Pupil Premium Funding Report 2016-2017 Measuring Impact

Here is our report for the academic year 2016-2017 into the impact of our pupil premium spending. Currently, at Crossacres Primary School we have 49% of our children who are eligible for **F**ree **S**chool **M**eals.

Pupil Premium Children V Non Pupil Premium Children 2016-2017

EYFS % Achieving Good Level of Development

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2014** |  | **2015** |  | **2016** |  | **2017** |
| **Crossacres** | **National** | **Crossacres** | **National** | **Crossacres** | **National** | **Crossacres** | **National** |
| *PP* | 54% | 45% | *PP* | 55% | 51% | *PP* | 59% | 55% | *PP* | 67% |  |
| *Non PP* | 64% | 64% | *Non PP* | 79% | 69% | *Non PP* | 71% | 72% | *Non PP* | 75% |  |
| *In School Gap* | -10% | -19% | *In School Gap* | -24% | -18% | *In School Gap* | -12% | -17% | *In School Gap* | -8% |  |

We are continuing to diminish the gap between disadvantaged and non disadvantaged pupils achieving good level of development over the past three years.

Phonics Year One

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2013 | 2014 | 2015 | 2016 | 2017 |
| Crossacres | National | Crossacres | National | Crossacres | National | Crossacres | National | Crossacres | National |
| All Pupils | 74% | 69% | 68% | 74% | 87% | 77% | 91% | 80% | 88% |  |
| PP | 68% | 57% | 67% | 63% | 89% | 66% | 84% | 70% | 78% |  |
| Others | 86% | 73% | 70% | 78% | 84% | 80% | 98% | 83% | 93% |  |

In Year One this academic year we are endeavouring to diminish the gap between disadvantaged and non disadvantaged pupils. (2016= - 14% 2017= -15%)

End of Key Stage One Results 2017

Expected and Above

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Expected and Above PP | %Expected and AboveOther In School | National Other Expected and Above 2016 | *Gap Between PP and* ***National*** *other 2017 at Expected & Above* |
|  | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |  |
| Reading | 79% | 73% | 77% | 79% | 78% | ? |  |
| Writing | 64% | 71% | 73% | 71% | 70% |  |  |
| Maths | 79% | 64% | 66% | 83% | 77% |  |  |

Exceeding – Greater Depth

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP | % Greater Depth ExceedingOther In School | %National Other Greater Depth Exceeding 2016 | *Gap Between PP and* ***National*** *other 2016 at Greater Depth*  |
|  | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |  |
| Reading | 18% | 16% | 30% | 31% | 27% | ? |  |
| Writing | 7% | 14% | 25% | 14% | 16% | ? |  |
| Maths | 13% | 14% | 19% | 22% | 20% | ? |  |

From this year results, we are focusing on the disadvantaged children reaching the Expected level in Maths and the Greater Depth level in Reading. However, we achieved no gap in Writing between disadvantaged and non disadvantaged.

Other Year Groups; Years 1,3,4,5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *At Expected 2017* | Year One | Year Three | Year Four | Year Five |
| Dis | Other | Dis | Other | Dis | Other | Dis | Other |
| Reading % | 81 | 95 | 77 | 82 | 81 | 100 | 79 | 82 |
| Writing % | 45 | 65 | 80 | 76 | 89 | 100 | 79 | 82 |
| Grammar % | n/a | 68 | 62 | 77 | 84 | 84 | 88 |
| Maths % | 39 | 84 | 68 | 70 | 91 | 74 | 74 | 82 |
| *At Greater Depth 2017* | Year 1 | Year 3 | Year 4 | Year 5 |
| Dis | Other | Dis | Other | Dis | Other | Dis | Other |
| Reading % | 48 | 65 | 20 | 39 | 22 | 32 | 12 | 0 |
| Writing % | 16 | 39 | 3 | 10 | 49 | 55 | 12 | 0 |
| Grammar % | N/A | 23 | 29 | 22 | 27 | 35 | 47 |
| Maths % | 0 | 7 | 13 | 18 | 14 | 18 | 7 | 24 |

End of Key Stage Two Disadvantaged V’s Others at Crossacres

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Expected PP | % Expected OthersOther In School | %National Other Expected  | *Gap Between PP and* ***National*** *other 2016 at Expected* |
|  | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |  |
| Reading | 47% | 70% | 55% | 61% | 72% |  |  |
| Writing | 76% | 85% | 82% | 72% | 79% |  |  |
| Maths | 47% | 85% | 64% | 67% | 76% |  |  |
| GPS | 66% | 73% | 73% | 67% | 78% |  |  |
| Combined | 37% | 67% | 41% | 56% | 60% |  |  |

We are very proud of our results at the end of KS2 for our disadvantaged children who outperformed the non disadvantaged children in all areas at the Expected standard.

% of Pupil Premium Children Reaching Greater Depth at the End of Key Stage Two

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP 2016 | % Greater Depth ExceedingOther In School 2016 | %National Other Greater Depth Exceeding 2016 | *Gap Between PP and* ***National*** *other 2016 at Greater Depth*  |
|  | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |  |
| Reading | 13% | 18% | 0% | 22% | 23% |  |  |
| Writing | 21% | 21% | 14% | 22% | 18% |  |  |
| Maths | 5% | 22% | 9% | 28% | 20% |  |  |
| GPS | 13% | 27% | 0% | 39% | 27% |  |  |
| Combined | 0% | 15% | 0% | 17% | 7% |  |  |

**What impact did our Pupil Premium spending have last academic year 2016-2017?**

*Use against Budget plan from last year 2016-2017*

|  |  |  |
| --- | --- | --- |
|  | Which kind of support? | Impact |
| Specialist Teachers | Reading RecoveryYear 2 Booster TeacherRapid Group Teacher Year SixNumeracy Support Year FourRapid Teacher Year FiveSPLUD TeacherOther Interventions | * 2/3 children who had Reading Recovery met the Expected standard at the end of KS1 in Reading. Our Reading teacher also worked with targeted groups to reach the expected standard in Reading. Out of the 13 children, 11 reached the Expected standard.
* The Year Two booster teacher helped us to achieve the results at the end of KS1. The teacher targeted specific children, including PP children, leading the PP children to perform the same as the Non PP children in Writing.
* Our SPLUD teacher had impact in all the KS2 classes. All children improved in their results in our Rising Star Tests. 15/27 of the children who work with our SPLUD teacher are PP children. We record individual progress of these children in our intervention data pack.
* Our Numeracy support teacher in Year 4 saw an average increase in marks of 13.8 in the rising stars tests. 2/7 children were PP.
* Our Year Six rapid teachers made excellent progress. All children having the Mathematics booster met the expected standard. 70% were PP and they all achieved expected or above.
* Our Year Five Rapid teacher has worked with 12 children to ensure they met the Expected standard in Mathematics and English. 10/12 were PP children and these children saw 10/12 meeting the Expected standard for Year Five. (9/10 being PP)
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| Extra Curricular & Enrichment | Subsidising TripsSpeech & Language MusicAttendance OfficerDrama – Speech & Language Year SixPony Club | * It is important to us at Crossacres Primary Academy that our children receive a rich and varied experience that expands their horizons. We do this through trips throughout the school from Foundation to Year Six. We subsidise the cost of trips with our Pupil Premium Funding to ensure all children can have these experiences. These have included our residentials in Year Three and Six. We have a music specialist that comes into school to work with the children with brass instruments and recorders in Year Four. The children receiving extra music support is closely monitored to ensure there is fairness between FSM and Non FSM. Year Five work with an African Drum specialist, the whole class has lessons on the drums and steel pans. We also showcase the skills the children have learnt during celebration assemblies. The impact on the children’s confidence has been massive! Furthermore, we have had a Drama specialist work with our year Six children to put on our wonderful performance of ‘Aladdin!’.All the Year 6 children had parts and so many overcame confidence and self-belief issues!
* Additionally, we have had various sports coaches that have come in to work with the children, to give all children the opportunity to participate in Sports and give them an opportunity to work with specialist in that area, from football to lacrosse! For more information regarding curriculum enrichment and the trips we go on look at our curriculum maps on our website.
* *Pony club has a separate report demonstrating the impact. The impact is shown by using SDQ’s for the children. These are completed prior to starting Pony Club and then when the sessions finish. You should see a decline in negative behaviours and an increase in positive behaviours in the SDQ’s. 18 children took part in Pony Club this year; 16/18 children have seen a decrease in their negative behaviours. = 89% have seen an increase in their pro social behaviour = 15/18 = 83%.*
* Our attendance officer is aware off the children that receive PP funding and she closely monitors their attendance, however we have identified that disadvantaged absence is higher than other groups so we aim to tackle this.
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| Resources & Learning | IpadsHome School Learning packsNessySingapore Maths | * We purchased ipads with the Aim to further engage children with learning whilst equipping them with the technological skills for today’s modern world. We also believe the ipads support children in becoming independent learners. When questioned about school and their attitudes to learning, the children mentioned the ipads and how much they enjoyed using them. It also gave some of our children an opportunity to use ipads for the first time. The ipads have been particularly helpful in Key Stage One where we have installed Phonics APP’s for the children to apply their learning. Furthermore, we have used them lots in Key Stage Two as a way of presenting information, for example in Year Three the children made a learning resources for other Year groups on how to do column addition using the APP ‘Explain Anything!’
* The Home School Learning Packs have been a real success this year. Key Stage One Parents received the packs after attending a ***‘Parent Phonic & Key Stage One and Two Assessment’ meeting.*** This was an opportunity to explain the Assessment procedures and how parents could help their children progress. Inside the packs were a plethora of resources to help children with learning at home including, pens, exercise books, scissors, glue stick, dice, counters, 100 number squares, whiteboards, pens and lots more! The impact of this has been a greater number of children completing their homework and we now know all children have the resources to complete their homework at home. Furthermore, we were able to target parents to help their children progress with their Phonics. As a school we used the Education Endowment Research that highlighted to us the impact parents can have on their children’s progress. We also used ‘Cracking the Code’ a report produced by the Social Mobility and Child Poverty Department. This document highlights the importance of parental involvement. We have embedded some of our strategies we used last year this year. 53/90parents attended our Phonic Workshop this year. We are always looking at ways to increase this number.
* Singapore Maths has been revolutionary for our school starting from the training all the teachers received at the beginning of the year, to now where the staff and children are familiar with the routines and methods introduced by Singapore Maths. The children particularly enjoy the hands on approach of; concrete, pictorial and abstract concept when learning new methods.
* Nessy; the dyslexia spelling program, helped the PP children that received this intervention, to increase their spelling test results by an average of 6 marks.
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