Pupil Premium Funding Report 2017-2018 Measuring Impact

Here is our report for the academic year 2017-2018 into the impact of our pupil premium spending. Currently, at Crossacres Primary School we have 53% of our children who are eligible for **F**ree **S**chool **M**eals. This data that we cumulate at the end of each academic year, informs us of how successful our strategies are for diminishing the gap between disadvantaged and others nationally.

Here we detail how our school performed compared to others nationally….

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2014** |  | **2015** |  | **2016** |  | **2017** |  | **2018** |
| **Crossacres** | **National** | **Crossacres** | **National** | **Crossacres** | **National** | **Crossacres** | **National** | **Crossacres** | **National** |
| *PP* | 54% | 45% | *PP* | 55% | 51% | *PP* | 59% | 55% | *PP* | 67% | n/a | *PP* | 79% | n/a |
| *others* | 64% | 64% | *others* | 79% | 69% | *others* | 71% | 72% | *others* | 75% | 72% | *others* | 73% | 72%(2017) |
| *In School Gap* | -10% | -19% | *In School Gap* | -24% | -18% | *In School Gap* | -12% | -17% | *In School Gap* | -8% |  | *In School Gap* | +6% | +1  |

EYFS % Achieving Good Level of Development

* Our Reception children outperformed others nationally by +1% and our PP children out performed others in school % achieving GLD. This is the first time this has happened due to our Early interventions in Early years.

Phonics Year One 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Crossacres | National | Crossacres | National | Crossacres | National | Crossacres | National | Crossacres | National | Crossacres | National |
| All Pupils | 74% | 69% | 68% | 74% | 87% | 77% | 91% | 80% | 89% | 82% | 94% | 82% |
| PP | 68% | 57% | 67% | 63% | 89% | 66% | 84% | 70% | 78% | 68% | 91% | n/a |
| Others | 86% | 73% | 70% | 78% | 84% | 80% | 98% | 83% | 93% | 83% | 98% | 83% |

* This year, our Pupil Premium children outperformed the non-pupil premium children in school.
* Our pupil premium children outperform the others nationally. We are proud of these results as we have closed the gap from the end of EYFS. When this cohort left Reception, there was a gap of -5% in % of PP compared to others nationally, achieving GLD.

End of Key Stage One Results 2018

Expected and Above

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Expected and Above PP | %Expected and AboveOther In School | National Other Expected and Above 2018 | *Gap Between PP and* ***National*** *other 2018 at Expected & Above* |
|  | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |  |  |
| Reading | 79% | 73% | 71% | 77% | 79% | 82% | 81% | -10% |
| Writing | 64% | 71% | 65% | 73% | 71% | 77% | 76% | -11% |
| Maths | 79% | 64% | 71% | 66% | 83% | 82% | 82% | -11% |

Exceeding – Greater Depth

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP | % Greater Depth ExceedingOther In School | %National Other Greater Depth Exceeding 2018 | *Gap Between PP and* ***National*** *other 2018 at Greater Depth*  |
|  | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |  |  |
| Reading | 18% | 16% | 15% | 30% | 31% | 35% | 30% | -15% |
| Writing | 7% | 14% | 12% | 25% | 14% | 28% | 23% | -11% |
| Maths | 13% | 14% | 9% | 19% | 22% | 29% | 24% | -15% |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *At Expected 2018* | Year One | Year Three | Year Four | Year Five |
| Dis | Other | Dis | Other | Dis | Other | Dis | Other |
| Reading % | 82 | 94 | 69 | 83 | 84 | 89 | 84 | 100 |
| Writing % | 82 | 90 | 71 | 76 | 81 | 96 | 76 | 86 |
| Grammar % | n/a | 62 | 72 | 81 | 96 | 76 | 81 |
| Maths % | 79 | 82 | 64 | 65 | 81 | 82 | 70 | 90 |
| *At Greater Depth 2018* | Year 1 | Year 3 | Year 4 | Year 5 |
| Dis | Other | Dis | Other | Dis | Other | Dis | Other |
| Reaing % | 44 | 65 | 12 | 17 | 22 | 32 | 14 | 19 |
| Writing % | 21 | 43 | 26 | 37 | 56 | 39 | 8 | 14 |
| Grammar % |  | 24 | 35 | 66 | 86 | 24 | 19 |
| Maths % | 9 | 20 | 10 | 9 | 13 | 29 | 11 | 19 |

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

We compare our children, who attract Pupil Premium funding attainment, against the others nationally.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Expected PP | % Expected OthersOther In School | %National Other Expected  | *Gap Between PP and* ***National*** *other 2018 at Expected* |
|  | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |  |
| Reading | 47% | 70% | 77% | 55% | 61% | 82% | 72% | 77% | 80 | -3 |
| Writing | 76% | 85% | 81% | 82% | 72% | 88% | 79% | 81% | 83% | -2 |
| Maths | 47% | 85% | 86% | 64% | 67% | 88% | 76% | 80% | 81% | +5 |
| GPS | 66% | 73% | 81% | 73% | 67% | 88% | 78% | 78% | 82% | -1 |
| Combined | 37% | 67% | 76% | 41% | 56% | 75% | 60% | 67% | 70% | +6 |

We are very proud of our Key Stage Two results, where our disadvantaged pupils performed better or broadly in line with others nationally!

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP 2018 | % Greater Depth ExceedingOther In School 2018 | %National Other Greater Depth Exceeding 2016 | *Gap Between PP and* ***National*** *other 2018 at Greater Depth*  |
|  | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |  |
| Reading | 13% | 18% | 33% | 0% | 22% | 50% | 23% | 29% | 33% | 0 |
| Writing | 21% | 21% | 30% | 14% | 22% | 12% | 18% | 21% | 23% | +7 |
| Maths | 5% | 22% | 30% | 9% | 28% | 31% | 20% | 27% | 28% | +2 |
| GPS | 13% | 27% | 36% | 0% | 39% | 24% | 27% | 27% | 39% | -3 |
| Combined | 0% | 15% | 19% | 0% | 17% | 12% | 7% | 11% | 12% | +7 |

Our results at the greater depth standard are equally as impressive, our disadvantaged mostly outperformed the others nationally!

**What impact did our Pupil Premium spending have last academic year 2017-2018?**

*Use against Budget plan from last year 2017-2018*

|  |  |  |
| --- | --- | --- |
|  | Which kind of support? | Impact |
| Specialist Teachers | Reading RecoveryYear 2 Booster TeacherRapid Group Teacher Year SixYear 6 Maths Booster TeacherRapid Teacher Year FiveSPLUD TeacherOther Interventions | * Year 6 Rapid Teacher/ Maths Booster:

Impact of the rapid groups played a significant role in the contribution to both attainment and progress of disadvantaged pupils. 100% of PP pupils within two Maths Rapid groups met the expected standard. 22/22In the Maths booster, all pupil premium children met the expected standard. * Year Two Boosters: Reading and Maths Boosters

Out of the 24 children that worked with our Year Two Booster teachers- 78% meet expected in Maths and Reading. Our reading interventions led to an average improvement of 20 marks for the children who received boosters from our Reading Recovery teacher and Deputy head who carried out reading boosters. * 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. Most notably, is the progress the Year Six children make, on average this is: +13 mark improvement in their reading test.
* Year Five Rapid Teacher:

Our rapid teacher in year Five has had massive impact on the children they worked with. The average mark improvement on Maths test scores was: 21 marks per perm!* 1:1 Readers:

Our 1:1 reader intervention always has a big impact on children’s reading progress. We measure the progress in months of children’s reading and compare disadvantaged to others to check the progress is the same. This year in one term, disadvantaged children, in on Year Four class, made 13 months progress on average.  |
| 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 ‘Beauty & the Beast’. 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.
* 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. However, absence, including persistent absentees and unauthorised absences are down on last year’s figures for all groups of children.
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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 parent information meetings have been a real success this year. Key Stage One and Two Parents received a home school learning 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. 61/90parents 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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