



**ST. JOHN BOSCO RC PRIMARY SCHOOL
PUPIL PREMIUM
STRATEGY STATEMENT
2017-2018**

1. SUMMARY INFORMATION					
Year Group	Number of Pupils Eligible September 2016				% of Pupils Eligible September 2017
	FSM/ Ever 6	LAC	Military	EYPP	
Nursery	0	0	0	1	4%
Reception	4	1	0		16.67%
Year 1	4	0	1		16.6%
Year 2	6	1	1		27.5%
Year 3	6	2	0		28.5%
Year 4	7	0	1		34.8%
Year 5	10	1	1		48%
Year 6	10	0	0		45.5%
Number of Pupils Eligible for Pupil Premium	47	5	4		3
Whole School Total	212				
Total Pupil Premium Budget	£74,400				

2. SUMMARY INFORMATION					
Academic Year	2017-18	Total Pupil Premium Budget	£74,400	Date of Most Recent Pupil Premium Review	September 2017
Total Number of Pupils	212	Number of Pupils Eligible for Pupil Premium	66	Date for Next Pupil Premium Strategy Review	July 2018



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3. CURRENT ATTAINMENT

EYFS Outcomes 2017 Number Pupils = 28	<i>Good Level of Development Pupil Premium Pupils = 3</i>	<i>Good Level of Development Non-Pupil Premium Pupils = 25</i>
	100%	72%
Year 1 Phonics 2017 Number Pupils = 30	<i>Achieved the Expected Standard Pupil Premium Pupils = 6</i>	<i>Achieved the Expected Standard Non Pupil Premium Pupils = 24</i>
	83%	88%
KS1 Outcomes 2017 Number Pupils = 28	Achieved the Expected Standard Pupil Premium Pupils = 7	Achieved the Expected Standard Non Pupil Premium Pupils = 21
Reading	57%	86%
Writing	57%	86%
Maths	43%	86%
RWM	43%	86%
<i>* 7 pupils 4/7 pupils = SEN (1 pupil – EHC)</i>		
KS2 Outcomes 2017 Number Pupils = 25	Achieved the Expected Standard Pupil Premium Pupils = 12	Achieved the Expected Standard Non Pupil Premium Pupils = 13
Reading	67%	85%
Writing	75%	92%
Maths	83%	85%
RWM	58%	77%

4. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for Pupil Premium)

In-School Barriers (Issues to be addressed in school, e.g. poor language skills)

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| A | Early language and mathematical development. Oral language skills and mathematical skills in Nursery and Reception are lower for Pupil Premium pupils than other pupils. This slows down reading, writing and mathematical reasoning progress in subsequent years and impacts across the curriculum. |
| B | Accelerated progress of some high ability and middle ability pupils who are eligible for Pupil Premium. |
| C | Social and emotional development. (Aspirations, self-belief and confidence) |

External Barriers (Issues which also require action outside of school, e.g. low attendance)

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| D | Parental engagement |
| E | Absence (Primarily linked to term time holidays) |
| F | Limited access to a wide range of learning opportunities beyond school experiences |
| G | Social Care involvement |
| H | Family Mental Health issues |



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5. DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED

Outcomes	Success Criteria
Good Progress	
All Pupil Premium children whatever their prior attainment, make at least expected progress with some of those whose attainment is below age related expectations starting to catch up. Attainment gap diminished. Improved language and mathematical skills for pupils eligible for Pupil Premium in Nursery and Reception.	Quality first teaching and inclusive approach will help reduce barriers to learning. Results and progress are consistent across all groups in all year groups. Pupils eligible for Pupil Premium in Nursery and Reception make good progress by the end of the year so that all pupils eligible for Pupil Premium meet at least age related expectations.
Improved speech and language and comprehension skills for lower ability Pupil Premium pupils in Years 2, 3 and 4. Accelerated rates of progress across Key Stage 2 for high/middle ability pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in Years 2, 3 and 4 make rapid progress by the end of the year so that all pupils eligible for Pupil Premium meet age related expectations. Pupils eligible for Pupil Premium identified as high/middle ability make as much progress as high/middle ability Non Pupil Premium pupils across Key Stage 2 in Reading and Writing. Progress measured and monitored in Years 3, 4 and 5 through a range of assessment strategies and moderation of pupils work.
All children eligible for Pupil Premium will attain expected levels in Year 1 Phonics screening.	Early intervention strategies and parental engagement will support Pupil Premium pupils to make expected progress in reading and phonics ensuring that the gap is diminished. Targeted interventions in EYFS and Year 1 will support pupils at risk of falling behind and not meeting the expected level in Year 1 Phonics screening.
Enhanced Curriculum	
Pupils eligible for Pupil Premium will access out of hours learning and enrichment opportunities through the schools co-curricular and extra curricular and activities.	Children will attend before/after school clubs, external visits, residential visits and music lessons. 100% of pupils will attend at least one club each term.
Good Progress in PSED	
Pupils eligible for Pupil Premium will have their social and emotional needs met to secure optimum learning experiences.	Children will have access to early intervention strategies to ensure that their individual needs are met.

Outcomes	Success Criteria
Improved Attendance	
Absence of pupils eligible for Pupil Premium will be closely monitored. School will work closely with parents/carers to improve attendance.	Monitoring of attendance and effective use of incentives and rewards will demonstrate improved personal attendance of Pupil Premium pupils (96% or above)
Extended Partnerships with Parents/Carers	
Improved parent/carer capacity to support children's learning both in school and at home.	Improved attendance at Parents Evenings and Curriculum Celebration events. Active participation in Family Learning and parents Curriculum Workshops. Successful completion of homework tasks.
Family Support	
Provide support for families through our Pastoral Support Worker to enable parents to engage and work in partnership with the school. Full participation and engagement in Operation Encompass in partnership with Sunderland Local Authority and Northumbria Police.	Improved pupil's attendance and engagement. Improved concentration and resilience to cope with the demands of the curriculum. Pupils feel safe, secure and receive the appropriate support.