

Our Lady's Catholic Primary School, Camden

Impact of Pupil Premium Funding 2016-17

Updated 25th September 2017

Pupil Premium funding is given to schools by central government to improve the achievement of disadvantaged pupils, closing the gap between the attainment of disadvantaged pupils and the non-disadvantaged.

Class by class Pupil Premium Percentages 2016-17:

Reception – 54%

Year 1 – 63%

Year 2 – 53%

Year 3 – 60%

Year 4 – 62%

Year 5 – 66%

Year 6 – 60%

Whole School – 60%

National -25%

How much Pupil Premium funding did we receive for the 2016-17 academic year?

£ Sept 2016-March 2017 £89,320.00

£ April 2017- Aug 2017 £67,350.00 **Total: £156,670**

How did we spend the funding?

1-1 Tuition in Year 6 £19,584

Additional teacher support in Year 6 £19,584

Additional teacher support in Year 5 £19,584

Additional teacher support in Year 4 £19,584

Additional teacher support in Year 3 £19,584

Additional teacher support in Year 2 £19,584

Additional teacher support in Year 1 £19,584

Additional teacher support in Reception £19,584

What was the impact on the attainment of disadvantaged (60%) children in Y6?

	All children 30	Disadvantaged children 18	Non- disadvantaged children 12	National non disadvantaged children
Reading	ES+ 63% HS 13%	ES+ 61% HS 6%	ES+ 67% HS 25%	ES+ 71% HS 23%
Writing	ES+ 73% GDES 13%	ES+ 72% GDES 17%	ES+ 75% GDES 8%	ES+ 79% GDES 18%
Maths	ES+ 70% HS 33%	ES+ 67% HS 17%	ES+ 75% HS 58%	ES+ 75% HS 20%
RWM combined	ES+ 50%	ES+ 44%	ES+ 67%	ES+ for all pupils nationally 61%

* ES+ = Children attaining the Expected Standard or Higher.

* HS = Children attaining the Higher Standard (Reading and Maths only)

* GDES = Children attaining Greater Depth in the Expected Standard (Writing only)

Attainment with SEND pupils removed from data				
There are 6 children with significant SEN. 67% of the SEND group of pupils are also disadvantaged.				
	All pupils with significant SEND children removed	Disadvantaged pupils with significant SEND removed	Non disadvantaged pupils with significant SEND removed	National non disadvantaged
Number of children	24	14	10	
Reading	ES+ 75% HS 17%	ES+ 71% HS 7%	ES+ 80% HS 30%	ES+ 71% HS 23%
Writing	ES+ 92% HS 25%	ES+ 93% HS 29%	ES+ 90% HS 20%	ES+ 79% GDES 18%
Maths	ES+ 79% HS 42%	ES+ 71% HS 21%	ES+ 90% HS 70%	ES+ 75% HS 20%
RWM combined	ES+ 67%	ES 57%	ES+ 80%	ES+ 60% HS 7%

Reading

At Expected Standard +, Y6 disadvantaged attainment (significant SEND taken out) was in line with national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

At Higher Standard, Y6 disadvantaged attainment(SEND taken out) was below national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

Writing

At Expected Standard +, Y6 disadvantaged attainment (SEND taken out) was above national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

At Higher Standard, Y6 disadvantaged attainment (SEND taken out) was above national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

Maths

At Expected Standard +, Y6 disadvantaged attainment (SEND taken out) was in line with national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

At Higher Standard, Y6 disadvantaged attainment (SEND taken out) was in line with national attainment for non-disadvantaged pupils. The gap between disadvantaged attainment and national non disadvantaged pupil attainment was closed.

What was the impact on the **progress** of disadvantaged (60%) children in Y6?

	All children	Disadvantaged	Non-Disadvantaged
Reading progress score 93% of pupils eligible	-1.9 (-4.2 to 0.4)	-1.69	-2.19
Writing progress score 93% of pupils eligible	-1.3 (-3.5 to 0.9)	-0.7	-2.28
Maths progress score 93% of pupils eligible	0.1(-2.0 to 2.2)	-0.1	0.59

The progress of the children who are disadvantaged at Our Lady's was not statistically different from all pupils nationally.

What was the impact on the attainment of disadvantaged (66%) children in Y5?

Year 5				
Number of children in Year 5	All children 29	Disadvantaged children 18	Non disadvantaged children 11	Comments
Reading	BES 7% WTES 14% ES+ 79% GDES 24% AES 0%	ES+ 72% GDES 22%	ES+ 91% GDES 27%	<p>At expected standard + disadvantaged children attained below non-disadvantaged children in reading, writing and maths.</p> <p>At Greater Depth, disadvantaged children attained below non-disadvantaged children in reading and writing and above in maths.</p> <p>100% of the children who have SEND are also disadvantaged.</p> <p>The numbers are skewed slightly by the small number of pupils in the sample and the fact there are more disadvantaged children than non-disadvantaged children. For example, all disadvantaged children are worth 5.5% and all non-disadvantaged children are worth 9% which can make the gaps appear larger.</p>
Writing	BES 17% WTES 10% ES+ 72% GDES 24% AES 0%	ES+ 61% GDES 22%	ES+ 91% GDES 27%	
Maths	BES 3% WTES 21% ES+ 76% GDES 21% AES 3%	ES+ 67% GDES 28%	ES+ 91% GDES 18%	

What was the impact on the attainment of disadvantaged (62%) children in Y4?

Year 4				
Number of children in Year 4	All children 29	Disadvantaged children 19	Non-disadvantaged children 10	Comments
Reading	BES 7% WTES 21% ES+ 72% GDES 24% AES 0%	ES+ 67% GDES 17%	ES+ 82% GDES 36%	<p>At expected standard + disadvantaged children attained below non-disadvantaged children in reading, writing and maths.</p> <p>At Greater depth disadvantaged children attained below non-disadvantaged children in reading, writing and maths.</p> <p>83% of the children who have SEND are also disadvantaged.</p> <p>The numbers are skewed slightly by the small number of pupils in the sample and the fact there are more disadvantaged children</p>
Writing	BES 7% WTES 28% ES+ 66% GDES 21% AES 0%	ES+ 56% GDES 11%	ES+ 82% GDES 36%	
Maths	BES 7% WTES 24% ES+ 69% GDES 31%	ES+ 67% GDES 28%	ES+ 73 % GDES 36%	

	AES 0%			than non-disadvantaged children. For example, all disadvantaged children are worth 5.2% in this comparison and all non disadvantaged children are worth 10% which can make the gaps appear larger.
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What was the impact on the **attainment** of disadvantaged (60%) children in Y3?

Year 3				
Number of children in Year 3	All children 30	Disadvantaged children 18	Non-disadvantaged children 12	Comments
Reading	BES 0% WTES 10% ES+ 70% GDES 20% AES 0%	ES+ 67% GDES 17%	ES+ 75% GDES 25%	At expected standard+ disadvantaged children attained below non-disadvantaged children in reading and writing and in line with maths. At Greater depth, disadvantaged children attained above non disadvantaged children in reading, writing and maths.
Writing	BES 3% WTES 23% ES+ 73% GDES 13% AES 0%	ES+ 72% GDES 11%	ES+ 83% GDES 17%	75% of the children who have SEND are also disadvantaged.
Maths	BES 3% WTES 23% ES+ 73% GDES 13% AES 0%	ES+ 72% GDES 11%	ES+ 75% GDES 17%	The numbers are skewed slightly by the small number of pupils in the sample and the fact there are more disadvantaged children than non-disadvantaged children. For example, all disadvantaged children are worth 5.5% in this comparison and all non disadvantaged children are worth 8% which can make the gaps appear larger.

What was the impact on the **attainment** of disadvantaged (53%) children in Y2?

Year 2					
Number of children in Year 2	All children 30	Disadvantaged children 16	Non-disadvantaged children 14	All pupils nationally	Comments
Reading	WTES 33% ES+ 67% GDES 13%	ES+ 75% GDES 6%	ES+ 64% GDES 21%	ES+ 74% GDES 24%	At expected standard+ disadvantaged children attained above non-disadvantaged children in reading and below in writing and maths.
Writing	WTES 33 % ES+ 67% GDES 13%	ES+ 63 % GDES 13%	ES+ 71% GDES 14%	ES+ 65% GDES	At greater depth disadvantaged children attained below non-disadvantaged children in reading and in line in

				13%	writing and maths..
Maths	WTES 33% ES+ 67% GDES 13%	ES+ 56% GDES 13%	ES+ 79% GDES 14%	ES+ 73% GDES 18%	At expected standard + disadvantaged children attained below non-disadvantaged children in reading, writing and maths combined.
RWM combined	50%	44%	57%	ES+ 60%	71% of the children who have SEND are also disadvantaged. The numbers are skewed slightly by the small number of pupils in the sample and the fact there are more disadvantaged children than non-disadvantaged children. For example, all disadvantaged children are worth 6% in this comparison and all non disadvantaged children are worth 7% which can make the gaps appear larger.

What was the impact on the **attainment** of disadvantaged (63%) children in Y1?

Year 1				
Number of children in Year 1	All children 24	Disadvantaged children 15	Non-disadvantaged children 9	Comments
Reading	BES 8% WTES 17% ES+ 75% GDES 13% AES 0%	ES+ 67% GDES 13%	ES+ 89% GDES 11%	At expected standard+ disadvantaged children attained below non-disadvantaged children in reading. At expected standard+ disadvantaged children attained in line with non-disadvantaged children in writing.
Writing	BES 8% WTES 25% ES+ 67% GDES 8% AES 0%	ES+ 67% GDES 0%	ES+ 67% GDES 22%	At expected standard + disadvantaged children attained above non-disadvantaged children in maths. At greater depth, disadvantaged children attained in line with non disadvantaged children in reading and maths and below in writing.
Maths	BES 0% WTES 25% ES+ 75% GDES 13% AES 0%	ES+ 80% GDES 13%	ES+ 67% GDES 11%	50% of the children who have SEND are also disadvantaged. The numbers are skewed slightly by the small number of pupils in

				the sample and the fact there are more disadvantaged children than non-disadvantaged children. For example, all disadvantaged children are worth 6.7% in this comparison and all non disadvantaged children are worth 11% which can make the gaps appear larger.
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What was the impact on the attainment of disadvantaged (54%) children in Reception?

Reception	All children 24	Disadvantaged children 13	Non-disadvantaged children 11	All National	Comments
Reading	Emerging 33% Expected + 67% Exceeding 8%	Expected + 42% Exceeding 0%	Expected + 92% Exceeding 17%	Expected + 77%	At expected + disadvantaged children attained below non-disadvantaged children in reading, writing and maths and in attaining a good level of development. 50% of the children who have SEND are also disadvantaged. The numbers are skewed slightly by the small number of pupils in the sample and the fact there are more disadvantaged children than non-disadvantaged children. For example, all disadvantaged children are worth 7.7% in this comparison and all non disadvantaged children are worth 9% which can make the gaps appear larger.
Writing	Emerging 38% Expected + 63% Exceeding 0%	Expected + 42% Exceeding 0%	Expected + 83% Exceeding 0%	Expected + 73%	
Maths	Emerging 29% Expected + 71% Exceeding 0%	Expected + 83% Exceeding 0%	Expected + 92% Exceeding 0%	Expected + 77%	
GLD	63%	42%	83%	69%	

Pupil Premium Strategy 2017-18

Class by class Pupil Premium Percentages 2016-17:

Reception – 29%
Year 1 – 52%
Year 2 – 63%
Year 3 – 59%
Year 4 – 58%
Year 5 – 62%
Year 6 – 67%
Whole School 56%
National -27%

How much Pupil Premium funding will we receive for the 2017-18 academic year?

£161,640 in total

How will we spend the funding?

1-1 Tuition in Year 6 £20,205

Additional teacher support in Year 6 £20,205
Additional teacher support in Year 5 £20,205
Additional teacher support in Year 4 £20,205
Additional teacher support in Year 3 £20,205
Additional teacher support in Year 2 £20,205
Additional teacher support in Year 1 £20,205
Additional teacher support in Year R £20,205

Barriers to future attainment for pupils eligible for PP funding

In school barriers

- A. Oral language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils
- B. Higher attaining KS1 PP pupils do not all convert to become higher attaining pupils by the end of KS2

External barriers

- C. Many parents of PP pupils also have EAL and are not able to support their children with homework and home learning in order to improve attainment.

Outcomes

	Desired outcomes	Success Criteria
A.	Improve oral language skills for pupils eligible for PP in Reception class and across KS1.	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that all PP targeted for ES+ meet their targets
B.	Higher rates of progress across KS2 for	Pupils eligible for PP

	high attaining pupils eligible for PP.	identified as high attaining at the end of KS1 convert to higher attainers at the end of KS2.
C.	Improve parents of PP pupils who also have EAL to support their children with homework and home learning in order to improve attainment	Parents of PP pupils throughout the school attend workshops provided in order to meet this desired outcome.

	READING		WRITING		MATHS
Planned Expenditure 2017-18					
Additional teacher support					
Y1 12 children Assessment tool: The Fundamentals		PP End of year target ES+ 75% GDES 17%		PP End of year target ES+ 58% GDES 17%	PP End of year target ES+ 75% GDES 8%
Actions to address barriers: A. 'Talk boost' intervention for PP pupils. B. PP 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.					
Y2 15 children Assessment tool: Interim Assessment Framework KS1		PP End of year target ES+ 67% GDES 20%		PP End of year target ES+ 67% GDES 0%	PP End of year target ES+ 87% GDES 20%
Actions to address barriers: A. 'Talk boost' intervention for PP pupils. B. PP 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.					
Y3 16 children Assessment tool: The Fundamentals		PP End of year target ES+ 69% GDES 13%		PP End of year target ES+ 63% GDES 19%	PP End of year target ES+ 63% GDES 25%
Actions to address barriers: B. PP 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.					

Y4 18 children Assessment tool: The Fundamentals		PP End of year target ES+ 67% GDES 17%		PP End of year target ES+ 72% GDES 11%		PP End of year target ES+ 72% GDES 11%
B. PP 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.						
Y5 18 children Assessment tool: The Fundamentals		PP End of year target ES+ 67% GDES 17%		PP End of year target ES+ 67% GDES 11%		PP End of year target ES+ 72% GDES 28%
B. PP 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.						
Y6 20 children Assessment tool: Interim Assessment Framework KS2		PP End of year target ES+ 70% GDES 20%		PP End of year target ES+ 70% GDES 20%		PP End of year target ES+ 75% GDES 35%
B. PP 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.						