

Pupil premium statement

Last updated on: 30th August 2019

A funding agreement exists between the Department for Education and Paradigm Trust, which sets out the framework for the operation of Culloden Primary Academy. Under that funding agreement, Paradigm Trust is required to publish in each financial year information in relation to:

- the amount of pupil premium allocation that Culloden Primary Academy will receive during the financial year.
- on what it intends to spend the pupil premium allocation.
- on what it spent its pupil premium in the previous financial year.
- the impact on educational attainment, arising from expenditure of the previous financial year's pupil premium.

Context

The main barriers to educational achievement faced by disadvantaged pupils in Culloden Primary academy are:

- socio-economic deprivation; the academy serves a highly deprived area, with average incomes of families being exceptionally low and a high proportion of repeat inter generational unemployment
- 61% of pupils speak English as an additional language

Current year - September 2019 to end August 2020

Culloden Primary Academy expects to receive £364,320 in pupil premium for the period September 2019 to end March 2020. The allocation for April 2020 to end August 2020 has yet to be confirmed. The school plans to spend this, or has already spent this, as follows:

[NB where the chosen services/spend benefit all pupils, the funding contribution has been pro-rated to reflect the proportion of pupil premium students within the

target population. Salary costs have been pro-rated to 7/12 to reflect cost to the end of March.

- £30,000 to provide resources, training, development days and the leadership and management of synthetic phonics across EYFS and KS1. To enable a greater proportion of pupils to attain the expected reading standard at the end of EYFS, Y1 and KS1.
- £20,000 on one to one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in synthetic phonics. To increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1.
- £30,000 to provide resources, training, development days, and the leadership and management of mathematics mastery (a highly structured mathematics scheme of work influenced by best practice from Singapore) across Y1-Y6. To enable a greater proportion of pupils to reach the expected and greater depth standard at the end of KS1 and KS2.
- £30,000 to enable all pupils to participate in educational visits, regardless of socio economic need and income, as the visits constitute a key stimulus for developing writing, speaking and listening skills and reading attainment.
- £27,000 to provide specialist speech and language therapy as an intervention for pupils with SEND and are disadvantaged.
- £6,000 to provide additional educational psychologist sessions for pupils with SEND and are disadvantaged.
- £25,000 to fund additional learning sessions for; nursery and reception pupils in August 2020, Y2 and Y6 pupils in April 2020 and Y6 Saturday school sessions from January 2020. To enable a greater proportion of pupils in YR to attain the GLD and in Y2 and Y6 a greater proportion of pupils attain the expected standard in reading, writing and mathematics combined.

- £9,000 to enable all pupils in Y4, Y5 and Y6 to attend their residential educational visit regardless of family income, as the visits constitute a key stimulus for the PSHE curriculum and develops pupils writing, speaking and listening skills and reading attainment.
- £24,000 to increase parent/carer involvement through the funding of a home school support worker, attendance adviser and other staff members, to ensure persistent absence is below the national average by the end of 2019/20.
- £48,000 to fund two learning mentors to work with vulnerable pupils with low attendance to increase their resilience and participation and attendance at school.
- £25,000 to provide an extended schools provision that enables all pupils to participate in a range of additional rich learning activities and support vulnerable families outside of normal school hours.
- £5000 to subscribe to 'Magic Breakfast' a charity that provides resources, training and support for our breakfast club, increasing capacity and our offer to pupils from vulnerable families.

Previous year - September 2018 to end August 2019

Culloden Primary academy received £328,680 in pupil premium for the period September 2018 to end August 2019. Spending allocations are shown below, together with a brief overview of impact on educational attainment. Further details are available on request.

<i>Amount/on what</i>	<i>Impact</i>
£45,680 on resources, training and the management of synthetic phonics in FS / KS1 and LKS2.	80% of all pupils reached the GLD (APS 41.2) by the end of YR and 76% of disadvantaged pupils with an APS of 40.7 There was an increase from 2017-18 in the proportion of pupils passing the Y1 phonics check 87% and 75% of disadvantaged pupils reaching the expected standard in reading at the end of KS1.
£25,000 on resources and training in mathematics mastery (a highly structured mathematics scheme of work influenced by best practice from Singapore).	The proportion of disadvantaged pupils that reached the expected and greater depth standard in mathematics at the end of KS2, 95% and 38% respectively compared to other pupils nationally. The Maths progress for disadvantaged pupils of +2.2 also above the national average.
£25,000 on one to one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in synthetic phonics. To increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1	80% of all pupils reached the GLD (APS 41.2) by the end of YR and 76% of disadvantaged pupils with an APS of 40.7 There was an increase from 2017-18 in the proportion of pupils passing the Y1 phonics check 87% and 75% of disadvantaged pupils reaching the expected standard in reading at the end of KS1.
£20,000 to enable all pupils to participate in educational visits / visitors, regardless of family incomes (the visits / visitors constitute a key	The proportion of disadvantaged pupils 76%, and 27% that reached the expected and greater depth standard in writing at KS2, increased from 2017-18, and is above the most recent national average for the

stimulus for writing, reading and speaking and listening).	greater depth standard.
£18,000 to enable all pupils in Y4, Y5 and Y6 to attend their residential educational visit, regardless of family incomes (the residential visit constitutes a key stimulus for writing, speaking and listening)	All pupils attended the Y6 and Y5 residential with 85% of pupils attending the Y4 residential. The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard. The proportion of disadvantaged pupils that reached the expected and greater depth standard in mathematics at the end of KS2, 95% and 38% respectively compared to other pupils nationally. The Maths progress for disadvantaged pupils of +2.2 also above the national average.
£20,000 to fund Saturday morning lessons in the spring and summer term for Y6 pupils.	The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard. The proportion of disadvantaged pupils that reached the expected and greater depth standard in mathematics at the end of KS2, 95% and 38% respectively compared to other pupils nationally. The Maths progress for disadvantaged pupils of +2.2 also above the national average.
£58,000 to fund two learning mentors and 1 member of support staff to work	Caseload of 38 pupils across the year, of which 6 pupils were in Y6. 75% of the Y6 pupils achieved the expected standard in reading, writing and

with vulnerable pupils to increase their resilience and participation	mathematics combined.
£40,000 to increase parent/carer involvement through the work of the home school support worker, an attendance adviser and other staff members to cover home visits and parent/carer meetings.	Parental engagement in both the winter and summer fair was high. Parent view responses have also increased this year with 347 parents participating. Parent view currently shows that 98% of parents would recommend the school to another parent.
£8,000 to pay for staffing and subscription to 'Magic Breakfast' a charity that provides resources, training and support for our breakfast club, increasing capacity and our offer to pupils from vulnerable families.	The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard. Persistent absence 7.1% at the end of 2018-19 was below the national average.
£27,000 to provide specialist speech and language therapy as an intervention for pupils with SEND and are disadvantaged.	The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard.
£12,000 to provide additional educational psychologist sessions for pupils with SEND and are disadvantaged.	The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard.

<p>£30,000 to provide an extended schools provision that enables all pupils to participate in a range of additional rich learning activities and support vulnerable families outside of normal school hours.</p>	<p>The proportion of disadvantaged pupils who achieved the reading and writing expected and greater depth standard at the end of KS2 improved from 2017-18 and is above the most recent national average for the greater depth standard. The proportion of disadvantaged pupils that reached the expected and greater depth standard in mathematics at the end of KS2, 95% and 38% respectively compared to other pupils nationally. The Maths progress for disadvantaged pupils of +2.2 also above the national average.</p>
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