



Pupil Premium Standard for Year 2024/25

Our Vision

Jesus said 'I have come that they may have life in all its fullness'

John 10:10.

At Archbishop Cranmer we strive for life in all its fullness, for all our children, staff and school community.

It is our aim at Archbishop Cranmer Academy for our pupils to have a lifelong love of learning and to be confident, mature thinking, articulate individuals, with both a positive 'take care' attitude to work and a social 'take care' conscience: everything we do is of significance and part of our Christian mission

Pupil Premium funding represents a small proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

What is the Pupil Premium?

The Pupil Premium is additional funding given to publicly funded schools in England. The purpose of the funding is to raise the attainment and accelerate the progress of disadvantaged pupils and close the gap between them and their peers.

Pupil Premium funding is allocated to children from families who are currently known to be eligible for free school meals (FSM). It is also allocated to children who are looked after (LAC), children who have previously been looked after or children who have left local authority care on a special guardianship order or child arrangements order. A premium is also provided for children whose parents are serving in the armed forces. Pupil Premium funding has been extended to include funding for children who have been eligible for free school meals (FSM) or for children whose parents were serving in the armed forces at any point in the last 6 years (Ever 6).

Intent

- At Archbishop Cranmer, we organise teaching and learning in order to best meet the needs of all our children.
- We arrange appropriate provision for children from vulnerable groups and for those who may be socially disadvantaged, to ensure that their needs are accurately assessed and met.
- We aim to support children and families with the social, emotional and behavioural aspects of learning, and to overcome identified barriers to educational achievement such as gaps in non-negotiables and poor retention of curriculum knowledge and skills.

Objectives

- Pupil Premium Grant will be used to provide additional educational/emotional support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Service Pupil Premium

Pupils attract Service Pupil Premium if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve)
- they have been registered as a 'service child' on the January school census at any point since 2015
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

This is offered to provide mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Funding for Disadvantaged Pupils

Pupil premium per pupil

Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,480
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,570
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,570
Service children	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£340

Main Barriers to Educational Achievement at Archbishop Cranmer

- Poor retention of curriculum knowledge and skills
- Gaps in knowledge including non-negotiables
- Poor attendance
- Siblings with SEND or complex needs
- Recently separated families
- Reduced home support
- Limited opportunities to read outside of school with an adult
- Pupil self-esteem and self-confidence

Provision

Providing a culture of opportunity which aims to balance inequalities in the experiences of children from different backgrounds is fundamental in decision making when allocating funding. Examples of how funds are allocated include;

- Maths and English interventions
- Uniform purchase
- Educational visits and residential trips
- Musical tuition including purchase of instruments and cost of examinations
- Young Leaders
- Rewards and incentives
- Therapeutic support
- Additional swimming sessions

- Educational Visits
- Before and After-School Clubs and Extra Curricular Opportunities
- Booster Sessions
- Swimming Lessons
- Increased Teaching Partner Support to work with small groups, 1:1 and reduce class size
- Extra-curricular clubs (including resourcing)
- Specialist curriculum provision
- ELSA (Emotional Literacy Support Assistant)
- Focus Group 'Keep Up' interventions.

The impact of this is measured through pupil progress meetings, questionnaire feedback, progress and attainment monitoring and end of Key Stage results. Alongside this, we monitor pupil's individual provision and impact using individual pupil trackers and whole school tracking documents to measure the impact of spending.

Monitoring and Evaluation

Monitoring and evaluation of the progress of children in receipt of the Pupil Premium Grant fits within the teaching and learning cycle at Archbishop Cranmer. The Pupil Premium Lead, along with the Headteacher, regularly evaluate the impact of funded opportunities which ensures the accelerated progress and raised attainment of this vulnerable group is in line with their peers, in school and nationally. Alongside this, there is a shared understanding that fundamental to the progress of these children academically and their success is a need to ensure their emotional wellbeing, so they are ready to learn. Pupil Premium Provision Trackers are completed by teaching teams termly and analysed by the pupil premium lead. Termly pupil progress meetings include a specific focus on the progress made by the children made on the pupil premium register and the impact of specialised provision to ensure that effective allocation of resources including teacher time. The progress and attainment of the children eligible for Pupil Premium funding is reported at governors meetings.

Check list to ensure accurate provision is being made and recorded.

- All teachers know who their disadvantaged pupils are. Pupil Premium Lead to update registers and class lists for folders yearly and as required.
- On-going targeted interventions must be logged on Arbor.
 - Workspace
 - Interventions
 - Add new/ add data
- Focus Group must be logged in the child's book.
- Disadvantaged pupils Individual Tracker sheet to be updated annually by the Pupil Premium Lead.

The form is titled 'Monitoring and Evaluation of Pupil Premium Provision Tracker'. It includes a header with the school name 'Archbishop Cranmer Primary School' and the date '2024'. Below the header is a table with columns for 'Year', 'Pupil Premium Register', 'Interventions', 'Workspaces', and 'Other'. The table has 10 rows for recording data. At the bottom of the form is a section for 'Background information'.

Year	Pupil Premium Register	Interventions	Workspaces	Other

Background information

- Whole School Provision must be fully completed termly by class teachers.



Disadvantaged Pupil Provision

Whole School

All Key Ages can be funded this year for children entitled to FSM

Name		Y6	Y5	Y4	Y3	Y2	Y1	Y0	Y6	Y5	Y4	Y3	Y2	Y1	Y0	Y6	Y5	Y4	Y3	Y2	Y1	Y0
Whole school curriculum enrichment and enrichment opportunities 2022-23 Activities: Performance Choir/Chapel Family Theatre Company School Shop Gold Book Christian Value Points Integrity Award Reading Reward		Sports: Schoolwide Water Polo Training Rowing Club										Summer COVIDSH: Home Learning Packs										

- The Pupil Premium Lead to update Impact tracking termly. This will then be shared with staff to highlight which children require intervention or support to ensure they are in line with their non-disadvantaged peers.
- Ensure disadvantaged pupils are being supported and challenged in class.
- Input disadvantaged pupil's awards on Arbor.
 - Search the child
 - Conduct
 - Take Care – this has a drop down to Gold Book and Take Care Points
 - Christian Value – complete boxes
 - Integrity – complete boxes
- Input disadvantaged pupil's sanctions on Arbor.
 - Search the child
 - Behaviour – this is linked to generic behaviour (red or amber)
 - Incidents – add new and complete the fields.
- Business Manager and Pupil Premium Lead to ensure funding it current and up-to-date using the funding spread sheet.
- Pupil Premium Lead to complete yearly Pupil Premium Strategy and ensure it is online.
- Questionnaire to be completed yearly by disadvantaged pupils to ensure pupils are receiving the right support and aspirations amongst them are high.
- Information regarding the Pupil Premium Grant is to be shared with parents on Newsletters.

Pupil Voice

At Archbishop Cranmer, we value the opinions and experiences of all our pupils, including those eligible for Pupil Premium. We regularly seek feedback from disadvantaged pupils through questionnaires, focus groups, and one-to-one discussions. This feedback helps us to better understand their needs, aspirations, and any barriers they face in their learning. By listening to their voices, we can tailor interventions and support strategies more effectively, ensuring they feel included, empowered, and motivated to achieve their full potential.

Parent Engagement

We recognise the importance of engaging parents and carers in the education of disadvantaged pupils. At Archbishop Cranmer, we foster strong relationships with families by offering regular opportunities for communication and support. Parents are invited to attend progress meetings, where they can discuss their child's development and share insights into challenges and aspirations. To ensure accessibility, we provide newsletters, personalised letters, and digital updates about Pupil Premium initiatives, as well as questionnaires to gather parental feedback. By maintaining open communication and offering targeted support, we aim to strengthen the partnership between home and school, ultimately improving outcomes for disadvantaged pupils.

Governance and Accountability

Governors at Archbishop Cranmer C of E Academy play a critical role in ensuring the effective use of Pupil Premium funding. The Pupil Premium strategy is reviewed annually, outlining how funding is allocated, the rationale for interventions, and the impact on disadvantaged pupils' progress and attainment. The governors contribute to this process by assessing the outcomes and identifying areas for improvement, and ensure spending aligns with the school's vision and priorities. This ensures accountability and transparency in the use of funding to maximise its impact.

Outcomes

This standard plays an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards than would have been likely without it.

By using this funding wisely, we aim to fulfil our vision of ensuring all children experience 'life in all its fullness,' with equal opportunities to succeed academically, socially, and emotionally.