

# Pupil Premium Strategy Statement – Review of Expenditure 2018-2019

Previous Academic Year				
		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 1 in all areas is in line with or closing the gap to national other pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures.</p>	<p>Additional class added to the academy in order to create pure year groups and smaller classes.</p>	<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS2 in all areas increased in 2019, reducing the gap to national non –disadvantaged pupils. In reading the % of disadvantaged pupils achieving the national standard was greater than the national non-disadvantaged pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS1 in all areas increased in 2019, reducing the gap to national non-disadvantaged pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of KS2 increased in reading only in 2019. At the end of KS1 no Disadvantaged pupils achieved the greater depth standard in any areas.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage who achieved GLD in reading was broadly in line with non-Disadvantaged pupils at Croxby and with national non-disadvantaged pupils, however in the area of speaking, the percentage of disadvantaged pupils who achieved national was below the non-disadvantaged figure at Croxby and the national figure for non-disadvantaged pupils.</p>	<p>On the whole this approach appears to be contributing to the closing of the gap between disadvantaged pupils and non – disadvantaged pupils at Croxby and to the national figures and therefore the use of pure year groups and smaller classes will continue in 2019 -2020.</p>	
<p>D. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures.</p>	<p>Disadvantaged and ‘JAM’ (Just About Managing) pupils will receive additional ‘In the moment’ planning sessions in order to support their progress and learning.</p>	<p>The percentage of Disadvantaged pupils in Foundation Stage who achieved GLD in reading was broadly in line with non-Disadvantaged pupils at Croxby and with national non-disadvantaged pupils, however in the area of speaking, the percentage of disadvantaged pupils who achieved national was below the non-disadvantaged figure at Croxby and the national figure for non-disadvantaged pupils.</p>	<p>This approach appears to have been more successful in the area of reading rather than speaking and so the academy will consider other approaches to try to reduce the gap in speaking.</p>	

<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 1 in all areas is in line with or closing the gap to national other pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures.</p>	<p>Develop the curriculum to engage all learners, develop their metacognition, problem solving skills, independence and resilience.</p>	<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS2 in all areas increased in 2019, reducing the gap to national non –disadvantaged pupils. In reading the % of disadvantaged pupils achieving the national standard was greater than the national non-disadvantaged pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS1 in all areas increased in 2019, reducing the gap to national non-disadvantaged pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of KS2 increased in reading only in 2019. At the end of KS1 no Disadvantaged pupils achieved the greater depth standard in any areas.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage who achieved GLD in reading was broadly in line with non-Disadvantaged pupils at Croxby and with national non-disadvantaged pupils, however in the area of speaking, the percentage of disadvantaged pupils who achieved national was below the non-disadvantaged figure at Croxby and the national figure for non-disadvantaged pupils.</p>	<p>The academy has built on and refined its approach to Maths, Writing and Reading by continuing to provide opportunities for pupils to mark their work and identify their next steps at the appropriate level as well as increasing pupil's access to problem solving tasks.</p> <p>It has also continued to develop its approach to the curriculum this year by developing the 'Croxby Way' and changing the manner in which theme lessons are delivered. This has included an increased focus on acquisition of knowledge and increasing vocabulary before applying this to develop skills.</p> <p>Next year the academy will continue to refine these approaches as well as developing their use of metacognition, led by one of the academy's assistant head teachers.</p> <p>These approaches appear to be having a positive impact on raising the attainment for all, including closing the gap between the disadvantage and non-disadvantaged pupils at the academy and will continue next year.</p>	
<p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 1 in all areas is in line with or closing the gap to national other pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures.</p>	<p>All additional adults in academy to 'flood' Key Stage 1 and Foundation Stage to enable small group, daily approach to reading and phonics.</p>	<p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS1 in all areas increased in 2019, reducing the gap to national non-disadvantaged pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of KS2 increased in reading only in 2019. At the end of KS1 no Disadvantaged pupils achieved the greater depth standard in any areas.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage who achieved GLD in reading was broadly in line with non-Disadvantaged pupils at Croxby and with national non-disadvantaged pupils, however in the area of speaking, the percentage of disadvantaged pupils who achieved national was below the non-disadvantaged figure at Croxby and the national figure for non-disadvantaged pupils.</p>	<p>This approach appears to have had some impact on developing pupil's fluency in reading and thus raising the percentage of pupils achieving the national standard and GLD in reading.</p> <p>During the year the academy has also introduced a new approach to reading called 'Book Talk', which has helped to improve comprehension skills.</p> <p>The academy will develop and continue with these approaches next year.</p>	
<p><b>ii. Targeted support</b></p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 1 in all areas is in line with or closing the gap to national other pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures.</p>	<p>Intervention groups to be developed further and offered to more children, including all Disadvantaged pupils.</p> <p>All TAs to be used for specific small groups and individuals throughout the day.</p>	<p>A. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS2 in all areas increased in 2019, reducing the gap to national non –disadvantaged pupils. In reading the % of disadvantaged pupils achieving the national standard was greater than the national non-disadvantaged pupils.</p> <p>B. The percentage of Disadvantaged pupils achieving the expected standard at the end of KS1 in all areas increased in 2019, reducing the gap to national non-disadvantaged pupils.</p> <p>C. The percentage of Disadvantaged pupils achieving the greater depth standard at the end of KS2 increased in reading only in 2019. At the end of KS1 no Disadvantaged pupils achieved the greater depth standard in any areas.</p> <p>D. The percentage of Disadvantaged pupils in Foundation Stage who achieved GLD in reading was broadly in line with non-Disadvantaged pupils at Croxby and with national non-disadvantaged pupils, however in the area of speaking, the percentage of disadvantaged pupils who achieved national was below the non-disadvantaged figure at Croxby and the national figure for non-disadvantaged pupils.</p>	<p>The academy developed the use of Effect Size data this year to measure progress in maths for all pupils and those accessing pre-teach intervention groups. The majority of disadvantaged pupils in the academy accessed these groups at some point during the academy year.</p> <p>This data showed that out of a possible 82 areas across the academy, 60% of disadvantaged pupils achieved an equal to or above effect size than the non-disadvantaged pupils.</p> <p>The effect sizes for all pupils who attended the pre-teach interventions showed that 82% were equal to or above those that didn't.</p> <p>This suggests that overall the pre-teach interventions have had a positive impact on whole academy maths effect sizes and progress, however the picture for disadvantaged pupils achieving the same as their peers was not as positive.</p> <p>The academy will continue with the pre-teach interventions for maths and ensure that all disadvantaged pupils are accessing these sessions as appropriate.</p>	

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>E. Attendance rates for Disadvantaged pupils to be at least at 95% and in line with non-Disadvantaged pupils.</p>	<p>An Attendance Officer has been employed full time to analyse and monitor the academy's attendance data in order to produce information for the Academy's SLT.</p>	<ul style="list-style-type: none"> <li>The attendance rate for disadvantaged pupils was 94.8% and for non-disadvantaged pupils it was 97.1%, which means that the intended outcome was not achieved.</li> <li>It should however be noted that the figure for disadvantaged pupils rose slightly from 94.6% at the end of the previous academic year and the attendance of non-disadvantaged pupils rose from 96.5%.</li> </ul>	<p>Although the intended outcome was not achieved the attendance officer will continue to be in place and monitor the attendance data.</p> <p>Increased engagement by members of SLT with vulnerable families on the academy gates will also continue to try to support an increase in attendance.</p>	

<p>F. All Disadvantaged pupils have access to additional first-hand experiences in academy and any financial barriers which may prevent them from accessing any activities will be removed.</p>	<p>Reduce financial barriers which will enable Disadvantaged pupils to access experiences outside of the classroom to support their learning. These may include the following;</p> <p>Y6 Residential Visit Academy Visits Big Sing Music Tuition Change 4 Life After Academy Clubs from other providers.</p> <p>The academy's Sports Officer will deliver additional weekly sessions for Disadvantaged pupils in Key Stage 2 which will enable them to try new activities which they may not have had exposure to before.</p> <p>All pupils in academy will receive sessions run by NAPA (Northern Academy of Performing Arts) which will include being part of a performance for the academy and parents.</p> <p>We will extend these experiences to our JAM (Just About Managing) families as well in order to provide them with enrichment activities that they may not otherwise experience.</p>	<p>Increased confidence for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• 70% of Disadvantaged pupils in Year 6 held a position of responsibility in the academy last year. 67% of Disadvantaged pupils attended at least one after academy activity club during the year.</li> <li>• 33% of Disadvantaged pupils accessed some kind of enrichment activity outside of academy, additional to the usual academy trips (Judo, Hull Collegiate event, Able writers event, sailing etc.) arranged for all pupils.</li> <li>• 100% of Disadvantaged pupils asked about their enrichment experiences were positive.</li> <li>• 100% of Disadvantaged pupils were able to identify how the enrichment activity they attended gave them positive benefits such as increased confidence.</li> </ul>	<p>We continue to believe that offering experiences to all pupils (including Disadvantaged pupils) helps to develop the whole child by widening their experiences and increasing their confidence and impacting positively on their learning. We will continue to offer as many enrichment activities as we can to include as many pupils as possible.</p>	
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## Pupil Premium End of Year Data 2018-2019

Foundation Stage pupils achieving GLD (Good Level of Development): 60%

Year 1 pupils passing their end of year Phonics Screening: 86%

Key Stage 1:

	Expected Standard	Greater Depth
Writing	56%	0
Reading	56%	0
Maths	44%	0

Key Stage 2:

	Expected Standard	Greater Depth
Writing	70%	10%
Reading	70%	20%
Maths	70%	30%
GPS	70%	20%
W/R/M Combined	60%	10%