



PUPIL PREMIUM ANALYSIS

2014-15

ABSTRACT

This analysis has been carried out using the data supplied by the Local Authority for Early Years, Phonics Screening, End of Key Stage 1 and 2.

E M MASTERSON

[Course title]



Summary Headlines

- At the end of Reception when combining all aspects of the curriculum average point score attainment shows that disadvantaged children's attainment is **higher** than other children nationally.
- Attainment by disadvantaged pupils are **strongest** in PSED and CL when compared to other pupils nationally.
- Proportion of Y1 disadvantaged pupils attaining the required standard in National Phonic Screening Check is **significantly higher** when compared with other pupils nationally
- Proportion of the school's disadvantaged pupils attaining a Level 2+ and 2B+ is **higher than other pupils in school and nationally** in Reading, Writing and Maths.
- The proportion of disadvantaged pupils attaining a Level 3 is higher than other pupils nationally in Maths but is lower than other pupils in the school and nationally in Reading and Writing.
- Proportions of disadvantaged pupils attaining Level 4, 4B+ and Level 5 + are **higher than other pupils in the school and other pupils nationally** across all subjects combined and also individually.
- Proportions of disadvantaged pupils attaining a Level 5 + are **significantly higher** when compared to other pupils nationally in Reading, Writing and Maths.
- The average point score attainment for disadvantaged at St John Bosco shows that they are **3 terms ahead of other pupils nationally** in Reading and Writing **and 5 terms ahead** in Maths. These are substantial gaps.
- The proportion of disadvantaged pupils making at least expected progress (2 levels) or better is higher than other pupils nationally and in the school in Reading, Writing and Maths.
- The proportion of disadvantaged pupils making better than expected progress (3 levels) is **much higher** than other pupils nationally in Reading, Writing and Mathematics and **higher** than other pupils in the school in Writing and Maths but **lower** in Reading.

Priorities for 2015-16 based on external data analysis

- Increase the proportion of disadvantaged children attaining a Good Level of Development at the end of Reception so that it is in line with other children nationally.
- Improve attainment in Physical Development and Literacy and Mathematics so that proportions meeting the early learning goals are higher when compared with other pupils nationally.
- Increase the proportion of disadvantaged pupils attaining a Level 3 in Reading and Writing to be in line or higher than other pupils nationally.
- Eradicate or narrow the gap between the proportions of disadvantaged pupils making 3 levels progress in Reading when compared with other pupils in the school.

Early Years

* FSM data only as no PP data per se	Good Level of Devt	APS
Pupil Premium (Sch)	57	35
Non-Pupil Premium (Sch)	65	36
In school gap	-8	-1
Non- Pupil Premium (Nat)	64	34
National gap	-7	+1

Phonics screening

	Y1 Reached standard	Y2 Re-takes
Pupil Premium (Sch)	100	N/A
Non-Pupil Premium (Sch)	100	N/A
In school gap	0	N/A
Non- Pupil Premium (Nat)	78	70
National gap	+26	N/A

- Proportion of Y1 disadvantaged pupils attaining the required standard in National Phonic Screening Check is **significantly higher** when compared with other pupils nationally
- As a result of historic high standards there were no disadvantaged pupils required to sit the re-take.

End of Key Stage 1

Reading

	Level 2+ %	Level 2B+	Level 3+ %	Average Points Score
Pupil Premium (Sch)	100	100	0	18
Non-Pupil Premium (Sch)	96	96	39	18
Within school gap	+4	+4	-39	0
Non-Pupil Premium (Nat)	92	85	35	17
National gap	+8	+15	-35	+1

Writing

	Level 2+ %	Level 2B+	Level 3+ %	Average Points Score
Pupil Premium (Sch)	100	100	0	16
Non-Pupil Premium (Sch)	96	96	26	17
Within school gap	+4	+4	-26	-1
Non-Pupil Premium (Nat)	89	75	19	16
National gap	+11	+25	-19	0

Maths

	Level 2+ %	Level 2B+	Level 3+ %	Average Points Score
Pupil Premium (Sch)	100	100	33	18
Non-Pupil Premium (Sch)	96	96	33	18
Within school gap	+4	+4	0	0
Non-Pupil Premium (Nat)	94	84	28	17
National gap	+6	+16	+5	+1

- Proportion of the school's disadvantaged pupils attaining a Level 2+ and 2B+ is **higher than other pupils nationally and in school** in Reading, Writing and Maths.
- The average point score for schools disadvantaged pupils is **higher than other pupils nationally** in Reading and Maths
- The proportion of disadvantaged pupils attaining a Level 3 is **higher than other pupils nationally** in Maths but is **lower** than other pupils nationally and in the school in Reading and Writing.

Key Stage 2

Reading, Writing, Maths Combined

	Level 4+ %	Level 4B+	Level 5+ %	Average Points Score
Pupil Premium (Sch)	100	100	75	34
Non-PP (Sch)	91	91	59	31
Within school gap	+9	+9	+16	+3
Non-Pupil Premium (Nat)	84	73	29	29
National gap	+16	+27	+46	+5

Reading

	Level 4+ %	Level 4B+	Level 5+ %	Average Points Sc	2 levels progress	3 levels progress
Pupil Premium (sch)	100	100	100	33	100	63
Non-PP (sch)	91	91	86	31	95	70
Within school gap	+9	+9	+14	+2	+5	-7
Non-Pupil Premium (Nat)	92	83	56	30	92	34
National gap	+8	+17	+44	+3	+8	+29

Writing

	Level 4+ %	Level 5+ %	Average Points Sc	2 levels progress	3 levels progress
Pupil Premium (sch)	100	88	32	100	75
Non-Pupil Premium (sch)	91	64	30	95	62
Within school gap	+9	+24	+2	+5	+13
Non-Pupil Premium (Nat)	89	39	29	94	34
National gap	+11	+49	+3	+6	+41

Maths

	Level 4+ %	Level 4B+	Level 5+ %	Average Points Score	2 levels progress	3 levels progress
Pupil Premium (sch)	100	100	88	35	100	83
Non-Pupil Premium (sch)	91	91	73	32	95	62
Within school gap	+9	+9	+15	+3	+5	+21
Non-Pupil Premium (Nat)	91	81	48	30	91	38
National gap	+9	+19	+40	+5	+9	+45

- Proportions of disadvantaged pupils attaining Level 4, 4B+ and Level 5 + are **higher than other pupils nationally** and other pupils in the school across all subjects combined and also individually.
- Proportions of disadvantaged pupils attaining a Level 5 + are **significantly higher when compared to other pupils nationally** in Reading, Writing and Maths.
- The average point score attainment for disadvantaged at St John Bosco shows that they are **3 terms ahead of other pupils nationally** in Reading and Writing **and 5 terms** ahead in Maths. These are substantial gaps.
- The proportion of disadvantaged pupils making at least expected progress (2 levels) or better is **higher than other pupils nationally** and in the school in Reading, Writing and Maths.
- The proportion of disadvantaged pupils making better than expected progress (3 levels) is **much higher** than other pupils nationally in Reading, Writing and Mathematics and **higher** than other pupils in the school in Writing and Maths but **lower** in Reading.