

St Eugene's Catholic Primary School, Camden Town

Impact of Pupil Premium Strategy 2017-18 updated 24.09.18

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 2017-18:

Reception – 17%
Year 1 – 30%
Year 2 – 40%
Year 3 – 27%
Year 4 – 47%
Year 5 – 67%
Year 6 – 50%
Whole School 44%
National -24%

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

£ Sept 2017 to March 2018 £77,770
£ April 2018 to August 2018 £48,950

£126,720 in total

How did we spend the funding?

Additional teacher support in Year 6 £18,103
Additional teacher support in Year 5 £18,103
Additional teacher support in Year 4 £18,103
Additional teacher support in Year 3 £18,103
Additional teacher support in Year 2 £18,103
Additional teacher support in Year 1 £18,103
Additional teacher support in Year R £18,102

Pupil Outcomes 2017/18

	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 2017/18 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 4 children Assessment tool: EExAT	Emerging 25% Expected + 75% Exceeding 25%	Emerging 20% Expected+ 80% Exceeding 20%	Emerging 25% Expected+ 75% Exceeding 25%	Emerging 20% Expected+ 80% Exceeding 20%	Emerging 25% Expected+ 75% Exceeding 25%	Emerging 20% Expected+ 80% Exceeding 20%

Planned Expenditure 2017-18

Additional teacher support

- A. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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 writing and maths and the majority of disadvantaged pupils met them in reading.

	Final attainment	End of year target	Final attainment	End of year target	Final attainment	End of year target
Y1 9 children Assessment tool: The Fundamentals	ES+ 56% GDES 22%	ES+ 56% GDES 22%	ES+ 56% GDES 22%	ES+ 56% GDES 22%	ES+ 56% GDES 22%	ES+ 56% GDES 22%

Actions to address desired outcomes:

- A. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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 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 12 children Assessment tool: Interim Assessment Framework KS1	ES+ 75 % GDES 8%	ES+ 55% GDES 18%	ES+ 67 % GDES 8%	ES+ 55% GDES 9%	ES+ 67% GDES 8%	ES+ 55% GDES 9%

Actions to address desired outcomes:

- A. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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
9 children Assessment tool: The Fundamentals	ES+ 89% GDES 0%	ES+ 86 % GDES 0%	ES+ 78% GDES 11%	ES+ 86% GDES 14%	ES+ 78% GDES 11%	ES+ 86% GDES 0%

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 the majority of disadvantaged pupils have met their end of year targets 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
14 children Assessment tool: The Fundamentals	ES+ 79% GDES 21%	ES+ 75% GDES 25%	ES+ 79% GDES 21%	ES+ 75% GDES 19%	ES+ 86% GDES 36%	ES+ 75% GDES 31%

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
20 children Assessment tool: The Fundamentals	ES+ 70% GDES 15%	ES+ 90% GDES 19%	ES+ 75% GDES 5%	ES+ 86% GDES 27%	ES+ 85% GDES 15%	ES+ 89% GDES 25%

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
children Assessment tool: Interim Assessment Framework KS2	ES+ 77% GDES (HS) 23% National non disadvantaged 2017/18	ES+ 71% GDES (HS) 21%	ES+ 85% GDES (HS) 23% National non disadvantaged 2017/2018	ES+ 64% GDES (HS) 14%	ES+ 69% GDES (HS) 15% National non disadvantaged 2017/18	ES+ 79% GDES (HS) 21%

	ES+ 77% HS NA%		ES+ 81% GDES NA%		ES+ 80% HS NA%	
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 maths.						
Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2018 compared to the progress of non-disadvantaged pupils nationally 2019						
End of Y6 reading progress score for disadvantaged pupils 4.28						
End of Y6 reading progress score for non-disadvantaged pupils nationally 0.3						
In reading the progress of disadvantaged pupils at our school was significantly above the progress of non-disadvantaged pupils nationally						
End of Y6 writing progress score for disadvantaged pupils 3.86						
End of Y6 writing progress score for non-disadvantaged pupils nationally 0.2						
In writing the progress of disadvantaged pupils at our school was significantly above the progress of non-disadvantaged pupils nationally						
End of Y6 maths progress score for disadvantaged pupils 2.86						
End of Y6 maths progress score for non-disadvantaged pupils nationally 0.3						
In maths the progress of disadvantaged pupils was above the progress of non-disadvantaged pupils nationally, but not significantly so.						

Pupil Premium Strategy 2018-19

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 –13%

Year 1 – 16%

Year 2 – 26%

Year 3 – 40%

Year 4 – 40%

Year 5 – 51%

Year 6 – 66%

Whole School 36%

National 24%

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

£ Sept 2018 to March 2019 £68,530 Estimated

£ April 2019 to August 2019 £48,950 Estimated

£117,480 in total Estimated

How will we spend the funding?

Additional teacher support in Year 6 £16,783

Additional teacher support in Year 5 £16,783

Additional teacher support in Year 4 £16,783

Additional teacher support in Year 3 £16,783
Additional teacher support in Year 2 £16,783
Additional teacher support in Year 1 £16,783
Additional teacher support in Year R £16,782

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
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 2018/19 compared to their end of year targets.

	READING		WRITING		MATHS	
Reception 4 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. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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 4 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 50% GDES 20%		ES+ 75% GDES 25%		ES+ 50% GDES 25%

Actions to address desired outcomes:

- A. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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 9 children		End of year target		End of year target		End of year target
Assessment tool: Interim Assessment Framework KS1		ES+ 67% GDES 22%		ES+ 67% GDES 22%		ES+ 78% GDES 22%

Actions to address desired outcomes:

- A. One to one support activities, with modelling and correcting of pronunciation and use of full sentences.
- 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 12 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 75% GDES 8%		ES+ 75% GDES 8%		ES+ 67% GDES 8%

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
9 children		ES+ 89% GDES 0%		ES+ 78% GDES 11%		ES+ 78% GDES 0%
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
14 children		ES+ 79% GDES 21%		ES+ 79% GDES 21%		ES+ 86% GDES 29%
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
children		ES+ 90% GDES (HS) 20%		ES+ 90% GDES (HS) 15%		ES+ 90% GDES (HS) 10%
Assessment tool: Interim Assessment Framework KS2		National non disadvantaged 2018/2019 ES+ % HS %		National non disadvantaged 2018/2019 ES+ % GDES %		National non disadvantaged 2018/2019 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 2019 compared to the progress of non-disadvantaged pupils nationally 2019