

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

### Impact of Pupil Premium Strategy 2019-20 updated 2.11.20

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 class 2019-2020:

Reception –53%  
Year 1 –77%  
Year 2 –64%  
Year 3 – 50%  
Year 4 – 62%  
Year 5 – 54%  
Year 6 – 54%  
**Whole School – 59%**  
**National -24%**

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

Sept 2019- March 2020	£98,140.00
April 2020 - August 2020	£98,073.00
<b>Total</b>	<b>£196,213.00</b>

#### How did we spend the funding?

Additional teacher support in Year 6 £28,033  
Additional teacher support in Year 5 £28,033  
Additional teacher support in Year 4 £28,033  
Additional teacher support in Year 3 £28,033  
Additional teacher support in Year 2 £28,033  
Additional teacher support in Year 1 £28,033  
Additional teacher support in Year R £28,033

## Pupil Outcomes 2019/20

	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 2019/20 compared to their end of year targets.

	Reading		Writing		Maths	
<b>Reception</b> <b>8 children</b> Assessment tool: EExAT	<b>Final Attainment</b>  <b>Expected + 63%</b>  Exceeding 38%	<b>End of year target</b>  <b>Expected+ 63%</b>  Exceeding 0%	<b>Final Attainment</b>  <b>Expected + 63%</b>  Exceeding 0%	<b>End of year target</b>  <b>Expected + 63%</b>  Exceeding 0%	<b>Final Attainment</b>  <b>Expected + 63%</b>  Exceeding 38%	<b>End of year target</b>  <b>Expected + 63%</b>  Exceeding 38%

#### 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>9 children</b> Assessment tool: The Fundamentals	<b>ES+ 56%</b>  GDES 0%	<b>ES+ 50%</b>  GDES 10%	<b>ES+ 56%</b>  GDES 0%	<b>ES+ 50%</b>  GDES 0%	<b>ES+ 56%</b>  GDES 0%	<b>ES+ 50%</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.

<b>Impact</b> The disadvantaged pupils have exceeded their end of year targets in reading and writing and maths. They have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.						
<b>Y2</b> <b>9 children</b> Assessment tool: Interim Assessment Framework KS1	<b>Final Attainment</b>  <b>ES+ 78%</b>  GDES 22%	<b>End of year target</b>  <b>ES+ 88%</b>  GDES 25%	<b>Final Attainment</b>  <b>ES+ 67%</b>  GDES 22%	<b>End of year target</b>  <b>ES+ 88%</b>  GDES 0%	<b>Final Attainment</b>  <b>ES+ 78%</b>  GDES22%	<b>End of year target</b>  <b>ES+ 88%</b>  GDES 25%
<b>Actions to address desired outcomes:</b> 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>Impact</b> The majority of disadvantaged pupils 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.						
<b>Y3</b> <b>18 children</b> Assessment tool: The Fundamentals	<b>Final Attainment</b>  <b>ES+ 67%</b> GDES 6%	<b>End of year target</b>  <b>ES+ 72%</b> GDES 6%	<b>Final Attainment</b>  <b>ES+ 61%</b> GDES 6%	<b>End of year target</b>  <b>ES+ 72%</b> GDES 6%	<b>Final Attainment</b>  <b>ES+ 67%</b> GDES 6%	<b>End of year target</b>  <b>ES+ 67%</b> GDES 16%
<b>Actions to address desired outcomes:</b> 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.						
<b>Impact</b> 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.						
<b>Y4</b> <b>19 children</b> Assessment tool: The Fundamentals	<b>Final Attainment</b>  <b>ES+ 68%</b> GDES 16%	<b>End of year target</b>  <b>ES+ 68%</b> GDES 11%	<b>Final Attainment</b>  <b>ES+ 74%</b> GDES 16%	<b>End of year target</b>  <b>ES+ 68%</b> GDES 11%	<b>Final Attainment</b>  <b>ES+ 68%</b> GDES 16%	<b>End of year target</b>  <b>ES+ 63%</b> GDES 11%
<b>Actions to address desired outcomes</b> 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.						
<b>Impact</b> The disadvantaged pupils met and exceeded 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 <b>20 children</b> Assessment tool: The Fundamentals	<b>Final Attainment</b>  ES+ 60% GDES 10%	<b>End of year target</b>  ES+ 65% GDES 10%	<b>Final Attainment</b>  ES+ 60% GDES 5%	<b>End of year target</b>  ES+ 65% GDES 10%	<b>Final Attainment</b>  ES+ 60% GDES 15%	<b>End of year target</b>  ES+ 65% GDES 10%
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#### 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 end of year targets in reading, writing and met their targets in maths. Disadvantaged pupils have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y6 <b>28 children</b> Assessment tool: Interim Assessment Framework KS2	<b>Final Attainment</b>  ES+ 87% GDES (HS) 22%  <b>National non disadvantaged 2018/19 ES+ 80%</b>	<b>End of year target</b>  ES+ 78% GDES 13% (HS)	<b>Final Attainment</b>  ES+ 83% GDES 13%  <b>National non disadvantaged 2018/2019 ES+ 83%</b>	<b>End of year target</b>  ES+ 78% GDES 13%	<b>Final Attainment</b>  ES+ 96% GDES (HS) 22%  <b>National non disadvantaged 2018/19 ES+ 81%</b>	<b>End of year target</b>  ES+ 74% GDES (HS) 26%
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#### 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 target in reading, writing and maths. The school is diminishing the difference between pupils who are disadvantaged at St Michael's and non-disadvantaged pupils nationally .

In 2020 using the school's progress measures:

In reading, **almost all** disadvantaged pupils (23) made at least expected progress and a **high number** (35%) made better than expected progress

In writing, **almost all** disadvantaged pupils (23) made at least expected progress and a **high number** (39%) made better than expected progress

In maths, **all** disadvantaged pupils (23) made at least expected progress and a **high number** (35%) 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 class 2020-21:

Reception –40%

Year 1 –50%

Year 2 –75%

Year 3 –62%

Year 4 –52%

Year 5 –62%

Year 6 –62%

**Whole School 58%**

**National 24%**

### How much Pupil Premium funding will we receive for the 2020-2021 academic year?

Sept 2020 / March 2021 £137,302.00

April 2021 / August 2021 £98,073.00

Total **£235,375**

### How will we spend the funding?

Additional teacher support in Year 6 £33,625

Additional teacher support in Year 5 £33,625

Additional teacher support in Year 4 £33,625

Additional teacher support in Year 3 £33,625

Additional teacher support in Year 2 £33,625

Additional teacher support in Year 1 £33,625

Additional teacher support in Year R £33,625

### Pupil Outcomes 20120/21

	<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 children</b> Assessment tool: EEExAT		<b>End of year target</b>  ES+ % GDES %		<b>End of year target</b>  ES+ % GDES %		<b>End of year target</b>  ES+ % 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 8 children (71% of the class)</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  ES+ 63 % GDES 0%		<b>End of year target</b>  ES+ 63% GDES 0%		<b>End of year target</b>  ES+ 63 % 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 10 children</b> Assessment tool: Interim Assessment Framework KS1		<b>End of year target</b>  ES+ 60% GDES 0%		<b>End of year target</b>  ES+ 60% GDES 0%		<b>End of year target</b>  ES+ 60% 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>Y3 9 children</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  ES+ 67% GDES 22%		<b>End of year target</b>  ES+ 56% GDES 22%		<b>End of year target</b>  ES+ 67% GDES 22%
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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 PP pupils through use of vocab walls.  
 E. Focused adult support in Destination Reader lessons.

<b>Y4</b>  <b>18 children</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  <b>ES+ 72%</b> GDES 6%		<b>End of year target</b>  <b>ES+ 61%</b> GDES 6%		<b>End of year target</b>  <b>ES+ 67%</b> GDES 6%
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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.

<b>Y5</b>  <b>19 children</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  <b>ES+ 68%</b> GDES 16%		<b>End of year target</b>  <b>ES+ 74%</b> GDES 16%		<b>End of year target</b>  <b>ES+ 74%</b> GDES 16%
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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.

<b>Y6</b>  <b>20 children</b>  Assessment tool: Interim Assessment Framework KS2		<b>End of year target</b>  <b>ES+ 65%</b> GDES(HS) 10%  <b>National non disadvantaged 2018/2019</b> <b>ES+ 80%</b>		<b>End of year target</b>  <b>ES+ 65%</b> GDES (HS) 10%  <b>National non disadvantaged 2018/2019</b> <b>ES+ 83%</b>		<b>End of year target</b>  <b>ES+ 74%</b> GDES (HS) 26%  <b>National non disadvantaged 2018/2019</b> <b>ES+ 81%</b>
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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.