

## **Our Lady's Catholic Primary School, Camden Town** **Impact of Pupil Premium Strategy 2019-20 updated 09.11.20**

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 year group 2019-20:**

Reception – 56%  
Year 1 – 65%  
Year 2 – 56%  
Year 3 – 58%  
Year 4 – 67%  
Year 5 – 74%  
Year 6 – 60%  
Whole School 64%  
National -24%

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

£ Sept 2019 to March 2020 £98,140.00  
£ April 2019 to August 2019 £98,073.00

**£196,213.00 in total**

**How did we spend the funding?**

Additional teacher support in Year 6 £28,030.00  
Additional teacher support in Year 5 £28,030.00  
Additional teacher support in Year 4 £28,030.00  
Additional teacher support in Year 3 £28,030.00  
Additional teacher support in Year 2 £28,030.00  
Additional teacher support in Year 1 £28,030.00  
Additional teacher support in Year R £28,030.00

## Pupil Outcomes 2019/20

	<b>Desired outcomes</b>
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 2019/20 compared to their end of year targets.

	<b>READING</b>		<b>WRITING</b>		<b>MATHS</b>	
Reception	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
14 children Assessment tool: EEExAT	Emerging 29% <b>Expected + 71%</b> Exceeding 0%	Emerging 33% <b>Expected+ 67%</b> Exceeding 0%	Emerging 50% <b>Expected + 50%</b> Exceeding 0%	Emerging 47% <b>Expected + 53%</b> Exceeding 0%	Emerging 36% <b>Expected + 64%</b> Exceeding 0%	Emerging 40% <b>Expected + 60%</b> Exceeding 0%

#### Expenditure 2019-20

##### 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 reading and maths the majority of disadvantaged pupils met them in writing.

Y1	Final attainment	End of year target	Final attainment	End of year target	Final attainment	End of year target
19 children Assessment tool: The Fundamentals	<b>ES+ 63%</b> GDES 11%	<b>ES+ 65%</b> GDES 6%	<b>ES+ 58%</b> GDES 5%	<b>ES+ 58%</b> GDES 5%	<b>ES+ 68%</b> GDES 11%	<b>ES+ 59%</b> 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

##### Impact

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

Y2	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
26 children Assessment tool: Interim Assessment Framework KS1	<b>ES+ 65%</b> GDES 15%	<b>ES+ 68%</b> GDES 18%	<b>ES+ 62%</b> GDES 8%	<b>ES+ 64%</b> GDES 9%	<b>ES+ 62%</b> GDES 12%	<b>ES+ 64%</b> 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.

**Impact**

The majority of 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
22 children Assessment tool: The Fundamentals	ES+ 68% GDES 9%	ES+ 64% GDES 14%	ES+ 64% GDES 5%	ES+ 57% GDES 7%	ES+ 68% GDES 0%	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.

**Impact**

Disadvantaged pupils have exceeded their end of year targets in reading and writing. The majority of disadvantaged pupils have met their end of year target for 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+ 63% GDES 22%	ES+ 71% GDES 14%	ES+ 67% GDES 11%	ES+ 71% GDES 10%	ES+ 70% GDES 7%	ES+ 70% 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.

**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.

Y5	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
27 children Assessment tool: The Fundamentals	ES+ 59% GDES 21%	ES+ 57% GDES 19%	ES+ 62% GDES 10%	ES+ 67% GDES 10%	ES+ 62% GDES 17%	ES+ 71% GDES 19%

**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. The majority of disadvantaged pupils have met 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.

Y6	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
24 children Assessment tool: Interim	ES+ 85% GDES (HS) 13%	ES+ 67% GDES(HS) 21%	ES+ 77% GDES (HS) 19%	ES+ 67% GDES (HS) 13%	ES+ 77% GDES (HS) 38%	ES+ 75% GDES (HS) 29%

Assessment Framework KS2	<b>National non disadvantaged 2018/19 ES+ 79%</b>		<b>National non disadvantaged 2018/2019 ES+ 84%</b>		<b>National non disadvantaged 2018/19 ES+ 84%</b>	
--------------------------	---	--	---	--	---	--

**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 writing and maths.

**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-** As all national assessments were cancelled this year, there will be no official progress measure nationally to benchmark against.

In 2019/20 using the school's progress measures:

In reading, **87%** pupils made at least expected progress and a **high number** (36%) made better than expected progress

In writing, **almost all** pupils made at least expected progress and a **high number** (28%) made better than expected progress

In maths, **82%** pupils made at least expected progress and a **high number** (38%) made better than expected progress

## Pupil Premium Strategy 2020-21

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 year group 2020-21:

Reception –73%

Year 1 – 52%

Year 2 – 67%

Year 3 – 71%

Year 4 – 65%

Year 5 – 67%

Year 6 – 74%

Whole School 67%

National 24%

How much Pupil Premium funding will we receive for the 2020-21 academic year?

£137,302.00 Sept 2019 to March 2020 **Estimated**

£98,073.00 April 2020 to August 2020 **Estimated**

**£235, 375.00 in total Estimated**

How will we spend the funding?

Additional teacher support in Year 6 £33,625.00

Additional teacher support in Year 5 £33,625.00

Additional teacher support in Year 4 £33,625.00

Additional teacher support in Year 3 £33,625.00

Additional teacher support in Year 2 £33,625.00

Additional teacher support in Year 1 £33,625.00

Additional teacher support in Year R £33,625.00

### Pupil Outcomes 2019/20

	<b>Desired outcomes</b>
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	
<b>Reception No. of children 16</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
Assessment tool: EExAT		<b>ES+ % GDES %</b>		<b>ES+ % GDES %</b>		<b>ES+ % GDES %</b>

**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.

<b>Y1 12 children</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
Assessment tool: The Fundamentals		<b>ES+ 67% GDES 0%</b>		<b>ES+ 58% GDES 0%</b>		<b>ES+ 58% GDES 0%</b>

**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.

<b>Y2 20 children</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
Assessment tool: Interim Assessment Framework KS1		<b>ES+ 70% GDES 10%</b>		<b>ES+ 75% GDES 5%</b>		<b>ES+ 75% GDES 10%</b>

**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.

<b>Y3 27 children</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
Assessment tool: The Fundamentals		<b>ES+ 67% GDES 17%</b>		<b>ES+ 63% GDES 8%</b>		<b>ES+ 67% GDES 13%</b>

**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.

<b>Y4</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>24 children</b>		<b>ES+ 67%</b> GDES 13%		<b>ES+ 63%</b> GDES 14%		<b>ES+ 67%</b> GDES 13%
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.

<b>Y5</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>30 children</b>		<b>ES+ 66%</b> GDES 21%		<b>ES+ 69%</b> GDES 10%		<b>ES+ 69%</b> GDES 7%
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.

<b>Y6</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>24 children</b>		<b>ES+ 71%</b> GDES 19%		<b>ES+ 71%</b> GDES 10%		<b>ES+ 77%</b> GDES 16%
Assessment tool: Interim Assessment Framework KS2		<b>National non disadvantaged 2019/2020 ES+ 79%</b>		<b>National non disadvantaged 2019/2020 ES+ 84%</b>		<b>National non disadvantaged 2019/2020 ES+ 84%</b>

**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.

--	--	--	--	--	--	--