

Pupil Premium Statement 2019-20



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 and equipping them for a successful life beyond Franklin.
- 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 2018-19

	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	-	86%	11%	-	-	65%	11%	-
Reading	0.78	89%	29%	106.3	0.03	73%	27%	104.4
Writing	0.30	86%	25%	-	0.03	78%	20%	-
Mathematics	1.56	93%	32%	107.7	0.03	79%	27%	105.0

- At the end of KS2 in 2019 PP pupils made greater progress than their non-PP peers at Franklin and nationally in all areas, in mathematics their progress score put them in the top 1% of performers nationally. Attainment-wise, on the combined measure of reading, writing and mathematics, Franklin's PP cohort were 21% ahead of national outcomes for ALL pupils with a combined measure of 86% and equalled national outcomes for all at greater depth with 11%, while their average scaled scores in reading and mathematics were 1.9 and 2.7 above national outcomes.
- In KS1 children eligible for PP are performing a little below their cohort at Franklin attainment-wise: -6% in reading, -13% in writing and -7% in mathematics, this will be addressed in 2019-20; nationally however, they are ahead of the average for ALL peers in reading by +8%, -2% in writing and +7% in mathematics.
- Children receiving small group interventions made accelerated progress in reading resulting in higher attainment outcomes.
- Seven disadvantaged children and their families benefitted from free full-time places in the nursery, six of these children entered Reception on track for a GLD.
- There has been a reduction in the number of persistently absent PP pupils year-on-year, from 17.2% in 2015-16 to 6.9% in 2018-19 and persistent lateness has been eradicated.
- 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 underwritten by excursions and experiences to build cultural capital has led to increased pupil engagement and rising attainment, this will be further embedded in 2019-20.

Pupil Premium Action Plan 2019-20

Number of Pupils and Pupil Premium Grant Allocation (based on January 2019 census)	
Total number of pupils on roll (R-6)	575
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

Current Strategy

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.

Our current strategy is rooted in a knowledge of key research findings and our own evaluation of the efficacy of previous strategies, it has three key components:

- quality first inclusive 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.

We view an achievement gap as a provision gap, if intervention becomes necessary, it means an opportunity has already been missed: every lesson counts at Franklin: carpe diem.

Strategy/Evidence base	Approach	Impact Criteria Monitored Termly
<p>Quality First Inclusive 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>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 was on quality-first inclusive teaching and the delivery of our comprehensive curriculum offer, outcomes support our approach and we will continue to embed it in 2019-20.</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>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 (Below Age Related Expectations) are a special focus.</p> <p>One teacher is on the coaching for impact training led by Ark in 2019-20, while all coaches have attended Ark's Great Teacher Rubric training to further develop our capacity and ability to support consistent quality-first inclusive teaching across Franklin.</p> <p>Subject leads also attend subject-specific CPD eg our science lead attended the STEM centre @ the University of York and our geography/history lead attended courses at the Historical and Geographical Societies; while the PSHE lead went on RSE training.</p> <p>Franklin's DHT completed Ark's LEAD program and was a key player in the development of Ark's curriculum offer, while also leading on the development of Franklin's; the Headteacher completed a professional coaching qualification and contributed a chapter to Roy Blatchford's book, The Primary Curriculum Leader's Handbook, in 2019.</p>	<p>% of PP pupils reaching expected standard is greater than or at least equal to other pupils nationally.</p> <p>Attainment and progress of PP pupils across Franklin in comparison to or exceeding their non-PP peers.</p> <p>Quality of teaching is 100% Good+</p> <p>An enriched and nurturing learning experience builds cultural and emotional capital, as evidenced in pupil questionnaires, well-being surveys and school council feedback.</p> <p>Parents are informed and supported to help their children reach their full potential, as evidenced in positive feedback from parent questionnaires.</p> <p>Continued reduction in 2019-20 of 6.9% PA for PP pupils to be in line with their non-PP peers' 2.8%.</p>
<p>Early identification and support</p> <p>Research-informed: EEF, Hart & Risley, Sure Start, Project Headstart...see further research evidence below..</p>	<p>Free nursery places: 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); in 2018-19 there were seven and six went up on track for a GLD; in 2019-20 we have eight children on subsidised full-time places.</p>	<p>Continuation in 2019-20 of 0% PL for PP pupils in 2018-19, down from 4.3% in 2017-18.</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.</p> <p>Our admissions policy was amended in 2019 following consultation, to guarantee disadvantaged nursery children a place in Franklin’s Reception, and in 2020, Reception admissions will have double the catchment area prioritising local disadvantaged pupils.</p> <p>An additional part time teacher in the nursery, with a focus on early language acquisition and increasing the ratio of child to adult-led talk (daily use of Early Talk Boost & Talking Tales Toolkit).</p> <p>Therapeutic offer to support the development of social and emotional well-being: two onsite therapists (0.4); co-teachers trained in LEGOtherapy and Talking and Drawing; 20 pupils and their families accessing the services of the West London Zone year round; 12 peer mediators trained through the CPS working daily with their peers; the services of a private educational psychologist to speed up identification of need and thus access to support.</p> <p>We run a plethora of parent workshops to enable families to support their children’s learning, in 2019-20 these will include, phonics, mathematics, transition to secondary school and from KS1 to KS2, Early Excellence, computing (including esafety) and reading.</p>	
<p>Curriculum offer</p> <p>Research-informed:</p> <p>Hirsch ED 2009 <i>‘Breadth of knowledge is the single factor in a school’s control that contributes most to academic achievement.’</i></p> <p>Hart & Risley 1995- 30m word gap between disadvantaged and non-disadvantaged by age four;</p>	<p>Intent: broad and balanced curriculum rooted in substantive knowledge, rich in vocabulary and with much opportunity for developing pupils’ cultural capital via discussion, debate, the exploration of ideas, excursions and experiences, aiming to afford our children real equity and equality of 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.</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, cognitive load theory (Sweller et al 2011; Sherrington 2018);</p> <p>Skills are the application of said knowledge; Freedom to lead 2014</p>	<p>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.</p> <p>Enquiry questions are the golden thread running through history 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.</p> <p>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 for history, geography and science.</p>	
<p>Cultural Capital</p> <p>ED Hirsch 2016 Reading comprehension is limited by knowledge and vocabulary avail in LTM, <i>‘knowledge begets 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 allocated free places). In 2019-20 we also started a weekly lunch time reading club for Y5/6 which has over 30 members, by popular demand a Y3/4 club will start in spring 2020.</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, for example year three classes have spent a day immersed in the Stone Age.</p> <p>We actively seek additional cultural experiences and were very fortunate to be offered reduced price tickets to the National Theatre’s production of War</p>	

	<p>Horse in autumn 2019, 30 children from year six enjoyed this wonderful experience, which was opened by the author himself, Michael Morpurgo.</p> <p>Parent-led careers workshops in Y5/6 bring the workplace alive and feed our pupil's aspirations: an Everest mountaineer, a baker, an artist, author, newspaper editor, museum curator and music editor have been some of the visitors who offer the pupils a glimpse into their professions and the journeys they have taken to success.</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 of 2019 with a collection of books to rival any public library; we built a miniature version as a picture book library for EYFS. Currently we are fundraising to build an art studio, for we believe that <i>"art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design,"</i> dedicated space will further enable this and 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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