

Our Lady's Catholic Primary School, Camden Town

Impact of Pupil Premium Strategy 2018-19 updated 20.09.19

Pupil Premium funding is given to schools by central government to improve the achievement of disadvantaged pupils, diminishing the difference between the achievement of disadvantaged pupils and non-disadvantaged pupils nationally.

Percentage of disadvantaged pupils in each class 2018-19:

Reception – 57%
Year 1 – 72%
Year 2 – 52%
Year 3 – 67%
Year 4 – 69%
Year 5 – 67%
Year 6 – 63%
Whole School 64%
National -24%

How much Pupil Premium funding did we receive for the 2018-19 academic year?

£ Sept 2018 to March 2019 £90,440.00
£ April 2019 to August 2019 £70,100.00

£160,540.00 in total

How did we spend the funding?

Additional teacher support in Year 6 £22,934.00
Additional teacher support in Year 5 £22,934.00
Additional teacher support in Year 4 £22,934.00
Additional teacher support in Year 3 £22,934.00
Additional teacher support in Year 2 £22,934.00
Additional teacher support in Year 1 £22,934.00
Additional teacher support in Year R £22,934.00

Pupil Outcomes 2018/19

	Desired outcomes
A.	Improve oral language skills for pupils eligible for PP in Reception class and across KS1.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.
C.	Improve support to parents of Disadvantaged pupils who also have EAL to support their children with homework and home learning in order to improve attainment

Attainment of disadvantaged pupils throughout the school 2018/19 compared to their end of year targets.

	READING		WRITING		MATHS	
	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Reception 17 children Assessment tool: EExAT	Emerging 33% Expected + 67% Exceeding 7%	Emerging 29% Expected+ 71% Exceeding 7%	Emerging 39% Expected + 61% Exceeding 7%	Emerging 36% Expected + 64% Exceeding 7%	Emerging 33% Expected + 67% Exceeding7%	Emerging 21% Expected + 79% Exceeding7%

Expenditure 2018-19

Additional teacher support

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths

Impact

Disadvantaged pupils exceeded their end of year targets in maths and the majority of disadvantaged pupils met them in reading and writing.

	Final attainment	End of year target	Final attainment	End of year target	Final attainment	End of year target
Y1 21 children Assessment tool: The Fundamentals	ES+ 71% GDES 19%	ES+ 75 % GDES 15%	ES+ 57% GDES 10%	ES+ 60% GDES 10%	ES+ 62% GDES 14%	ES+ 65% GDES 15%

Actions to address desired outcomes:

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths

Impact

The majority of disadvantaged pupils have met their end of year targets and have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths

	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Y2 17 children Assessment tool: Interim Assessment Framework KS1	ES+ 56% GDES 13%	ES+ 54% GDES 15%	ES+ 53% GDES 6%	ES+ 54% GDES 8%	ES+ 65% GDES 12%	ES+ 62% GDES 15%

Actions to address desired outcomes:

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.

C. Regular workshops to support parents to help their children at home in reading, writing and maths.

Impact

The disadvantaged pupils have met their end of year targets in reading, writing and maths and have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y3	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
20 children Assessment tool: The Fundamentals	ES+ 65% GDES 15%	ES+ 56% GDES 13%	ES+ 65% GDES 15%	ES+ 56% GDES 13%	ES+ 67% GDES 19%	ES+ 56% GDES 13%

Actions to address desired outcomes:

- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
Children targeted for homework club.

Impact

Disadvantaged pupils have exceeded their end of year targets in reading and writing and in maths. Disadvantaged pupils have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y4	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
22 children Assessment tool: The Fundamentals	ES+ 59% GDES 18%	ES+ 68% GDES 14%	ES+ 68% GDES 9%	ES+ 64% % GDES 14%	ES+ 73% GDES 18%	ES+ 55% GDES 18%

Actions to address desired outcomes

- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
Children targeted for homework club.

Impact

The majority of disadvantaged pupils have met their end of year targets in reading and exceeded their end of year targets in writing and maths. Disadvantaged pupils have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y5	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
20 children Assessment tool: The Fundamentals	ES+ 60% GDES 20%	ES+ 61% GDES 17%	ES+ 55% GDES 10%	ES+ 67% GDES 11%	ES+ 70% GDES 10%	ES+ 67% GDES 11%

Actions to address desired outcomes

- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
Children targeted for homework club.

Impact

The majority of disadvantaged pupils have met their end of year targets in reading, writing and maths. Disadvantaged pupils have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y6	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
19 children Assessment tool: Interim Assessment Framework KS2	ES+ 58% GDES (HS) 32%	ES+ 71 % GDES(HS) 14%	ES+ 74% GDES (HS) 16%	ES+ 71% GDES (HS) 10%	ES+ 79% GDES (HS)26%	ES+ 71% GDES (HS) 19%

	National non disadvantaged 2018/19 ES+ % HS ?%		National non disadvantaged 2018/2019 ES+ 81% GDES ?%		National non disadvantaged 2018/19 ES+ 80% HS ?%	
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Actions to address desired outcomes

- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
Children targeted for homework club.

Impact

Disadvantaged pupils have met their end of year targets in writing and maths.

Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2019 compared to the progress of non-disadvantaged pupils nationally 2019

End of Y6 reading progress score for disadvantaged pupils 1.08

End of Y6 reading progress score for non-disadvantaged pupils nationally 0.3

In reading there was no significant difference between the progress of disadvantaged pupils at our school and the progress of non-disadvantaged pupils nationally

End of Y6 writing progress score for disadvantaged pupils 0.27

End of Y6 writing progress score for non-disadvantaged pupils nationally 0.2

In writing there was no significant difference between the progress of disadvantaged pupils at our school and the progress of non-disadvantaged pupils nationally

End of Y6 maths progress score for disadvantaged pupils 2.53

End of Y6 maths progress score for non-disadvantaged pupils nationally 0.3

In maths the progress of disadvantaged pupils at our school was above the progress of non-disadvantaged pupils nationally

Pupil Premium Strategy 2019-20

Pupil Premium funding is given to schools by central government to improve the achievement of disadvantaged pupils, diminishing the difference between the achievement of disadvantaged pupils and non-disadvantaged pupils nationally.

Percentage of disadvantaged pupils in each class 2019-20:

Reception –46%
Year 1 – 66%
Year 2 – 70%
Year 3 – 59%
Year 4 – 72%
Year 5 – 68%
Year 6 – 53%
Whole School 62%
National 24%

How much Pupil Premium funding will we receive for the 2019-20 academic year?

£98,140.00 Sept 2019 to March 2020 **Estimated**
£70,100.00 April 2020 to August 2020 £ **Estimated**

£168,240.00 in total Estimated

How will we spend the funding?

Additional teacher support in Year 6 £24,034
Additional teacher support in Year 5 £24,034
Additional teacher support in Year 4 £24,034
Additional teacher support in Year 3 £24,034
Additional teacher support in Year 2 £24,034
Additional teacher support in Year 1 £24,034
Additional teacher support in Year R £24,034

Pupil Outcomes 2019/20

	Desired outcomes
A.	Improve oral language skills for pupils eligible for PP in Reception class and across KS1.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.
C.	Improve support to parents of disadvantaged pupils who also have EAL to support their children with homework and home learning in order to improve attainment
D.	Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use
E.	Diminish differences between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in reading at the end of KS2 by improving pupil skills in answering more complex reading comprehension questions.

Attainment of disadvantaged pupils throughout the school 2019/20 compared to their end of year targets.

	READING		WRITING		MATHS	
Reception No. of children		End of year target		End of year target		End of year target
Assessment tool: EExAT		ES+ % GDES %		ES+ % GDES %		ES+ % GDES %

Actions to address desired outcomes:

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
- D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y1 17 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 65% GDES 6%		ES+ 59% GDES 6%		ES+ 59% GDES 6%

Actions to address desired outcomes:

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
- D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y2 22 children		End of year target		End of year target		End of year target
Assessment tool: Interim Assessment Framework KS1		ES+ 68% GDES 18%		ES+ 64% GDES 9%		ES+ 64% GDES 14%

Actions to address desired outcomes:

- A. 'Talk boost' intervention for disadvantaged pupils.
- B. Disadvantaged pupils have focused teaching from additional teacher support.
- C. Regular workshops to support parents to help their children at home in reading, writing and maths.
- D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y3 14 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 64% GDES 14%		ES+ 57% GDES 7%		ES+ 71% GDES 14%

Actions to address desired outcomes:

- B. Disadvantaged pupils have focused teaching from additional teacher support.
 C. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.
 D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target PP pupils through use of vocab walls.
 E. Focused adult support in Destination Reader lessons.

Y4		End of year target		End of year target		End of year target
21 children		ES+ 71% GDES 14%		ES+ 71% GDES 10%		ES+ 71% GDES 14%
Assessment tool: The Fundamentals						

Actions to address desired outcomes:

- B. Disadvantaged pupils have focused teaching from additional teacher support.
 C. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.
 D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.
 E. Focused adult support in Destination Reader lessons.

Y5		End of year target		End of year target		End of year target
22 children		ES+ 57% GDES 19%		ES+ 67% GDES 10%		ES+ 71% GDES 19%
Assessment tool: The Fundamentals						

Actions to address desired outcomes:

- B. Disadvantaged pupils have focused teaching from additional teacher support.
 C. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.
 D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target Disadvantaged pupils through use of vocab walls.
 E. Focused adult support in Destination Reader lessons.

Y6		End of year target		End of year target		End of year target
24 children		ES+ 67% GDES 21%		ES+ 67% GDES 13%		ES+ 75% GDES 29%
Assessment tool: Interim Assessment Framework KS2		National non disadvantaged 2019/2020 ES+ % HS %		National non disadvantaged 2019/2020 ES+ % GDES %		National non disadvantaged 2019/2020 ES+ % HS %

Actions to address desired outcomes:

- B. Disadvantaged pupils have focused teaching from additional teacher support.
 C. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.
 D. Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.
 E. Focused adult support in Destination Reader lessons.
 E. After school reading group weekly for one hour.

Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2020 compared to the progress of non-disadvantaged pupils nationally 2020

