

Thomas Jones Primary School

2024/25 Outcomes for Pupils in Receipt of the Pupil Premium

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

Pupil Outcomes at KS2

Over the 12 academic years Thomas Jones has received PP funding and KS2 results have been tested, only 11 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. 8 of these children had complex needs, either medical or global development delay and all had statements of SEND or EHCPlans/support plans.

In 2024/25 there were 2 children who did not achieve EXS in reading, writing, GPS and mathematics, one of whom did not sit the statutory tests. **Neither of these children were eligible for PP.** One of these children was in receipt of an EHC Plan and had a diagnosis of Down's syndrome - this child was working below the level of the tests. The other child had severe cognition and learning difficulties including language and communication difficulties and received SEN support for her entire schooling at Thomas Jones. Various teachers and leaders within the school met with the parents of this child frequently to express their concerns about her cognition and learning and request referrals be made and an EHCP be sought. The parents declined at every meeting. As a result, the school has to work within these limitations and could only implement in lesson differentiation and certain boosters. This child did make progress within year 6 however she was working two curriculum years below that of their age.

We are confident that there has been no difference in achievement at the end of KS2 between those qualifying for the PP and those who do not.

In 2024/25, 53% of the Year 6 cohort were eligible for the Pupil Premium (16 pupils), well above the national average.

Y6 Cohort	L4+ Reading		L4+ Writing		L4+ GPS		L4+ Mathematics	
	PP	All	PP	All	PP	All	PP	All
2011/12	100%	100%	100%	100%	-	-	100%	100%
2012/13	100%	100%	100%	100%	100%	100%	100%	100%
2013/14	95%	97%	95%	97%	95%	97%	95%	97%
2014/15	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
2015/16	100%	100%	95%	97%	95%	97%	100%	100%
2016/17	96%	97%	96%	97%	96%	97%	100%	100%
2017/18	100%	100%	97%	100%	100%	100%	100%	100%
2018/19	94%	97%	94%	97%	94%	97%	94%	97%
*2021/22	100%	97%	100%	97%	100%	97%	100%	100%
2022/23	100%	100%	95%	97%	100%	100%	100%	100%
2023/24	78%	93%	89%	97%	78%	93%	78%	93%
2024/25	100%	93%	100%	93%	100%	93%	100%	93%

*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 eligible for PP 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	Avg. High SS	<Exp	≥Exp	High	≥Exp	GDS SS	Avg. <Exp	≥Exp	High SS	<Exp	≥Exp	High			
-	NCER National	188,270	47.5%	3.5%	103.0	35.7%	63.2%	21.2%	59.5%	6.6%	101.8	38.2%	60.6%	15.0%	102.6	39.1%	59.8%	18.6%
-	LA	366	64.2%	9.8%	106.4	24.0%	75.7%	39.3%	74.0%	15.3%	105.7	24.0%	75.7%	29.0%	107.7	21.3%	78.1%	41.8%
2594	Thomas Jones Primary School	16	100.0%	6.3%	112.7	0.0%	100.0%	81.3%	100.0%	6.3%	111.8	0.0%	100.0%	75.0%	115.6	0.0%	100.0%	87.5%

The graph shows that disadvantaged children at Thomas Jones perform exceptionally well – 100% achieved the expected standard for RWM compared to just 64.2% locally and 47.5% nationally.

For a more in depth analysis of KS2 outcomes in 2024, please see the separate *2024/25 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.

30% of the 2024/25 Reception cohort qualify for the PP. Of these 9 children:

- 33.3% (3 out of 9 children) achieved a good level of development* (compared to 76.2% of non-PP, 16 out of 21 children).

A closer analysis of the 66.7% of PP children not achieving a good level of development (6 children) demonstrates that this figure is also heavily affected by SEND data as 4 had significant SEND needs and the other 2 are part of much intervention. Not surprisingly, disadvantage did play a factor in attainment for the 2025 cohort.

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 *2024/25 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.

37% of the 2024/25 Year 2 cohort qualified for the PP. Of these 11 children:

- 81.8% achieved the expected standard or higher in reading (compared with 73.7% of non-PP children).
- 72.7% achieved the expected standard or higher in writing (compared with 63.2% of non-PP children).
- 72.7% achieved the expected standard or higher in mathematics (compared with 78.9% of non-PP children).
- 63.6% achieved the expected standard or higher in reading, writing and maths combined (compared to 63.2% of non-PP children).

Thomas Jones also performed well compared with the local and national picture for PP eligible children:

ASSESSMENTS

Subject	Level	Thomas Jones Primary School (2594)	Local Authority - Kensington and Chelsea		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	81.8%	76.0%	+5.8%	58.8%	+23.0%
	GDS	9.1%	18.2%	-9.1%	10.0%	-0.9%
Writing	≥EXS	72.7%	66.9%	+5.8%	50.0%	+22.7%
	GDS	0.0%	9.1%	-9.1%	4.5%	-4.5%
Maths	≥EXS	72.7%	71.1%	+1.6%	59.9%	+12.8%
	GDS	18.2%	14.9%	+3.3%	8.8%	+9.4%

A closer analysis of the 36.3% (4 out of 11 children) of PP children not achieving the EXS standard in *either* reading, writing or mathematics demonstrates that this figure is primarily affected by SEND data. 1 child has an EHCP in place, a further child is in receipt of SEND support and is undergoing paediatric assessments linked to cognition and learning. The further 2 children just narrowly missed out on the EXS level in just one subject (1 in writing, and 1 in mathematics). It is the school's view that disadvantage does not appear to be a factor in pupil achievement at the expected standard this year.

For a more in depth analysis of KS1 outcomes in 2025, please see the separate *2024/25 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 2024/25. 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.

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

Assessment Leader
November 2025