

Pupil Premium Statement 2018-19



Aim

Children who qualify for pupil premium grant at Ark Franklin Primary Academy achieve at least as well as their non-disadvantaged peers and in line with or exceed national outcomes. We are committed to accelerating the progress of all our vulnerable pupils.

Principles

At Ark Franklin Primary Academy:

- We ensure that teaching and learning opportunities meet the needs of all our pupils
- That appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- We recognise that in making provision for disadvantaged pupils, that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children receiving PPG to exceed age-related expectations.
- We will publish information annually on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap', for disadvantaged pupils.

Impact Statement 2017-18

	Franklin pupils eligible for PPG				National average for ALL pupils			
	Progress Score	% ARE	% ARE+	Average Scaled Score	Progress Score	% ARE	% ARE+	Average Scaled Score
RWM	-	54%	7%	-	-	64%	9%	-
Reading	-1.12	57%	14%	101.2	0.31	75%	28%	106
Writing	-0.06	64%	7%	-	0.24	78%	20%	-
Mathematics	0.54	68%	14%	102	0.28	75%	24%	105

- At the end of KS2 PP pupils make greater progress than non-PP peers nationally in mathematics, but not in reading or writing and attainment-wise are 10% behind their peers on the combined measure of RWM at 54% versus 64%, and 2% behind at the higher standard with 7% versus 9%; though there was a 30% rise from baseline data over the academic year and progress for low and high prior attainers in the PP cohort is well above that of their non-PP peers.
- In KS1 children eligible for PP are making the same progress as their non-disadvantaged peers at Franklin; attainment-wise they are in line with their peers and ahead of national in phonics outcomes, but there is a 23% difference in outcomes in the combined RWM measure at the end of KS1, putting KS1 PP pupils 9% behind their peers nationally (based on the 2017 national RWM 65% outcome).
- Across Franklin in 2017-18 there is a whole school difference in attainment between PP pupils and their peers of 25%, it is evident in all year groups, except year 1; this will be addressed as a matter of urgency in 2018-19 (AIP 4.1)
- Children receiving small group interventions and attending booster classes made accelerated progress in literacy and maths, resulting in higher attainment outcomes.
- Sixteen disadvantaged children and their families benefitted from free full time places in the nursery, thirteen of these children entered Reception on track for a GLD.
- Six children and their families eligible for PP have benefitted from accessing The Corner House, resulting in better engagement with school, improved attendance and outcomes; feedback has been very positive.
- There has been a reduction in the number of persistently absent PP pupils from 17.2% in 2015-16 to 10.3% in 2017-18 and in persistent lateness from 8.7% to 4.2% in the same timeframe, that is, from 28 PP pupils to 5. However, these figures are slightly up on last year and the five children involved will be closely monitored and supported in 2018-19.
- Subsidised breakfast and after school clubs are resulting in additional opportunities for social and cultural enrichment and higher attendance.
- A focus on developing a knowledge and vocabulary-rich curriculum in 2017-18 underwritten by excursions and experiences to build cultural capital has led to increased pupil engagement, this will be further developed in 2018-19.

Pupil Premium Action Plan 2018-19

Number of Pupils and Pupil Premium Grant Allocation (based on January 2018 census)	
Total number of pupils on roll (R-6)	559
Total number of pupils eligible for PPG (R-6)	137
Amount of PPG received per pupil	£1320
Total PPG received	£180 840
LAC/Post LAC Pupils funding	£13 800
EYFS PPG	£300
Total	£194 940

Strategy

Franklin's approach to tackling educational disadvantage is a long term one moving away from an intervention culture, grounded in research evidence, national best practice and the evaluation of previous strategies, it primarily focuses on maximising access to high quality inclusive teaching from the earliest years, underwritten by a broad and rich curriculum and the highest expectations for all. For if intervention becomes necessary, it means an opportunity has already been missed: every lesson counts at Franklin.

Our current strategy has three key components:

- quality first teaching underwritten by high quality staff training and support, *'for the quality of an education system cannot exceed the quality of its teachers,'* McKinsey (2007);
- a knowledge and vocabulary-rich curriculum offer which addresses the acknowledged need to build up a store of cultural capital;
- and early identification and support.

At Franklin we invest in cultural, social and emotional capital to afford all our pupils, and most especially our disadvantaged pupils, real equity and equality of opportunity.

Strategy/Evidence base	Approach	Impact Criteria Monitored Termly
<p>Quality First Teaching</p> <p>McKinsey 2007 <i>'the quality of an education system cannot exceed the quality of its teaching.'</i></p> <p>EEF recognised as the key to improved outcomes</p>	<p>Our coaching model (ILT) delivers bespoke training for teachers, including co-planning and co-teaching, leading to significant improvements in the quality of teaching over time and feeding into weekly CPD sessions for both co-teachers and teachers, supporting the development of our curriculum offer.</p>	<p>% of PP pupils reaching expected standard in comparison to other pupils nationally.</p> <p>Attainment and progress of PPG pupils across Franklin in comparison to their non-PP peers.</p>

<p>In 2016-17 we focused on co-teacher interventions and found little impact. So, in 2017-18, we hired a PE teacher allowing teachers to run their own interventions for individuals and groups during this time, but outcomes were not as hoped, intervention time is not the moment to cure all ills, every lesson counts. Therefore, in 2018-19, our focus is on quality-first teaching and the delivery of our comprehensive curriculum offer.</p>	<p>Our commitment to peer observation cultivates our collegiate culture, promoting the sharing of best practice and the development of all staff.</p> <p>All PP pupils are well-known to teachers and co-teachers and are scaffolded and challenged within lessons to enable them to reach their potential, BAREs are a special focus.</p> <p>Three teachers are on the NPQML and one on the LP course to further develop our capacity and ability to support consistent quality-first teaching across Franklin.</p> <p>Subject leads also attend subject-specific CPD eg FG off to STEM centre @ York; RS to Historical and Geographical Society courses; NB to PSHE/SRE training.</p> <p>DHT on Ark LEAD program and Head taking coaching qualification.</p>	<p>Quality of teaching is 100% Good+</p> <p>An enriched and nurturing learning experience builds cultural and emotional capital.</p> <p>Parents are informed and supported to help their children reach their full potential.</p> <p>Reduction in 2017-18 10.3% PA for PPG pupils to be in line with their non-PP peers.</p>
<p>Early identification and support</p> <p>Research-led: EEF, Hart & Risley, Sure Start, Project Headstart...see further research evidence below..</p>	<p>Free nursery places: currently 7, in 2017-18 there were 16 children in the nursery on free 30 hour places funded by Franklin, 13 of them went up to Reception on track for a GLD (nursery provision is outstanding).</p> <p>Early entry to nursery for our most disadvantaged children: we identify families via home visits, as with our free places, and invite to join us aged two, currently there is one child, another will join in spring.</p> <p>Admissions policy changed to guarantee nursery disadvantaged children a place in Franklin's Reception and in 2020, Reception admissions will have an increased catchment area for local disadvantaged pupils.</p> <p>Additional teacher in EYFS 0.6, split between Reception and nursery with a focus on early language acquisition and increasing the ratio of child to adult-led talk (daily use of Early Talk Boost & Tales Toolkit).</p> <p>Therapeutic offer to support the development of social and emotional well-being: three onsite therapists; all co-teachers trained in LEGOtherapy; 20 pupils accessing the services of the West London Zone; 12 peer mediators trained through the CPS working daily with their peers.</p>	<p>Reduction in 2017-18 4.2% PL for PPG pupils to be in line with their non-PP peers.</p>
<p>Curriculum offer</p>	<p>Intent: broad and balanced curriculum built on substantive knowledge and rich in vocabulary, aiming to afford our children real equity and equality of</p>	

<p>Research-driven: Hart & Risley 1995- 30m word gap between disadvantaged and non-disadvantaged by age four;</p> <p>Marchmen et al 2008 vocab size at 25mths accounts for linguistic/cognitive skills at 8yrs;</p> <p>Law et al 2009 – British cohort study: vocab size at 5 yrs, tracked into their 30s: early low vocab correlated with poor reader, higher unemployment & higher mental health issues in their thirties;</p> <p>DfE 2010: top 25% have 7100 words at aged 7, while bottom 25% have 3000;</p> <p>Feinstein 2003 low SES vs high SES findings;</p> <p>Becks et al 3 tier word tree: everyday, academic, subject-specific;</p> <p>Reading comprehension is limited by knowledge and vocabulary available in LTM (Sweller et al 2011; Sherrington 2018);</p> <p>Skills are the application of said knowledge; Freedom to lead 2014</p>	<p>opportunity. The integrity of individual disciplines, such as geography and history are retained, allowing for, and requiring, the explicit teaching of subject content and subject-specific vocabulary.</p> <p>Implementation: the delivery of the curriculum is based on our knowledge of how children (we) learn, every lesson uses revisit/review to embed prior learning and make explicit links with new; misconceptions/errors therefore are utilised as the platform for new learning. Questions and talking partners are used to scaffold and challenge, while teachers are encouraged to ‘chunk’ lessons to allow new learning to be revisited and reinforced. Enquiry questions are the golden thread running through history and geography lessons, encouraging and allowing for the embedding and ultimately the application of learned knowledge; for we recognise that it is through cumulative progression and review that real knowledge and understanding are begat and any gaps are identified and remedied. Our talk for writing model in English recognises and accommodates our understanding that high-quality talk leads to high quality writing.</p> <p>Impact: The impact of our curriculum offer will be seen over time, meanwhile books document the application of learned knowledge via enquiry questions and review quizzes and teachers are beginning to be rigorous in checking for understanding and knowledge across disciplines; there is a clear shift from activity-focused content towards substantive knowledge-laden lessons, underwritten by our library of knowledge organisers.</p>	
<p>Cultural Capital</p> <p>ED Hirsch 2016 Reading comprehension is limited by knowledge and vocabulary avail in LTM, ‘<i>knowledge begats knowledge.</i>’</p>	<p>Our offer includes outdoor learning, Spanish from N-Y6 and music for all, as well as over 30 after school enrichment clubs (disadvantaged children are given free places).</p> <p>Educational visits are embedded in our curriculum to afford all children the opportunity to bring learning to life. Meanwhile onsite adventure days linked to our history and/or geography curriculum are a feature this year, each year three class have spent a day immersed in the Stone Age.</p> <p>Parent workshops in Y5/6 each year bring the workplace alive: Everest mountaineers, bakers, artists, authors, newspaper editors, museum curators and music editors have been some of our visitors.</p>	

	<p>We have built our own science lab to accommodate our investigative approach and our new library was opened by David Walliams in the spring with a collection of books to rival any public library. Currently we are fundraising to build an art studio to further enhance our children's learning experience.</p> <p>Our school council play an active part in school life and are democratically elected each September.</p>	
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