

St Mary's C of E Primary School, Kilburn

Impact of Pupil Premium Strategy 2017-18 updated 23.09.18

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 – 36%
Year 1 – 34%
Year 2 – 41%
Year 3 – 37%
Year 4 – 54%
Year 5 – 38%
Year 6 – 52%
Whole School – 46%
National -24%

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

£ Sept 2017 to March 2018 £71,085.00
£ April 2018 to August 2018 £49,625.00

£120,710 in total

How did we spend the funding?

Additional teacher support in Year 6 £17,244
Additional teacher support in Year 5 £17,244
Additional teacher support in Year 4 £17,244
Additional teacher support in Year 3 £17,244
Additional teacher support in Year 2 £17,244
Additional teacher support in Year 1 £17,244
Additional teacher support in Year R £17,244

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	
Reception 9 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: EExAT	Emerging 33 % Expected+ 67% Exceeding 11%	Emerging 33% Expected+ 67% Exceeding 11%	Emerging 33 % Expected+ 67% Exceeding 11%	Emerging 33% Expected+ 67% Exceeding 11%	Emerging 33 % Expected+ 67% Exceeding 11%	Emerging 33% Expected+ 67% Exceeding 11%

Planned Expenditure 2017-18

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

Impact

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

Y1 9 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: The Fundamentals	ES+ 78% GDES 22%	ES+ 88% GDES 25%	ES+ 78% GDES 22%	ES+ 88% GDES 25%	ES+ 78% GDES 22%	ES+ 88% GDES 25%

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

Impact

Almost all 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. One disadvantaged pupil did not meet their challenging targets in reading, writing and maths.

Y2 12 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: Interim Assessment Framework KS1	ES+ 75% GDES 25%	ES+ 75% GDES 17%	ES+ 75% GDES 25%	ES+ 75% GDES 17%	ES+ 67% GDES 17%	ES+ 67% GDES 17%

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.

Impact

All disadvantaged pupils have met or exceeded 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 12 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: The Fundamentals	ES+ 83% GDES 0%	ES+ 83% GDES 0%	ES+ 83% GDES 0%	ES+ 83% GDES 0%	ES+ 83% GDES 17%	ES+ 83% 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.

Impact

Disadvantaged pupils have met their end of year targets in reading and writing and disadvantaged pupils have exceeded 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 17 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: The Fundamentals	BES 18% WTES 24% ES+ 59% GDES 24% AES 0%	BES 19% WTES 6% ES+ 75% GDES 25% AES 0%	BES 12% WTES 24% ES+ 65% GDES 24% AES 0%	BES 19% WTES 6% ES+ 75% GDES 25% AES 0%	BES 18% WTES 24% ES+ 59% GDES 18% AES 0%	BES 13% WTES 6% ES+ 81% GDES 25% AES 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

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 13 children	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
Assessment tool: The Fundamentals	ES+ 62% GDES 23%	ES+ 69% GDES 23%	ES+ 54% GDES 23%	ES+ 54% GDES 15%	ES+ 62% GDES 8% AES 8%	ES+ 69% GDES 8% AES 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.

Impact

Nearly all disadvantaged pupils have met their end of year targets in reading, writing and maths. One pupil did not meet their challenging target in reading and maths. Disadvantaged pupils have an increased and more secure understanding of the fundamentals for their year groups in reading, writing and maths.

Y6 15 children	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+ 73% HS 20%	ES+ 87% HS 7%	ES+ 73% GDES (HS) 7%	ES+ 87% GDES (HS) 0%	ES+ 67% HS 0%	ES+ 93% HS 7%
	National non disadvantaged		National non disadvantaged		National non disadvantaged	

	2017/18 ES+ 77% HS ?%		2017/2018 ES+ 81% GDES ?%		2017/18 ES+ 80% HS ?%	
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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.

Impact

The majority of disadvantaged pupils have met or exceeded their end of year targets in reading, writing and maths. Pupils attain broadly in line with non-disadvantaged pupils nationally 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 +1.01

End of Y6 reading progress score for non-disadvantaged pupils nationally 0.3

In reading there was no significant difference between the progress of disadvantaged pupils at our school and the progress of non-disadvantaged pupils nationally

End of Y6 writing progress score for disadvantaged pupils -0.57

End of Y6 writing progress score for non-disadvantaged pupils nationally 0.2

In writing there was no significant difference between the progress of disadvantaged pupils at our school and the progress of non-disadvantaged pupils nationally

End of Y6 maths progress score for disadvantaged pupils -1.15

End of Y6 maths progress score for non-disadvantaged pupils nationally 0.3

In maths there was no significant difference between the progress of disadvantaged pupils at our school and the progress of non-disadvantaged pupils nationally

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 –30%
Year 1 – 33%
Year 2 – 33%
Year 3 – 46%
Year 4 – 41%
Year 5 – 64%
Year 6 – 41%
Whole School 45%
National 24%

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

£ Sept 2018 to March 2019 £69,475.00 **Estimated**
£ April 2019 to August 2019 £49,625.00 **Estimated**

£119,100 in total Estimated

How will we spend the funding?

Additional teacher support in Year 6 £17,014
Additional teacher support in Year 5 £17,014
Additional teacher support in Year 4 £17,014
Additional teacher support in Year 3 £17,014
Additional teacher support in Year 2 £17,014
Additional teacher support in Year 1 £17,014
Additional teacher support in Year R £17,014

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 No. of children Assessment tool: EExAT		End of year target ES+ % GDES %		End of year target ES+ % GDES %		End of year target 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.						
Y1 9 children Assessment tool: The Fundamentals		End of year target ES+ 67% GDES 11%		End of year target ES+ 67% GDES 11%		End of year target ES+ 67% GDES 11%
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.						
Y2 9 children Assessment tool: Interim Assessment Framework KS1		End of year target ES+ 78% GDES 22%		End of year target ES+ 78% GDES 22%		End of year target ES+ 78% GDES 22%
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 12 children Assessment tool: The Fundamentals		End of year target ES+ 75% GDES 17%		End of year target ES+ 75% GDES 17%		End of year target 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
12 children		ES+ 83% GDES 0%		ES+ 83% GDES 0%		ES+ 83% GDES 17%
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
18 children		ES+ 78% GDES 22%		ES+ 72% GDES 22%		ES+ 78% GDES 28%
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
12 children		ES+ 75% GDES(HS) 17%		ES+ 75% GDES(HS) 17%		ES+ 92% GDES (HS) 17%
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

