

Pupil Premium Funding Report 2020-21 Measuring Impact

Here is our report for the academic year 2020-21 demonstrating the impact of our pupil premium spending.

This data that we gather at the end of each academic year, informs us of how successful our strategies are for **diminishing the gap** between disadvantaged and others nationally. Crossacres Primary Academy receives additional funding for children who are disadvantaged in some way. This funding is allocated straight to the school. It is awarded in addition to any SEN funding. **PP funding is awarded for every pupil who:**

- is in receipt of a free school meal
- has been in receipt of a free school meal in the previous six years (Ever 6 FSM)
- has been looked after by the local authority continuously for the past six months
- is a child in a services family

Crossacres Primary Academy works tirelessly to ensure all children achieve their full potential! To ensure our strategies and interventions have maximum affect and impact, our governing body routinely examine data and the impact of this additional funding upon the progress made over time by our PP learners. Through scrutiny, governors are able to challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

COVID19:

Due to the national pandemic, statutory testing did not happen. Throughout lockdown, Crossacres Primary Academy provided support for the children of key workers and our most vulnerable pupils. We were astutely aware that lockdown home learning activities, both online and provided paper based workbooks for children from Reception to Year Six. For EYFS and Year One they had a Phonic, Science, English and Maths GCP work book. For children in Key Stage Two, they had a Reading, Science and Maths CGP workbook for them to take home for during the lockdown period. This was in addition to learning provided on our website, that directed parents to websites for learning and websites to help with children's emotional and wellbeing. We also contacted all families every two weeks for welfare calls. There were socially distanced door visits and staff went above and beyond to support our most vulnerable families. We ensured that FSM

were available for children during lockdown and when the voucher scheme arrived our finance manager worked tirelessly to ensure families had the food vouchers. When all children arrived back in school in September 2020, we followed government guidance and children were placed in class bubbles. Our priority has been to ensure that the social and emotional needs of the children are being met and anxiety around returning to school and COVID is minimised. Next, we are turning our attention to the gaps in learning for our disadvantaged children and ensuring they have equal opportunities for remote learning in the case of an isolation period. This has been the focus this year (2020-21)

Results from 2019 (No statutory testing this year.)

Reception – Good level of Development

	2015			2016			2017			2018			2019		2020	2021
	Crossacres	National		PP	Crossacres		National	PP		Crossacres	National all		PP	Crossacres		
PP	55%	51%	PP	59%	55%	PP	67%	72%	PP	79%	72%	PP	79%	72%	National Lockdown for COVID	No testing
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		2020 National Lockdown for COVID	2021 No testing this year.
	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 Spielmann (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

(no results for 2020-21 due to COVID)

Expected and Above

Subject	% Expected and Above PP				%Expected and Above Other In School				% National Other Expected and Above 2019	<i>Gap Between PP and National other 2019 at Expected & Above</i>
	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	<i>Gap Between PP and National other 2019 at Greater Depth</i>
	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.

CHALLENGE PROGRESS

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

<u>At Expected 2019</u>	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%
<u>At Greater Depth 2019</u>	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	<i>Gap Between PP and National other 2019 at Expected</i>
	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	<i>Gap Between PP and National other 2019 at Greater Depth</i>
	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%