

St Eugene's Catholic Primary School, Camden Town

Impact of Pupil Premium Strategy 2018-2019 updated 19.9.19

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 2018-2019:

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 did we receive for the 2018-2019 academic year?

£ Sept 2018 to March 2019 £68,530

£ April 2019 to August 2019 £48,950

£117,480 in total

How did 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 £16,783

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 7 children	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
Assessment tool: EExAT	Emerging 50% Expected+ 50% Exceeding 0%	Emerging 50% Expected+ 50% Exceeding 0%	Emerging 50% Expected+ 50% Exceeding 0%	Emerging 50% Expected+ 50% Exceeding 0%	Emerging 50% Expected+ 50% Exceeding 0%	Emerging 50% Expected+ 50% Exceeding 0%
	Target met		Target met		Target met	

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.

	READING		WRITING		MATHS	
Y1 4 children	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
Assessment tool: The Fundamentals	ES+ 75% GDES 25%	ES+ 50% GDES 20%	ES+ 75% GDES 25%	ES+ 75% GDES 25%	ES+ 75% GDES 25%	ES+ 50% GDES 25%
	Target exceeded		Target met		Target exceeded	

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	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
9 children	ES+ 67% GDES 22%	ES+ 67% GDES 22%	ES+ 78% GDES 22%	ES+ 67% GDES 22%	ES+ 78% GDES 22%	ES+ 78% GDES 22%
Assessment tool: Interim Assessment Framework KS1	Target met		Target exceeded		Target met	

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	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
11 children	ES+ 75% GDES 9%	ES+ 75% GDES 9%	ES+ 75% GDES 9%	ES+ 75% GDES 9%	ES+ 67% GDES 9%	ES+ 67% GDES 9%
Assessment tool: The Fundamentals	Target met		Target met		Target met	

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	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
9 children	ES+ 78% GDES 11%	ES+ 78% GDES 0%	ES+ 78% GDES 11%	ES+ 78% GDES 11%	ES+ 78% GDES 11%	ES+ 78% GDES 0%
Assessment tool: The Fundamentals	Target met		Target met		Target met	

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	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
14 children	ES+ 86% GDES 21%	ES+ 79% GDES 21%	ES+ 79% GDES 21%	ES+ 79% GDES 21%	ES+ 86% GDES 29%	ES+ 86% GDES 29%
Assessment tool: The Fundamentals	Target exceeded		Target met		Target met	

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	July 2019	End of year target	July 2019	End of year target	July 2019	End of year target
20 children	ES+ 75% GDES (HS) 10%	ES+ 75%	ES+ 90% GDES (HS) 20%	ES+ 95%	ES+ 90% GDES (HS) 20%	ES+ 90%
Assessment tool: Interim Assessment Framework KS2	Target met	GDES (HS) 20%	Target exceeded	GDES (HS) 10%	Target met	GDES (HS) 10%
		National non disadvantaged 2018/2019 ES+ 78% HS 31%		National non disadvantaged 2018/2019 ES+ 83% GDES 24%		National non disadvantaged 2018/2019 ES+ 84% HS 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.
- 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

2018/19	
St Eugene's Disadvantaged	National Non-Disadvantaged 2018/19 (provisional figures)
-0.03	+0.3
+3.24	+0.2
+2.32	+0.3

In 2019:

Progress of disadvantaged pupils (20) in reading was in line with non-disadvantaged pupils nationally.
 Progress of disadvantaged pupils (20) in writing was **well above** non-disadvantaged pupils nationally.
 Progress of disadvantaged pupils (20) in maths was **well above** non-disadvantaged pupils nationally.

Pupil Premium Strategy 2019-2020

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 2019-2020:

- Reception –%
- Year 1 – 23%
- Year 2 – 20%
- Year 3 – 33%
- Year 4 – 43%
- Year 5 – 46%
- Year 6 – 62%
- Whole School 38%**
- National 24%**

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

£ Sept 2019 to March 2020 £46,200 **Estimated**
£ April 2020 to August 2020 £64,680 **Estimated**

£110,880 in total Estimated

How will we spend the funding?

Additional teacher support in Year 6 £15,840
Additional teacher support in Year 5 £15,840
Additional teacher support in Year 4 £15,840
Additional teacher support in Year 3 £15,840
Additional teacher support in Year 2 £15,840
Additional teacher support in Year 1 £15,840
Additional teacher support in Year R £15,840

Pupil Outcomes 2019/2020

	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 children		End of year target		End of year target		End of year target
Assessment tool: EEExAT		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 7 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 43% GDES %		ES+ 43% GDES 0%		ES+ 43% GDES 0%

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 6 children		End of year target		End of year target		End of year target
Assessment tool: Interim Assessment Framework KS1		ES+ 83% GDES 33%		ES+ 83% GDES 17%		ES+ 83% GDES 13%

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 10 children		End of year target		End of year target		End of year target
Assessment tool: The Fundamentals		ES+ 70% GDES 20%		ES+ 80% GDES 20%		ES+ 70% GDES 20%

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
12 children		ES+ 67% GDES 8%		ES+ 58% GDES 8%		ES+ 58% 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
13 children		ES+ 62% GDES 8%		ES+ 62% GDES 8%		ES+ 69% GDES 8%
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
16 children		ES+ 81% GDES (HS) 25%		ES+ 88% GDES (HS) 19%		ES+ 88% GDES (HS) 25%
Assessment tool: Interim Assessment Framework KS2		National non disadvantaged 2018/2019 ES+ 78% HS 31%		National non disadvantaged 2018/2019 ES+ 83% GDES 24%		National non disadvantaged 2018/2019 ES+ 84% HS 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.
 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 2019-2020 compared to the progress of non-disadvantaged pupils nationally 2020