Pupil Premium Funding Report 2018-2019 Measuring Impact

Here is our report for the academic year 2018-2019 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, sometimes referred to as disadvantaged group. 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….

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | |  | **2016** | |  | **2017** | |  | **2018** | |  | **2019** | |
| Crossacres | National | Crossacres | National | Crossacres | National all | Crossacres | National  all |  | Crossacres | National all |
| PP | 55% | 51% | PP | 59% | 55% | PP | 67% | 72% | PP | 79% | 72% | PP | 79% | 72% |
| others | 79% | 69% | others | 71% | 72% | others | 75% | others | 73% | others | 73% |
|  | -24% | -18% |  | -12% | -17% |  | -8% |  |  | +6% |  |  | +6% |  |

This clearly shows that the strategies for spending our Early Years Pupil Premium is having an impact on the attainment of our Reception children. Our disadvantaged children, once again outperformed the others. However, both disadvantaged and non-disadvantaged outperformed the national figure of 72% achieving good level of development.

Early interventions are put in place to tackle low starting points, especially in communication, language and Literacy. We identify this in Nursery and support where necessary.

Phonics Year One 2019

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2013** | | | **2014** | | **2015** | | **2016** | | **2017** | | **2018** | | **2019** | |
| Crossacres | National | 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% | 84% | 82% |
| PP | 68% | 57% | 67% | | 63% | 89% | 66% | 84% | 70% | 78% | 68% | 91% | n/a | 91% | 71% |
| Others | 86% | 73% | 70% | | 78% | 84% | 80% | 98% | 83% | 93% | 83% | 98% | 83% | 76% | 84% |

We are pleased that our disadvantaged children are performing well in the Phonics Screening check, outperforming the others in school and nationally. This highlights that our strategies for supporting children with phonics are having impact and being disadvantaged is not a barrier for learning phonics. As Amanda Speilmann (head of Ofsted) said in November 2019;

“Some schools in disadvantaged areas help **all** their children learn to read well from the start. Some schools have said that this gap in the PSC between poorer and more affluent children is because of the lower levels of cultural capital among disadvantaged children. However, as we know, the successful learning of systematic synthetic phonics is not dependent on cultural capital.”

End of Key Stage One Results 2019

Expected and Above

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | % Expected and Above PP | | | | %Expected and Above  Other In School | | | | % National **Other** Expected and Above 2019 | *Gap Between PP and* ***National*** *other 2019*  *at Expected & Above* |
|  | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2019 |  |
| Reading | 79% | 73% | 71% | 66% | 77% | 79% | 82% | 85% | 78% | -12% |
| Writing | 64% | 71% | 65% | 60% | 73% | 71% | 77% | 76% | 72% | -12% |
| Maths | 79% | 64% | 71% | 69% | 66% | 83% | 82% | 84% | 79% | -10% |

Exceeding – Greater Depth

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP | | | | % Greater Depth Exceeding  Other In School | | | | % National **Other** Greater Depth Exceeding 2019 | *Gap Between PP and* ***National*** *other 2019 at Greater Depth* |
|  | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2019 |  |
| Reading | 18% | 16% | 15% | 14% | 30% | 31% | 35% | 35% | 28% | -21% |
| Writing | 7% | 14% | 12% | 14% | 25% | 14% | 28% | 26% | 17% | -3% |
| Maths | 13% | 14% | 9% | 14% | 19% | 22% | 29% | 42% | 24% | -28% |

There are significant gaps at the greater depth standard, most notably in Reading and Maths. This year we are targeting the higher ability disadvantaged children and analysing data to identify why our disadvantaged higher ability are not performing as well as the non-disadvantaged.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At Expected 2019 | Year One | | | Year Three | | | Year Four | | | Year Five | | |
| Dis | | Other | Dis | Other | | Dis | Other | | Dis | Other | |
| Reading % | 77% | | 84% | 70% | 84% | | 74% | 77% | | 80% | 86% | |
| Writing % | 80% | | 78% | 67% | 73% | | 83% | 86% | | 70% | 72% | |
| Grammar % |  | | | 64% | 82% | | 91% | 81% | | 73% | 86% | |
| Maths % | 77% | | 76% | 73% | 79% | | 69% | 81% | | 70% | 67% | |
| At Greater Depth 2019 | Year 1 | | | Year 3 | | | Year 4 | | | Year 5 | | |
| Dis | Other | | Dis | | Other | Dis | | Other | Dis | | Other |
| Reading % | 51% | 49% | | 12% | | 27% | 10% | | 21% | 33% | | 24% |
| Writing % | 26% | 33% | | 27% | | 39% | 50% | | 56% | 10% | | 17% |
| Grammar % |  | | | 9% | | 27% | 62% | | 58% | 27% | | 41% |
| Maths % | 11% | 22% | | 0% | | 25% | 12% | | 21% | 13% | | 21% |

The gaps between disadvantaged and non-disadvantaged are more prevalent at the Greater depth standard. Strategies in the Pupil Premium action plan and spending plan will identify strategies to tackle this.

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 Others  Other In School | | | | %National Other Expected | *Gap Between PP and* ***National*** *other 2019 at Expected* |
|  | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2019 |  |
| Reading | 47% | 70% | 77% | 86% | 55% | 61% | 82% | 91% | 78% | +8% |
| Writing | 76% | 85% | 81% | 86% | 82% | 72% | 88% | 86% | 83% | +3% |
| Maths | 47% | 85% | 86% | 89% | 64% | 67% | 88% | 95% | 84% | +5% |
| GPS | 66% | 73% | 81% | 86% | 73% | 67% | 88% | 91% |  |  |
| Combined | 37% | 67% | 76% | 81% | 41% | 56% | 75% | 86% | 71% | +10% |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | %Greater Depth Exceeding PP 2018 | | | | % Greater Depth Exceeding  Other In School 2018 | | | | %National Other Greater Depth Exceeding 2016 | *Gap Between PP and* ***National*** *other 2019 at Greater Depth* |
|  | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2019 |  |
| Reading | 13% | 18% | 33% | 30% | 0% | 22% | 50% | 36% | 31% | -1% |
| Writing | 21% | 21% | 30% | 24% | 14% | 22% | 12% | 23% | 24% | 0% |
| Maths | 5% | 22% | 30% | 24% | 9% | 28% | 31% | 41% | 31% | -7% |
| GPS | 13% | 27% | 36% | 38% | 0% | 39% | 24% | 59% |  |  |
| Combined | 0% | 15% | 19% | 8% | 0% | 17% | 12% | 9% | 13% | -5% |

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

|  |  |  |
| --- | --- | --- |
|  | Which kind of support? | Impact |
| Specialist Teachers | Reading Recovery  Year 2 Booster Teacher  Rapid Group Teacher Year Six  Year 6 Maths Booster Teacher  Rapid Teacher Year Five  SPLUD Teacher  Other Interventions | Year 6 Rapid Teacher/ Maths Booster:  Our Head of School delivered Maths and Reading boosters for children falling behind the expected standard and to work on closing the in school gap between disadvantaged and others in school. Out of the 8 children receiving PP funding, all reached the expected standard in Maths. Furthermore, in Reading, out of the four disadvantaged children, all of these children reached the expected standard and this enabled us to narrow the in school gap between disadvantaged and others. (2018 – 12% 2019- 5%) Additionally, all children who took part in this booster group all passed, with two achieving greater depth in Maths and three in reading.  Our Year Six rapid teacher, who took groups for Maths and English, also had positive results for disadvantaged children. 5/7 reached the expected standard in Maths, 7/8 in reading and 7/8 in GPS. These results proved that these smaller groups work for our children as suggested in EEF research. All our disadvantaged children performed well and achieved better than national others.  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  Our speech, processing, learning, understanding difficulty teacher works with children who may not have passed the Phonic Screening check in Key Stage One and she focuses on helping children with their barriers to reading. Focusing on Phonic skills and other strategies to help with word reading and spelling.  Year Five Rapid Teacher  Our rapid teacher in Year Five also had positive results for our disadvantaged pupils. 7/9 children met the expected standard in reading however, this was not the case in Writing where only 2/9 children met the expected standard. 7/11 reached the expected standard in Maths.  1:1 Readers:  Our 1:1 readers is an intervention that focuses on our bottom 20% readers to ensure firstly all children are reading at their age and secondly that they are moving more than three months in their reading age per term. We also compare the pupil premium progress against non-pupil premium children to ensure the progress at the same rate as non-disadvantaged. In one class for example, the pupil premium children moved 8 months in their reading ages during one term. The expected progress for a child to move in their reading age is six months, so these children were making more than expected progress. |
| Extra Curricular & Enrichment | Subsidising Trips  Speech & Language  Music  Attendance Officer  Drama – Speech & Language Year Six  Pony 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 residential 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 ‘Shrek. 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. |
| Resources & Learning | Home School Learning packs/ resources  Singapore Maths | 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. We also give out to parents a number of FREE study guides from CGP that help parents’ subject knowledge and gives them materials to do work at home with their child.  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. 55/90parents 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. We use the funding to train new staff to ensure all children have the best maths teaching. |