

# St Mary's C of E Primary School, Kilburn

## Impact of Pupil Premium Strategy 2019-20 updated 06.11.20

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 2019-20:

- Reception –40%
- Year 1 – 33%
- Year 2 – 42%
- Year 3 – 40%
- Year 4 – 54%
- Year 5 – 40%
- Year 6 – 67%
- Whole School 45%
- National 24%

### How much did we receive in 2019-20?

£ Sept 2019 to March 2020 £68,705.00  
 £ April 2020 to August 2020 £53,929.00

**£122,634 in total**

### How did we spend the funding?

- Additional teacher support in Year 6 £17,519
- Additional teacher support in Year 5 £17,519
- Additional teacher support in Year 4 £17,519
- Additional teacher support in Year 3 £17,519
- Additional teacher support in Year 2 £17,519
- Additional teacher support in Year 1 £17,519
- Additional teacher support in Year R £17,519

### 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 12 children</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>
Assessment tool: EEAT	<b>ES+ 67%</b> EXC 8%	<b>ES+ 64%</b> EXC 8%	<b>ES+ 67%</b> EXC 8%	<b>ES+ 64%</b> EXC 8%	<b>ES+ 67%</b> EXC 17%	<b>ES+ 64%</b> EXC 8%

**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 met their end of year targets in reading, writing and maths. Some disadvantaged pupils exceeded their targets.

<b>Y1 10 children</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>
Assessment tool: The Fundamentals	<b>ES+ 60%</b> GDES 10%	<b>ES+ 50%</b> GDES 10%	<b>ES+ 50%</b> GDES 10%	<b>ES+ 50%</b> GDES 10%	<b>ES+ 60%</b> GDES 20%	<b>ES+ 60%</b> GDES 20%

**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**

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. Some disadvantaged pupils exceeded their targets in reading.

<b>Y2 11 children</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>	<b>End of year result</b>	<b>End of year target</b>
Assessment tool: Teacher Assessment Framework KS1	<b>ES+ 73%</b> GDES 0%	<b>ES+ 73%</b> GDES 0%	<b>ES+ 64%</b> GDES 0%	<b>ES+ 64%</b> GDES 0%	<b>ES+ 64%</b> GDES 9%	<b>ES+ 64%</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**

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. Some disadvantaged pupils exceeded their targets in maths.

Y3	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
12 children Assessment tool: The Fundamentals	ES+ 63% GDES 17%	ES+ 67% GDES 17%	ES+ 63% GDES 17%	ES+ 67% GDES 17%	ES+ 58% GDES 17%	ES+ 58% GDES 17%

**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.

**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. One disadvantaged pupil did not meet their challenging end of year target in Reading and Writing.

Y4	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
15 children Assessment tool: The Fundamentals	ES+ 80% GDES 20%	ES+ 77% GDES 20%	ES+ 80% GDES 20%	ES+ 77% GDES 20%	ES+ 73% GDES 27%	ES+ 77% 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 disadvantaged pupils through use of vocab walls.
- E. Focused adult support in Destination Reader lessons.

**Impact**

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 and writing. One disadvantaged pupil did not meet their challenging targets in maths, others exceeded their target.

Y5	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
12 children Assessment tool: The Fundamentals	ES+ 67% GDES 17%	ES+ 67% GDES 17%	ES+ 67% GDES 8%	ES+ 67% GDES 17%	ES+ 75% GDES 25%	ES+ 67% 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.
- 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.

**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. One disadvantaged pupil did not meet their challenging end of year target in Writing. Some disadvantaged pupils exceeded their target in Maths.

Y6	End of year result	End of year target	End of year result	End of year target	End of year result	End of year target
<b>20 children</b>	<b>ES+ 85%</b> GDES(HS) 40%	<b>ES+ 85%</b> GDES(HS) 40%	<b>ES+ 85%</b> GDES(HS) 35%	<b>ES+ 85%</b> GDES(HS) 35%	<b>ES+ 85%</b> GDES(HS) 40%	<b>ES+ 85%</b> GDES(HS) 40%
Assessment tool: KS2 SATs tests for Reading and Maths / Teacher Assessment Framework KS2 for Writing		<b>National non disadvantaged 2018/2019 ES+ 78% HS 27%</b>		<b>National non disadvantaged 2018/2019 ES+ 83% GDES 20%</b>		<b>National non disadvantaged 2018/2019 ES+ 84% HS 27%</b>

**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.

**Impact**

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.

**Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2020 compared to the progress of non-disadvantaged pupils nationally 2020**

**National data for analysis not available by Department for Education due to no reporting of teacher assessments.**

**Reading – school measure of progress**

Disadvantaged pupils making at least expected progress:		<b>95%</b>
Disadvantaged pupils making better than expected progress:		<b>37%</b>

**Writing – school measure of progress**

Disadvantaged pupils making at least expected progress:		<b>95%</b>
Disadvantaged pupils making better than expected progress:		<b>32%</b>

**Maths - school measure of progress**

Disadvantaged pupils making at least expected progress:		<b>95%</b>
Disadvantaged pupils making better than expected progress:		<b>16%</b>

## 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 –30%  
Year 1 – 43%  
Year 2 – 37%  
Year 3 – 63%  
Year 4 – 41%  
Year 5 – 58%  
Year 6 – 40%  
Whole School 48%  
National 24%

How much Pupil Premium funding will we receive for the 2020-21 academic year?

£ Sept 2020 to March 2021 £75,500.00  
£ April 2021 to August 2021 £53,929.00 **Estimated**

**£129,429 in total Estimated**

How will we spend the funding?

Additional teacher support in Year 6 £18,490  
Additional teacher support in Year 5 £18,490  
Additional teacher support in Year 4 £18,490  
Additional teacher support in Year 3 £18,490  
Additional teacher support in Year 2 £18,490  
Additional teacher support in Year 1 £18,490  
Additional teacher support in Year R £18,490

## Pupil Outcomes 2020/21

	<b>Desired outcomes</b>
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 2020/21 compared to their end of year targets.**

	READING		WRITING		MATHS	
<b>Reception</b> <b>9 children</b>  Assessment tool: EExAT		<b>End of year target</b>  <b>ES+ 50%</b> EXC 0%		<b>End of year target</b>  <b>ES+ 50%</b> EXC 0%		<b>End of year target</b>  <b>ES+ 50%</b> EXC 0%
<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>Y1</b> <b>13 children</b>  Assessment tool: The Fundamentals		<b>End of year target</b>  <b>ES+ 77%</b> GDES 15%		<b>End of year target</b>  <b>ES+ 77%</b> GDES 15%		<b>End of year target</b>  <b>ES+ 77%</b> GDES 15%
<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>Y2</b> <b>10 children</b>  Assessment tool: Teacher Assessment Framework KS1		<b>End of year target</b>  <b>ES+ 70%</b> GDES 20%		<b>End of year target</b>  <b>ES+ 60%</b> GDES 10%		<b>End of year target</b>  <b>ES+ 70%</b> GDES 30%
<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>Y3</b> <b>19 children</b> Assessment tool: The Fundamentals		<b>End of year target</b>  <b>ES+ 74%</b> GDES 5%		<b>End of year target</b>  <b>ES+ 74%</b> GDES 5%		<b>End of year target</b>  <b>ES+ 63%</b> GDES 16%

**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>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>14 children</b>		<b>ES+ 64%</b> GDES 21%		<b>ES+ 64%</b> GDES 21%		<b>ES+ 50%</b> GDES 14%
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.

<b>Y5</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>14 children</b>		<b>ES+ 83%</b> GDES 17%		<b>ES+ 83%</b> GDES 8%		<b>ES+ 83%</b> GDES 25%
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.

<b>Y6</b>		<b>End of year target</b>		<b>End of year target</b>		<b>End of year target</b>
<b>12 children</b>		<b>ES+ 80%</b> GDES(HS) 17%		<b>ES+ 80%</b> GDES(HS) 17%		<b>ES+ 83%</b> GDES (HS) 27%
Assessment tool: KS2 SATs tests for Reading and Maths / Teacher Assessment Framework KS2 for Writing		<b>National non disadvantaged 2018/2019</b> <b>ES+ 78%</b> <b>HS 27%</b>		<b>National non disadvantaged 2018/2019</b> <b>ES+ 83%</b> <b>GDES 20%</b>		<b>National non disadvantaged 2018/2019</b> <b>ES+ 84%</b> <b>HS 27%</b>

**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 2021 compared to the progress of non-disadvantaged pupils nationally 2021**