

# Thomas Jones Primary School

## 2023/24 Outcomes for Pupils in Receipt of the Pupil Premium

At Thomas Jones, all pupils, including those who qualify for the Pupil Premium (PP), make outstanding progress as they move through the school. Analysis conducted by the school based on Perspective Lite, LA data and the schools' own data shows a familiar pattern of achievement by pupils who qualify for the PP.

### Pupil Outcomes at KS2

Over the eleven academic years Thomas Jones has received PP funding and KS2 results have been tested, only nine children have not reached at least Level 4 or, from 2016, the new expected standard (EXS) in reading, writing and mathematics regardless of PP indicator. Six of these children had complex needs, either medical or global development delay and all had statements of SEND or EHCP plans/support plans.

In 2023/24 there were 2 children who did not achieve EXS in reading, GPS and mathematics, both of whom did not sit the statutory tests, and both of whom were eligible for PP. One child had an EHCP in place for SEND needs including a diagnosis of Developmental Language Delay (DLD), and who was working below the level of the tests. The other child was absent for all the statutory tests because of a family trauma and the child being abroad for 3 weeks, and so his results cannot be counted as part of the data. School teacher assessment data for this child show that he is working at the expected level (EXS) for reading, writing, GPS and mathematics, which would have brought totals for EXS up to 97% for all and 89% for PP (reading, GPS and mathematics). Total for EXS writing PP is at 89% as this figure is already based on teacher assessment data and not test data, and so the absent child is included.

These pupils aside, there has been no difference in achievement at the end of KS2 between those qualifying for the PP and those who do not.

Y6 Cohort	L4+ Reading		L4+ Writing		L4+ GPS		L4+ Mathematics	
	PP	All	PP	All	PP	All	PP	All
<b>2011/12</b>	100%	100%	100%	100%	-	-	100%	100%
<b>2012/13</b>	100%	100%	100%	100%	100%	100%	100%	100%
<b>2013/14</b>	95%	97%	95%	97%	95%	97%	95%	97%
<b>2014/15</b>	100%	100%	100%	100%	100%	100%	100%	100%
	EXS or GDS Reading		EXS or GDS Writing		EXS or GDS GPS		EXS or GDS Mathematics	
	PP	All	PP	All	PP	All	PP	All
<b>2015/16</b>	100%	100%	95%	97%	95%	97%	100%	100%
<b>2016/17</b>	96%	97%	96%	97%	96%	97%	100%	100%
<b>2017/18</b>	100%	100%	97%	100%	100%	100%	100%	100%
<b>2018/19</b>	94%	97%	94%	97%	94%	97%	94%	97%
<b>*2021/22</b>	100%	97%	100%	97%	100%	97%	100%	100%
<b>2022/23</b>	100%	100%	95%	97%	100%	100%	100%	100%
<b>2023/24</b>	<b>78%</b>	<b>93%</b>	<b>89%</b>	<b>97%</b>	<b>78%</b>	<b>93%</b>	<b>78%</b>	<b>93%</b>

\*No KS2 results were collected in 2019/20 and 2020/21 due to the covid-19 pandemic

## Comparison with Local Authority and National Data

Graph 1 shows the percentages of pupils achieving either EXS or GDS in reading, writing, mathematics (and combined) as well as GPS compared to the local authority and national picture.

**Graph 1**

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	NCER National	177,430	45.4%	3.0%	102.8	36.5%	62.4%	18.1%	58.5%	6.3%	101.5	39.7%	59.0%	12.8%	102.3	39.9%	58.9%	19.8%
-	LA	340	56.8%	5.0%	105.8	24.7%	74.7%	28.8%	67.9%	10.9%	104.5	27.4%	71.8%	21.8%	106.9	22.9%	76.5%	35.6%
2594	Thomas Jones Primary School	9	77.8%	0.0%	113.7	11.1%	77.8%	66.7%	88.9%	0.0%	119.0	11.1%	77.8%	77.8%	115.4	11.1%	77.8%	66.7%

The graph shows that disadvantaged children at Thomas Jones perform exceptionally well.

For a more in depth analysis of KS2 outcomes in 2024, please see the separate *2023/24 Key Stage 2 Data Analysis* document.

## Pupil Outcomes in the EYFS

Attainment on entry for pupils who qualify for the PP is often significantly below average, especially in Communication and Language (listening, attention and understanding and speaking), Literacy (comprehension, word reading and writing) and Mathematics (numbers and numerical patterns). This difference is addressed through whole class teaching strategies and targeted intervention throughout the Reception year.

However, pupils who qualify for the PP have not always caught up with their peers by the end of the year.

24% of the 2023/24 Reception cohort qualify for the PP. Of these 7 children:

- 57.1% (4 out of 7 children) achieved a good level of development\* (compared to 63.6% of non-PP, 14 out of 22 children).

A closer analysis of the 42.9% of PP children not achieving a good level of development (3 children) demonstrates that this figure is also heavily affected by SEND data as all 3 of these children had either an EHCP in place or are in receipt of SEND support. It is the school's view that disadvantage is not a factor in EYFS achievement.

Historically, disadvantage has been closely correlated to EYFS achievement at Thomas Jones. As the children progress through the school, the trend is that this disparity lessens as they have had more time within the school to be exposed to quality experiences, books, conversations and interactions, and developed a disposition for learning. However, this area will continue to be monitored.

For more detail about EYFS contextual data and outcomes, please see the separate

*2023/24 Early Years Foundation Stage Data Analysis* document.

\*Good level of development: pupil achieved at least expected in all Prime, LIT and MAT goals.

### **Pupil Outcomes at KS1**

By the time they reach the end of KS1, a number of PP pupils have caught up with their peers.

40% of the 2023/24 Year 2 cohort qualified for the PP. Of these 12 children:

- 67% (8 out of 12 children) achieved the expected standard in reading (compared with 89% of non-PP, 16 out of 18 children)
- 58% (7 out of 12 children) achieved the expected standard in writing (compared with 83% of non-PP, 3 out of 18 children)
- 58% (7 out of 12 children) achieved the expected standard in mathematics (compared with 83% of non-PP 3 out of 18 children)

A closer analysis of the 67% of PP children not achieving the EXS standard in reading, writing and mathematics (8 out of 12 children) demonstrates that this figure is also heavily affected by SEND data as all 8 of these children had either an EHCP in place or were in receipt of SEND support. It is the school's view that disadvantage is a factor in KS1 achievement.

For a more in depth analysis of KS1 outcomes in 2024, please see the separate *2023/24 Key Stage 1 Data Analysis* document.

### **Progress - KS1 to KS2**

#### **Progress Measure Contextual Information**

Key stage 2 performance measures do not include progress data (VA Progress Scores) for the academic years 2023/24. This is because there is no relevant KS1 data required to calculate KS1-KS2 progress measures as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption.

No analysis of progress for children in receipt of PP can therefore be made this year.

#### **Narrowing the Gap at Thomas Jones**

While we are satisfied with our provision for pupils in receipt of the PP and feel the school is effective at ensuring equality of outcomes for all pupils, we are determined to ensure this continues with successive cohorts of children. Data pertaining to KS1 and outcomes for children in receipt of PP will be discussed at leadership level.

We will endeavour to achieve this through careful analysis of tracker data, targeted interventions and above all consistent, high-quality teaching, particularly at KS1.

**Assessment Leader**  
**November 2024**

