



Craven Primary Academy Pupil Premium Impact and Evaluation Report Academic Year 2015/2016

Context of Academy

Craven Primary Academy is part of the School Partnership Trust Academies.

Craven Primary Academy is a smaller than average sized primary with 204 pupils on roll at the start of the autumn term 2014.

The school is located in the east of the city of Kingston upon Hull, in an area of deprivation 0.35 on the school deprivation measure, which is significantly above the national average of 0.24.

47.4% of pupils are eligible for pupil premium which is significantly higher than the national of 26.6%

The majority of families are white British. 26% of families are from minority ethnic backgrounds compared to 29.7% nationally and 10.3% of pupils' first language is not English compared to 18.8% nationally,

Objectives of Pupil Premium Spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. Through targeted intervention and support measures we are working to eliminate barriers to learning and progress

- To continue to provide all children with high quality teaching and learning experiences.
- To continue to use targeted intervention and support to close the attainment gap.
- To develop the curriculum to engage all learners, develop independence, resilience, collaboration and provide challenge.



- To provide a range of quality first hand experiences to raise aspirations, engage children in their learning and expose them to the world around them.
- To provide support to ensure that the children are ready to learn.

Key principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Interventions are closely monitored against impact

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in analysis of data and identification of pupils
- ALL teaching staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

Improving Day to Day Teaching

We will strive to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback, ‘Closing the Gap’ sessions and whole class reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Amount of Pupil Premium Grant (PPG) Received	
Amount of PPG Allocation for Academic Year 2015/2016	
Total number of pupils on roll	204
Total number of eligible for pupil premium grant	87
Total amount of PPG received 01/09/2015 – 31/08/2016 (£1300 per pupil)	£113,100
Total number of pupils eligible for EYFS pupil premium grant	12
Amount EYFS PPG received (£300 per pupil)	£3600
Total amount of PPG and EYFSPP received	£116,700

Summary of PPG spending academic year 2014/2015
<p>The appointment of an education support officer has provided support and mentoring for vulnerable and disadvantaged children. As a result persistent absence dropped to 2% in 2015.</p> <p>The addition of an extra teacher to support interventions and small group teaching. As a result the APS gap to national closed in all cases I KS1 and is broadly in line with national, except in writing. In KS2 the APS was above national in maths and overall and just below in reading and writing.</p> <p>EYFS children now in Y1 entitled to EYFS PPG are continuing to work on the EYFS curriculum and are receiving interventions in Y1.</p>



Record of PPG Spending Academic Year 2015/2016			
Item/Project	Cost	Objective	Outcome
To increase the amount of PP children making better than expected progress to well above the national average.			
Additional class teacher KS2 x2 (one full time, VP part time in classes)	£64,841	An raise achievement in KS2 to support targeted interventions, !:1 and group support	PP children attained above national in all KS2 subjects. The PP group are classed as Sig+ on FFT data for both attainment and progress.
Education support officer	£16,886	To provide support for vulnerable families in developing positive learning attitudes and raising attendance	Persistent absence rate at 2%. 100% of families with safeguarding case files are entitled to pupil premium. All 3 children on the behaviour curriculum were entitled to pupil premium.
Pupil reward points	£2000	To raise the level of attendance and learning behaviours	Learning behaviours validated by an external behavioural unit were judged as outstanding and praised for being some of the best they had seen.
Reading, writing, maths interventions		The raise achievement and deliver personalised interventions through 1:1 support for reading, writing and maths across the school.	PP children attained above national in all KS2 subjects. The PP group are classed as Sig+ on FFT data for both attainment and progress. KS1 outcomes show that 73% of pupil premium children attained ARE in Reading, Writing and Maths.
London visit Robin wood residential	London – 10 children x £40 = £400	To provide opportunities for children to participate in	66 children in KS2 (66% of the entire KS2, of which 22% were



Rock challenge	Robin wood - £1000 Rock challenge £2000	extracurricular activities to widen their experiences and develop cultural opportunities.	disadvantaged) took part in Rock challenge and performed on 2 stages in both Hull and Grimsby
Breakfast club (no charge to parents)	£4000	To ensure children are healthy and well nourished. The academy will continue to provide breakfast club to ensure all children start the day ready to learn.	
EYFS Speech and language intervention. Focus teaching for PP to improve GLD outcomes 1:1 tuition	£19,991	A continued focus on improving the outcomes of our youngest PP learners (FS1 and FS2) to make sure that their outcomes are in line with those of the Non-PP at the end of FS2.	An increase of 36% of PP children at ELG for Communication and Language.
Fluent coaching	£480 per month x 12 months £5760	To ensure the most vulnerable PPG children have access to life coaching to enable them to make appropriate choices and self-regulate feelings and behaviour	Of the 2 children in Y6 who received coaching, one met ARE while one did not; however, only 50% of this group were targeted. The children's attendance was in line and behaviour of these children was in line with the expectations of the academy.
NAPA	£600 a term (£1800 a year)	To build confidence and resilience in our most vulnerable pupils. To widen horizons and inspire.	

Total PPG received	£116,700
Total PPG expenditure	£118, 678



2015-2016 analysis of disadvantaged pupils

KS1 Diminishing differences				
	% at ARE	% Difference in school		Summary Statement
KS1 PP Combined				PP premium in KS1 is consistent across the all three subjects, and is broadly in line with the other three subjects. While 16% looks a sizeable difference, there are only 9 children the NPP cohort, as opposed to 15 PP.
KS1 NPP Combined				
KS1 PP Reading	73%	NPP +4%		
KS1 NPP Reading	77%			
KS1 PP Writing	73%	PP+7%		
KS1 NPP Writing	66%			
KS1 PP Mathematics	73%	NPP +16%		
KS1 NPP Mathematics	89%			
KS2 Diminishing differences				
Attainment	% at ARE	Scaled Score (National =100)	Progress Score (Expected Progress= 0)	Summary Statement
KS2 PP Overall				Both PP and NPP have attained above national in all areas for both attainment and progress. The progress scores for the PP children ranks them in the top 5% of schools for writing and mathematics and the top 5 %< 25% for reading. The school accelerated the progress of the PP children throughout KS2. 18% of the PP children who were not at ARE+ in year 2 achieved the expected standard in reading. 43% in Writing and 25% in maths. PP attainment is slightly reduced through 3 children who had high levels of SEN and as such were not going to meet the required standard. Of these children, 1 joined in year 5, while another joined in year 4, left the academy in year 5 and
KS2 NPP Overall				
KS2 Reading PP	81%	100.8	3.2	
KS2 NPP Reading	85%	102	2.5	
KS2 PP Writing	81%	101	4.2	
KS2 NPP Writing	83%	104	5.6	
KS2 PP Mathematics	81%	104.7	5.5	
KS2 NPP Mathematics	92%	106.8	6.4	



				returned in year 6. He also had a family bereavement which impacted upon attendance.
KS2 PP GPS	81%	104.8	105.3	
National Other	83%	105.3		

Progress Summary Statement

Reading – The school is ranked between 5% and 25%, with the boundaries lying between 1.8 and 4.5 and pupil premium attaining 3.5, it is reasonable to estimate that it places the progress of the PP children around the top 15% of schools in terms of progress.

Writing – The progress score of the PP children in the academy was 4.2, ranking the school in the top 5% < 25%. Using the same values as the reading, it is reasonable to estimate that it places the progress of the PP in the top 8% of schools in terms of progress.

Mathematics – The progress score of the PP in the academy was 5.5, this places the school in the top 5% of schools for progress.



2014/2015 analysis of disadvantaged pupils

KS1 Narrowing the Attainment Gap					
	% at Level 2	% at Level 3	APS	APS Gap in school	Summary Statement
KS1 Overall			16.3	15.8	Level 2 – Broadly in line reading and maths
National other			16.6 (-0.3)	+0.5	Focus L2 – writing
KS1 Reading	92	50	17.0	15.8	Level 3 – Above on all measures
National other	93 (-1)	37 (+13)	17.1 (-0.1)	+1.2	APS – At national in writing, above on all other measures
KS1 Writing	83	25	15.0	15.0	
National other	91 (-8)	21 (+4)	15.8 (-0.8)	0	
KS1 Mathematics	92	42	16.8	16.8	
National Other	95 (-3)	30 (+12)	16.9 (-0.1)	+0.4	
KS2 Narrowing the Attainment Gap					
Attainment	% at Level 4	% at Level 5	APS	APS Gap in school	Summary Statement
KS2 Overall	82	35	29.6	30.8	Level 4 – Broadly in line on all measures except GPS (-8)
National Other	85 (-3)	29 (+6)	29.5 (+0.1)	-1.2	Focus L4 - GPS
KS2 Reading	88	53	29.1	29.1	Level 5 – Above national overall, broadly in line on all other measures except writing.
National Other	92 (-4)	55 (-2)	29.6 (-0.5)	-1.4	Focus L5 – writing
KS2 Writing	88	35	28.4	28.4	APS – Broadly in line overall and maths
National Other	90 (-2)	42 (-7)	28.9 (-0.5)	-2.1	Focus – Reading and Writing
KS2 Mathematics	94	47	30.5	30.5	
National Other	90 (+4)	48 (-1)	29.8 (+0.7)	-0.5	
KS2 GPS	76	59	29.1	29.0	
National Other	84 (-8)	61 (-2)	29.9 (-0.8)	+0.1	



	Expected Progress			Exceeded Progress		
Subject	% Gap to Others in School	%	% Gap to Other Pupils Nationally	% Gap to Others in School	%	% Gap to Other Pupils Nationally
KS2 Reading	-6%	94	+2%	-19%	31	-2%
KS2 Writing	0	100	+5%	-23%	44	+7%
KS2 Mathematics	+8%	100	+9%	+8%	50	+13%
Progress Summary Statement						
Reading –Gap to national others broadly in line nationally						
Writing – Expected progress in line or above national, better than expected progress in school gap however better than national						
Mathematics – Above national on all measures						



	2013/2014	2014/2015
% PPG Level 4 combined	91	81
% of PPG Children achieving level 4+ in reading	91	88
% of PPG Children achieving level 4+ in writing	91	88
% of PPG Children achieving level 4+ in maths	100	94
% of PPG Children making 2 levels progress in reading	91	94
% of PPG Children making 2 levels progress in writing	100	94
% of PPG Children making 2 levels progress in maths	100	100
% of PPG Children making 3 levels progress in reading	36	38
% of PPG Children making 3 levels progress in writing	55	38
% of PPG Children making 3 levels progress in maths	82	56

Outcomes of PPG pupils in 2015/2016 (EYFS, KS1, KS2)	
	Predictions
KS2 % of PPG children achieving ARE in reading	81%
KS2 % of PPG children achieving ARE in writing	81%
KS2 % of PPG children achieving ARE in maths	81%
KS2 % of PPG children achieving ARE in RWM	75%
KS1 % of PPG children achieving ARE in reading	73%
KS1 % of PPG children achieving ARE in writing	73%
KS1 % of PPG children achieving ARE in maths	73%
KS1 % of PPG children achieving ARE in RWM	79%
EYFS % of PPG children achieving GLD	56%



Yearly comparison (2014-2015) Level descriptors (level 2,3,4,5)

Performance Analysis of PPG children at the end of KS1 (Academy % then gap between PPG pupils against national others)				
	RWM	Reading	Writing	Maths
2015 L2+		92 (-1)	83 (-8)	92 (-3)
2014 L2+		82 (-10)	73 (-16)	82 (-12)
2015 L3+		50 (+13)	25 (+4)	42 (+12)
2014 L3+		18 (-17)	0 (-19)	0 (-28)

Narrowing the gap APS between disadvantaged and other children in KS1				
	RWM	Reading	Writing	Maths
2015/16	+/-	+/-	+/-	+/-
2014/15	16.3 (-0.3)	17.0 (-0.1)	15.0 (-0.8)	16.8 (-0.1)
2013/14	14..1 (-2.3)	15.4 (-1.6)	13.0 (-2.6)	13.9 (-2.8)
2012/13	13.2 (-3.1)	13.7 (-3.1)	12.3 (-3.2)	13.5 (-3.0)

Performance Analysis of PPG children at the end of KS2 (Academy % then gap between PPG pupils against national others)				
	RWM	Reading	Writing	Maths
2015 L4+	82 (-3)	88 (-4)	88 (-2)	94 (+4)
2014 L4+	91 (+8)	91 (-1)	91 (+2)	100 (+10)
2015 L5+	35 (+6)	55 (-2)	35 (-7)	47 (-1)
2015 L5+	18 (-11)	36 (-20)	45 (+6)	64 (+16)

Narrowing the gap APS between disadvantaged and other children in KS2				
	RWM	Reading	Writing	Maths
2015/16	+/-	+/-	+/-	+/-
2014/15	29.6 (+0.1)	29.1 (-0.5)	28.4 (-0.5)	30.5 (+0.7)
2013/14	30.4 (+1.0)	28.6 (-1.1)	29.2 (+0.6)	31.9 (+2.1)
2012/13	25.0 (-4.1)	23.4 (-5.8)	25.0 (-3.3)	25.7 (-3.8)



2015 – 2016 Other Supporting Evidence of Impact

The appointment of an education support officer has provided support and mentoring for vulnerable and disadvantaged children. As a result persistent absence dropped to 2% in 2015.

The addition of an extra teacher to support interventions and small group teaching:

In KS1, while no national averages have been published at current time, PP children attained %ARE+ in line with NPP children in reading and maths, and attained slightly higher in writing. 73% of the PP children met the standard in Reading, Writing and Maths.

In KS2 the percentage reaching of PP achieving ARE was above the national in maths, reading, writing, Grammar overall.

Implications for Pupil Premium Spend in 2016/2017

Will be finalised once national data is published in the Raise on Line document in autumn 2016