

St Eugene de Mazenod Catholic Primary School, West Hampsted

Impact of Pupil Premium Funding 2015-16

Updated Nov 2016 FINAL

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 2015-16:

Reception – 23%

Year 1 – 20%

Year 2 – 47%

Year 3 – 60%

Year 4 – 50%

Year 5 – 53%

Year 6 – 70%

Whole School – 46%

National -27%

How much Pupil Premium funding did we receive for the 2015-16 academic year?

£ Sept 2015-March 2016

£ April 2016- Aug 2016 **£141,371 in total**

How did we spend the funding?

1-1 Tuition in Year 6 £17,671

Additional teacher support in Year 6 £17,671

Additional teacher support in Year 5 £17,671

Additional teacher support in Year 4 £17,671

Additional teacher support in Year 3 £17,671

Additional teacher support in Year 2 £17,671

Additional teacher support in Year 1 £17,671

Additional teacher support in Year R £17,671

What was the impact on the attainment of Disadvantaged (70%) children in Y6?

	All children	Disadvantaged children	Non-disadvantaged children	All children nationally	Non-disadvantaged children nationally
Reading	ES+ 70% HS 13%	ES+ 62% HS 10%	ES+ 89% HS 22%	ES+ 66% HS 19%	ES+ 71% HS 23%
Writing	ES+ 80% GDES 7%	ES+ 71% GDES 5%	ES+ 100% GDES 11%	ES+ 74% GDES 15%	ES+ 79% GDES 18%
Maths	ES+ 87% HS 20%	ES+ 81% HS 19%	ES+ 100% HS 44%	ES+ 70% HS 17%	ES+ 75% HS 20%
RWM combined	ES+ 67%	ES+ 57%	ES+ 89%	ES+ 53% HS 5%	ES+ 60% HS 7%

* 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)

Reading-

At Expected Standard +, Y6 Disadvantaged attainment (62%) was just below national non-disadvantaged attainment (71%).

At Higher Standard, Y6 Disadvantaged attainment (10%) was below national non-disadvantaged attainment (23%).

Writing-

At Expected Standard +, Y6 Disadvantaged attainment (71%) was just below national non-disadvantaged attainment (79%).

At Greater Depth, Y6 Disadvantaged attainment (5%) was below national non-disadvantaged attainment (18%).

In common with many Camden schools we were overly harsh in our assessment of writing due to the LA moderation process and did not award as many Expected Standards or Greater Depth judgements as we might have.

Maths-

At Expected Standard +, Y6 Disadvantaged attainment (81%) was above national non-disadvantaged attainment (75%). The gap was closed.

At Higher Standard, Y6 Disadvantaged attainment (19%) was in line with national non-disadvantaged attainment for all pupils (20%). The gap was closed.

What was the impact on the **progress** of Disadvantaged (70%) children in Y6?

	All Y6 children in our school	Disadvantaged Y6 children in our school	Non-Disadvantaged Y6 children in our school	Non-Disadvantaged nationally
Reading progress score (97% of pupils eligible)	0.6 (-1.7 to 2.9) Progress in line with similar pupils nationally	0.8	1.5	0.3
Writing progress score (100% of pupils eligible)	0.3 (-2.0 to 2.6) Progress in line with similar pupils nationally	-0.1	1.0	0.1
Maths progress score (100% of pupils eligible)	3.8 (1.9 to 5.7) Progress significantly above similar pupils nationally	3.3	5.0	0.2

What was the impact on the **attainment** of Disadvantaged (53%) children in Y5?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	BES 10% WTES 13% ES+ 77% GDES 17% AES 0%	BES 13% WTES 19% ES+ 69% GDES 13% AES 0%	BES 7% WTES 7% ES+ 86% GDES 21% AES 0%	At expected standard+ disadvantaged children attained below non-disadvantaged children in reading and maths. This is because all 3 children on the SEND register have significant needs and are also disadvantaged. One of these same pupils also had significant amounts of time off school. In writing they attained in line with non-disadvantaged.
Writing	BES 7% WTES 20% ES+ 73% GDES 17% AES 0%	BES 6% WTES 19% ES+ 75% GDES 13% AES 0%	BES 0% WTES 21% ES+ 79% GDES 21% AES 0%	
Maths	BES 10% WTES 13% ES+ 77% GDES 13% AES 0%	BES 13% WTES 19% ES+ 68% GDES 6% AES 0%	BES 7% WTES 7% ES+ 86% GDES 21% AES 0%	

What was the impact on the **attainment** of Disadvantaged (50%) children in Y4?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	BES 7% WTES 20% ES+ 73% GDES 10% AES 0%	BES 13% WTES 13% ES+ 74% GDES 13% AES 0%	BES 7% WTES 27% ES+ 66% GDES 7% AES 0%	At expected standard+ disadvantaged children attained above non-disadvantaged children in reading and writing. In maths they attained slightly below, but slightly above for GDES.
Writing	BES 20% WTES 13% ES+ 67% GDES 3% AES 0%	BES 27% WTES 0% ES+ 73% GDES 0% AES 0%	BES 13% WTES 27% ES+ 60% GDES 7% AES 0%	
Maths	BES 13% WTES 30% ES+ 57% GDES 3% AES 0%	BES 20% WTES 27% ES+ 53% GDES 7% AES 0%	BES 7% WTES 33% ES+ 60% GDES 0% AES 0%	

What was the impact on the **attainment** of Disadvantaged (60%) children in Y3?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	BES 3% WTES 23% ES+ 74% GDES 10% AES 0%	BES 6% WTES 28% ES+ 66% GDES 6% AES 0%	BES 0% WTES 17% ES+ 83% GDES 17% AES 0%	At expected standard+ disadvantaged children attained below non-disadvantaged children in reading. Three of these children are also on the SEN register with significant learning needs around literacy. In Maths the disadvantaged and non-disadvantaged attained in line with each other.
Writing	BES 3% WTES 27% ES+ 70% GDES 13% AES 0%	BES 6% WTES 28% ES+ 66% GDES 11% AES 0%	BES 0% WTES 25% ES+ 75% GDES 17% AES 0%	
Maths	BES 7% WTES 20% ES+ 73% GDES 13% AES 0%	BES 11% WTES 17% ES+ 72% GDES 11% AES 0%	BES 0% WTES 25% ES+ 75% GDES 17% AES 0%	

What was the impact on the **attainment** of Disadvantaged (47%) children in Y2?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	WTES 20% ES+ 80% GDES 13%	WTES 28% ES+ 72% GDES 14%	WTES 13% ES+ 88% GDES 13%	At expected standard+ disadvantaged children attained below non-disadvantaged children in reading, writing and maths. Of the disadvantaged children two have SEN (including one with an EHCP) and two have EAL
Writing	WTES 23% ES+ 77% GDES 13%	WTES 28% ES+ 71% GDES 14%	WTES 19% ES+ 81% GDES 13%	
Maths	WTES 16% ES+ 83% GDES 13%	WTES 21% ES+ 79% GDES 21%	WTES 13% ES+ 87% GDES 6%	

What was the impact on the **attainment** of Disadvantaged (20%) children in Y1?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	BES 7% WTES 26% ES+ 67% GDES 13% AES 0%	BES 0% WTES 0% ES+ 100% GDES 13% AES 0%	BES 8% WTES 33% ES+ 58% GDES 13% AES 0%	At expected standard+ disadvantaged children attained well above the non-disadvantaged. They are not the children with additional special educational needs or EAL
Writing	BES 7% WTES 26% ES+ 67% GDES 13% AES 0%	BES 0% WTES 0% ES+ 100% GDES 17% AES 0%	BES 8% WTES 33% ES+ 58% GDES 13% AES 0%	
Maths	BES 7% WTES 26% ES+ 67% GDES 13% AES 0%	BES 0% WTES 0% ES+ 100% GDES 33% AES 0%	BES 8% WTES 33% ES+ 58% GDES 13% AES 0%	

What was the impact on the **attainment** of Disadvantaged (23%) children in Reception?

	All children	Disadvantaged children	Non-disadvantaged children	Comments
Reading	Emerging 27% Expected + 73% Exceeding 17%	Emerging 43% Expected + 57% Exceeding 14%	Emerging 22% Expected +78 % Exceeding 17%	At expected standard+ disadvantaged children attained below the non-disadvantaged children in reading and writing. Two are early stages EAL and one has significant SEN needs. In Maths the children attained just below non-disadvantaged children
Writing	Emerging 30% Expected + 70% Exceeding 13%	Emerging 57% Expected+ 43% Exceeding 14%	Emerging 22% Expected+ 78% Exceeding 13%	
Maths	Emerging 23% Expected + 77% Exceeding 20%	Emerging 29% Expected+ 71% Exceeding 29%	Emerging 22% Expected+ 78% Exceeding 17%	

Pupil Premium Strategy 2016-17

Class by class Pupil Premium Percentages 2016-17:

Reception – 30%

Year 1 – 23%

Year 2 – 20%

Year 3 – 47%

Year 4 – 60%

Year 5 – 50%

Year 6 – 53%

Whole School – 40%

National -27%

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

£137,859 in total

How will we spend the funding?

1-1 Tuition in Year 6 £17,232

Additional teacher support in Year 6 £17,232

Additional teacher support in Year 5 £17,232

Additional teacher support in Year 4 £17,232

Additional teacher support in Year 3 £17,232

Additional teacher support in Year 2 £17,232

Additional teacher support in Year 1 £17,232

Additional teacher support in Year R £17,232

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 high attaining pupils eligible for PP.	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 2016-17					
Y1 7 children Assessment tool: The Fundamentals		PP End of year target ES+ 57% GDES 14%		PP End of year target ES+ 43% GDES 0%	PP End of year target ES+ 72% GDES 29%
Actions to address barriers: A. PP pupils have focused teaching from additional teacher support. B. Regular workshops to support parents to help their children at home in reading, writing and maths.					
Y2 6 children Assessment tool: Interim Assessment Framework KS1		PP End of year target ES+ 100% GDES 33%		PP End of year target ES+ 100% GDES 0%	PP End of year target ES+ 100% GDES 17%
Actions to address barriers: A. PP pupils have focused teaching from additional teacher support. B. Regular workshops to support parents to help their children at home in reading, writing and maths.					
Y3 14 children Assessment tool: The Fundamentals		PP End of year target ES+ 72% GDES 14%		PP End of year target ES+ 71% GDES 14%	PP End of year target ES+ 78% GDES 21%
Actions to address barriers: A. PP pupils have focused teaching from additional teacher support. B. 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+ 66% GDES 11%		PP End of year target ES+ 66% GDES 11%	PP End of year target ES+ 72% GDES 11%

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

Y5 15 children Assessment tool: The Fundamentals		PP End of year target ES+ 67% GDES 27%		PP End of year target ES+ 73% GDES 20%		PP End of year target ES+ 73% GDES 27%
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A. PP pupils have focused teaching from additional teacher support.
 B. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.

Y6 16 children Assessment tool: Interim Assessment Framework KS2		PP End of year target ES+ 75% GDES 10%		PP End of year target ES+ 69% GDES 6%		PP End of year target ES+ 75% GDES 19%
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A. PP pupils have focused teaching from additional teacher support.
 B. Regular workshops to support parents to help their children at home in reading, writing and maths.
 Children targeted for homework club.