

## Pupil Premium Grant Impact 2017-18

### Pupil Premium Grant for 2017 to 2018

Saint John Bosco Catholic Primary School Primary School currently has 51 (24%) Pupil Premium (PP). This means that the school will have **£63640** allocated as a Pupil Premium Grant.

The below table will provide inspectors with a current indicator of how many pupil premium pupils there are across the school.

### Current pupils on Pupil Premium Grant

Year Group	Total number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium	Pupil Premium (more able )
R	30	22	8	27%	1 pupil
1	31	26	5	16%	0 pupils
2	32	24	8	25%	0 pupils
3	30	23	7	30%	1 pupil
4	30	22	8	27%	0 pupils
5	31	28	3	10%	3 pupils
6	30	18	12	40%	3 pupils
<b>Total</b>	<b>214</b>	<b>163</b>	<b>51</b>	<b>24%</b>	<b>8 pupils</b>

### Comment by Pupil Premium Reviewer:

The school continues to develop its practice on ensuring that disadvantaged pupils make more than expected progress and improve the outcomes from year to year. In 2016, the school was awarded a Local Pupil Premium Award by the DFE for consistently achieving highest Key Stage 2 Achievement for Pupil Premium Pupils.

In 2018, 79% of PP pupils achieved at least expected in reading, writing and maths at the end of KS2 compared with 50% locally and nationally. 14% of PP pupils achieved greater depth in reading, writing and maths compared with 4% locally and nationally. Therefore, PP pupils at St John Bosco are outperforming pupils both locally and nationally.

## The school has the following significant strengths:

### Overall summary

- Disadvantaged pupils in the EYFS outperformed pupils nationally and were close to achieving that of non-disadvantaged pupils within the school. 67% of PP pupils reached GLD in Reception in 2018.
- Disadvantaged pupils exceeded National Non Pupil Premium Pupils in Y1 phonics. 100% of PP pupils passed their phonics test.
- Disadvantaged pupils exceed National Non Pupil Premium Pupils in Keys Stage 2 AGE related expectations in Reading, Writing and Maths. 79% achieved ARE in all 3 subjects.
- Disadvantaged pupils exceed National Non Pupil Premium Pupils in Keys Stage 2 at greater depth in Reading, Writing and Maths combined. 14% of PP pupils achieved GD in all subjects compared with 12% of other pupils nationally.
- Disadvantaged pupils do very well at St John Bosco Catholic Primary School. They are making strong and sustained progress academically and the school supports its pupils very effectively addressing pastoral issues.
- More able disadvantaged pupils do as well as more able non-disadvantaged pupils.
- Disadvantaged pupils do as well as non-disadvantaged pupils within the school.
- Disadvantaged pupils across the school make rapid and sustained progress across all year groups.
- All pupils are aware of how their academic development is progressing and they respond very well to the support they receive.
- Leaders use the pupil premium grant effectively and innovatively to ensure that disadvantaged pupils make rapid and sustained progress.
- Leaders know the children very well and the systems are very pupils focused.

- The caring Catholic Ethos and pastoral support nurtures pupils from disadvantaged backgrounds effectively.
- Pupil premium funding is also used to enable pupils to have a variety of beneficial experiences such as residential visits, educational trips and visits to top sports fixtures and events in order to inspire and motivate pupils.
- Governors, in particular, monitor the impact of the Pupil Premium Grant meticulously.

#### Recommendations/ Next steps 1.

- Focus on raising attainment of disadvantaged pupils in KS1 so that a higher percentage achieve expected in reading, writing and maths and some achieve greater depth combined.
- Increase the percentage disadvantaged pupils achieved expected standards in writing by the end of Key Stage One.
- Increase progress made by end of Key Stage Two of all disadvantaged pupils. Although attainment is strong, progress measures could be improved.
- Increase the percentage of disadvantaged pupils that attain greater depth in reading, writing and maths at the end of Key Stage Two.

#### Summary of Pupil Premium 2017-2018

Age Related	Attainment at end of KS2 - Year 6 (2017/18)		
	Reading	Writing	Maths
All children attaining at Expected at end of KS2	90%	97%	100%
Pupil Premium at Expected at end of KS2	86%	93%	100%
National Age related	76%	78%	76%

Pupil Premium against National Pupils (other )	+10%	+19%	+24%
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### Greater Depth

Greater Depth	Attainment at end of KS2 - Year 6 (2017/18)		
	Reading	Writing	Maths
All children attaining Greater Depth at end of KS2	31%	41%	41%
Pupil Premium at Greater Depth at end of KS2	29%	36%	43%
National Greater Depth	28%	20%	24%
Pupil Premium against National Pupils (other )	+1%	+15%	+19%

### Comment by Pupil Premium Reviewer:

14 pupils were classified as entitles to the Pupil Premium Grant with 6 pupils listed as highly vulnerable and were classified on the schools vulnerable register.

Prior attainment highlighted that at Keys Stage 1 that at lower, middle and higher prior attainment was higher against their peers

In Reading, Writing and Mathematics Disadvantaged pupils at Age Related (typically expected for end of Keys stage 2 perform better than their peers nationally, significantly Math's and Writing are significantly higher.

In Reading Writing and Maths at Greater depth Disadvantaged pupils perform better than their peers nationally with Maths and Writing significantly better, whereas Reading is close to National expectations.

Disadvantaged Pupils at age related do not perform as well as their peers in school with Reading and writing having a small gap.

Disadvantaged pupils in Mathematics perform as well as their peers in the school.

At greater depth Disadvantaged pupils close to their peers within the school but out perform their peers in Math's

## Pupils in ks1

	Attainment at end of KS1 - (2017/18)					
	Reading		Writing		Maths	
	Are	GD	ARE	GD	ARE	GD
All children attaining at Expected at end of KS1	81%	25%	78%	25%	84%	28%
Pupil Premium at Expected at end of KS1	67%	29%	44%	22%	67%	22%
Pupil Premium against National Pupils (other )	75%	26%	70%	18%	73%	25%

### Comment by Pupil Premium Reviewer:

9 pupils were entitled to PPG at the end of KS1 with 1 pupil with a ECHP and 2 assessed as SEN with Significant support.

ARE in Reading , Writing and Maths below NA representing that 3 children not making ARE , significantly the gap against peers and National is widest in Writing at ARE

Greater Depth is Reading and Writing is above NA

Greater Depth in Reading is above peers

Phase leader reports highlights that Disadvantaged pupils have a variety of needs both emotionally and socially and the 3 SEND pupils have a significant impact on overall disadvantaged outcomes statically

### Pupil Premium Impact with Phonics Testing in Year 1 and Year 2

	YEAR 1 Phonics TEST Passed		YEAR 2 Phonics TEST Passed	
	2017	2018	2017	2018
National All Pupils	81%	82%	91%	92%
School All Pupils	90%	100%	50%	50%

				(statemented child didn't pass)
School Non - Pupil Premium	96%	100%	0%	N/A
National Pupil Premium	70%	70%	70%	70%
School Pupil Premium	71%	100%	100%	50%
Gap Pupil-Premium against National all pupils	-10%	+18%	+9%	-42%

### Comment by Pupil Premium Reviewer:

By the end of year 1, Pupil Premium children have progressed rapidly and all Pupil Premium children successfully passed the phonics test in 2018. Using a range of strategies to support Pupil Premium children, they are working at a similar level to non-Pupil Premium children and exceed national expectations against all pupils. This progress maintains throughout the school. Only 2 pupils took phonics year 2 test in 2017 and 2018.

### Pupil Premium Impact in the EYFS

	Good Level of Development 2016	Good Level of Development 2017	Good Level of Development 2018
Non-Pupil Premium National	71%	71%	71%
Non-Pupil Premium School	67%	71%	70%
Pupil Premium National	55%	54%	54%
Pupil Premium School	43%	67%	67%
Gap Pupil-Premium against National Pupil Premium	-11%	+13%	+13%

### **Comment by Pupil Premium Reviewer:**

Children, and in particular Pupil Premium children, enter reception well below what is expected for a typical child of that age. The main priorities identified from 2017-2018 Reception baseline data for Pupil Premium children were communication and language, personal, social and emotional development, reading and writing. Through a range of interventions including specialist language support, including the use of a Speech and Language therapist, teaching and provision based around the interests of the children, pupil premium children have made significant progress and by the end of the reception class the gap between their peers has closed.

### **Impact of attendance on Pupil Premium Pupils**

	2014-2015	2015-2016	2016-2017	2017-2018
Attendance of all pupils (Nationally)	95.9%	96.05%	96%	95.9%
Attendance of all pupils (School)	96.79%	96.52%	96.05%	97%
Attendance of Pupil Premium pupils (School)	92%	93%	93%	94%
Persistent absentees of all pupils (below 90%) Nationally	8.6%	8.3%	8.3%	8.2%
Persistent Absentees of all pupils School (below 90%)	7.6%	4.4%	2.4%	1.4%
Persistent Absentees of all Pupil Premium pupils School (below 90%)	8.2%	6.9%	5.5%	4.4%

### **Pupil Premium Reviewer:**

Pupil Premium pupils at the school attend school more regularly than national pupil premium pupils.

PA for pupils premium is significantly lower than PP pupils nationally

PA for pupil premium is Higher than their peers

**.Pupil Review September 2018**