour Lead Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£31,000
Academic Mentoring Addressing: academic achievement, attendance, aspirations, behaviour and confidence	£1,000
Total Expenditure	£253,084

Review Date: September 2019