

## St Michael's C of E Primary School, Camden Town

### Impact of Pupil Premium Strategy 2018-19 **updated 23.09.19**

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 –36%  
Year 1 –46%  
Year 2 –39%  
Year 3 – 68%  
Year 4 – 78%  
Year 5 – 65%  
Year 6 – 88%  
**Whole School – 60%**  
**National -24%**

#### How much Pupil Premium funding did we receive for the 2018-2019 academic year?

Sept 2018- March 2019	£89,320.00
April 2019 - August 2019	£63,800.00
<b>Total</b>	<b>£153,120.00</b>

#### How did we spend the funding?

Additional teacher support in Year 6 £23,973  
Additional teacher support in Year 5 £23,973  
Additional teacher support in Year 4 £23,973  
Additional teacher support in Year 3 £23,973  
Additional teacher support in Year 2 £23,973  
Additional teacher support in Year 1 £23,973  
Additional teacher support in Year R £23,973

## 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	
<b>Reception</b> <b>5 children</b> <b>(36% of the class)</b> Assessment tool: EExAT	<b>Final Attainment</b>  Expected + 60% <b>Exceeded target</b>  Exceeding 20% <b>Exceeded target</b>	<b>End of year target</b>  Expected+ 50%  Exceeding 0%	<b>Final Attainment</b>  Expected + 60% <b>Exceeded target</b>  Exceeding 0% <b>Met target</b>	<b>End of year target</b>  Expected + 50%  Exceeding 0%	<b>Final Attainment</b>  Expected + 60% <b>Exceeded target</b>  Exceeding 0% <b>Met target</b>	<b>End of year target</b>  Expected + 50%  Exceeding 0%

#### Planned Expenditure 2018-19

##### 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.
- 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.

#### Impact

Disadvantaged pupils exceeded their end of year targets in reading, writing and maths

Y1	Final attainment	End of year target	Final attainment	End of year target	Final attainment	End of year target
<b>6 children</b> <b>(46% of the class)</b> Assessment tool: The Fundamentals	<b>ES+ 83%</b> <b>Exceeded target</b>  GDES 33% <b>Exceeded target</b>	<b>ES+ 60%</b>  GDES 20%	<b>ES+ 83%</b> <b>Exceeded target</b>  GDES 33% <b>Exceeded target</b>	<b>ES+ 60%</b>  GDES 20%	<b>ES+ 100%</b> <b>Exceeded target</b>  GDES 33% <b>Exceeded target</b>	<b>ES+ 60%</b>  GDES 0%

#### 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.

**Impact**

Disadvantaged pupils exceeded their end of year targets in reading, writing and maths

Y2 11 children (39% of the class)	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Assessment tool: Interim Assessment Framework KS1	ES+ 73% Exceeded target	ES+ 70 %	ES+ 64% Target not met-discussed with GB	ES+ 80%	ES+ 73% Target not met-discussed with GB	ES+ 80%
	GDES 0% Target not met-discussed with GB	GDES 10%	GDES 0% Target met	GDES 0%	GDES 0% Target met	GDES 0%

**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.

**Impact**

Disadvantaged pupils exceeded their end of year targets in reading. The majority of disadvantaged pupils 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 writing and maths.

Y3 19 children (68% of the class)	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Assessment tool: The Fundamentals	ES+ 68% Target met	ES+ 68%	ES+ 68% Target met	ES+ 68%	ES+ 63% Target not met-discussed with GB	ES+ 68%
	GDES 16% Target met	GDES 16%	GDES 16% Target not met-discussed with GB	GDES 21%	GDES 16% Target met	GDES 16%

**Actions to address desired outcomes:**

- A. Disadvantaged 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.
- C. 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.
- D. Focused adult support in Destination Reader lessons.

**Impact**

The majority of pupils met their 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.

Y4 18 children (78% of the class)	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Assessment tool: The Fundamentals	ES+ 56% Target not met-discussed with GB	ES+ 63%	ES+ 50% Target not met-discussed with GB	ES+ 68%	ES+ 56% Target not met-discussed with GB	ES+ 68%
	GDES 17% Target met	GDES 16%	GDES 17% Target not met-discussed with GB	GDES 21%	GDES 11% Target met	GDES 11%

**Actions to address desired outcomes**

- A. Disadvantaged 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.
- C. 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.
- D. Focused adult support in Destination Reader lessons.

**Impact**

The majority of disadvantaged pupils met their 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 22 children (65% of the class)	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Assessment tool: The Fundamentals	ES+ 73% <b>Exceeded target</b>	ES+ 67%	ES+ 73% <b>Exceeded target</b>	ES+ 67%	ES+ 77% <b>Target met</b>	ES+ 78%
	GDES 14% <b>Target not met-discussed with GB</b>	GDES 17%	GDES 14% <b>Target not met-discussed with GB</b>	GDES 17%	GDES 27% <b>Exceeded target</b>	GDES 17%

**Actions to address desired outcomes**

- A. Disadvantaged 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.
- C. 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.
- D. Focused adult support in Destination Reader lessons.

**Impact**

Disadvantaged pupils exceeded their end of year targets in reading, writing and met their targets in maths.

Y6 23 children (88% of the class)	Final Attainment	End of year target	Final Attainment	End of year target	Final Attainment	End of year target
Assessment tool: Interim Assessment Framework KS2	ES+ 74% <b>Target not met-discussed with GB</b>	ES+ 91%	ES+ 91% <b>Target met</b>	ES+ 91%	ES+ 87% <b>Target not met-discussed with GB</b>	ES+ 91%
	GDES (HS) 26% <b>Target met</b>	GDES(HS) 27%	GDES (HS) 26% <b>Exceeded target</b>	GDES (HS) 23%	GDES (HS) 30% <b>Target met</b>	GDES (HS) 32%
	<b>National non disadvantaged 2018/19 ES+ 80%</b>		<b>National non disadvantaged 2018/2019 ES+ 83%</b>		<b>National non disadvantaged 2018/19 ES+ 81%</b>	

**Actions to address desired outcomes**

- A. Disadvantaged 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.
- C. 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.
- D. Focused adult support in Destination Reader lessons.

**Impact**

All disadvantaged pupils met their target in writing. The majority of disadvantaged pupils met their end of year targets in reading.

End of Y6 reading progress score for disadvantaged pupils 1.8 – significantly above national

End of Y6 writing progress score for disadvantaged pupils 1.47 - significantly above national

End of Y6 maths progress score for disadvantaged pupils 2.04 - significantly above national

## Pupil Premium Strategy 2019-20

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 class 2019-20:

Reception –41%

Year 1 –69 %

Year 2 –53 %

Year 3 – 52%

Year 4 – 63%

Year 5 – 81%

Year 6 – 61%

**Whole School 61%**

**National 24%**

### How much Pupil Premium funding will we receive for the 2019-2020 academic year?

Sept 2019 / March 2020

April 2020 / August 2020

**Total**

**£137,625**

### How will we spend the funding?

Additional teacher support in Year 6 £23,973

Additional teacher support in Year 5 £23,973

Additional teacher support in Year 4 £23,973

Additional teacher support in Year 3 £23,973

Additional teacher support in Year 2 £23,973

Additional teacher support in Year 1 £23,973

Additional teacher support in Year R £23,973

### Pupil Outcomes 2019/20

	<b>Desired outcomes</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class and across KS1.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.
<b>C.</b>	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
<b>D.</b>	Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use
<b>E.</b>	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</b> <b>7 children</b> <b>(41% of the class)</b>  Assessment tool: EExAT		<b>End of year target</b>  <b>ES+ 57%</b> GDES %		<b>End of year target</b>  <b>ES+ 57%</b> GDES %		<b>End of year target</b>  <b>ES+ 57%</b> GDES %

**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</b> <b>9 children</b> <b>(69% of the class)</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  <b>ES+ 44 %</b> GDES 11%		<b>End of year target</b>  <b>ES+ 44%</b> GDES 0%		<b>End of year target</b>  <b>ES+ 44 %</b> GDES 0%
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**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</b> <b>8 children</b> <b>(53% of the class)</b> Assessment tool: Interim Assessment Framework KS1		<b>End of year target</b>  <b>ES+ 88%</b> GDES 38%		<b>End of year target</b>  <b>ES+ 88%</b> GDES 25%		<b>End of year target</b>  <b>ES+ 88%</b> GDES 25%
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**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.

Y3 18 children (52% of the class)		End of year target ES+ 72% GDES 6%		End of year target ES+ 72% GDES 6%		End of year target ES+ 72% GDES 6%
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 PP pupils through use of vocab walls.
- E. Focused adult support in Destination Reader lessons.

Y4 19 children (63% of the class)		End of year target ES+ 68% GDES 11%		End of year target ES+ 68% GDES 11%		End of year target ES+ 63% GDES 11%
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 21 children (81% of the class)		End of year target ES+ 67% GDES 14%		End of year target ES+ 67% GDES 14%		End of year target ES+ 67% GDES 10%
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.



<p><b>Y6</b></p> <p><b>23 children (68% of the class)</b></p> <p>Assessment tool: Interim Assessment Framework KS2</p>		<p><b>End of year target</b></p> <p><b>ES+ 78%</b> GDES(HS) 13%</p> <p><b>National non disadvantaged 2018/2019</b></p> <p><b>ES+ %</b> <b>HS %</b></p>		<p><b>End of year target</b></p> <p><b>ES+ 74%</b> GDES (HS) 13%</p> <p><b>National non disadvantaged 2018/2019</b></p> <p><b>ES+ %</b> <b>GDES %</b></p>		<p><b>End of year target</b></p> <p><b>ES+ 83%</b> GDES (HS) 26%</p> <p><b>National non disadvantaged 2018/2019</b></p> <p><b>ES+ %</b> <b>HS %</b></p>
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**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.