

Thomas Jones Primary School

2022/23 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 ten academic years Thomas Jones has received PP funding and KS2 results have been tested, only seven 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. Five of these children had complex needs, either medical or global development delay and all had statements of SEND or EHCPlans/support plans. In 2022/23 the child who did not achieve EXS in writing joined our school at the start of Year 6 significantly behind in their learning.

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
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%

*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) and 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	188,010	44.3%	3.2%	102.5	38.6%	60.4%	17.6%	58.4%	6.6%	101.3	39.7%	59.1%	12.9%	102.1	39.7%	59.2%	18.6%
-	LA	358	65.4%	10.1%	105.8	22.9%	76.8%	28.5%	76.0%	17.3%	105.6	22.1%	77.7%	26.5%	106.5	22.9%	76.8%	34.4%
2594	Thomas Jones Primary School	19	94.7%	21.1%	110.9	0.0%	100.0%	63.2%	94.7%	26.3%	111.7	0.0%	100.0%	57.9%	111.2	0.0%	100.0%	57.9%

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

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 2022/23 Reception cohort qualify for the PP. Of these 9 children:

- 55.6% (5 out of 9 children) achieved a good level of development* (compared to 62% of non-PP, 13 out of 21 children).

A closer analysis of the 44.4% of PP children not achieving a good level of development demonstrates that this figure is also affected by both SEND and term of birth data. It is however, the school's view that disadvantage remains 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 *Early Years Foundation Stage Context and Outcomes* 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.

26% of the 2022/23 Year 2 cohort qualify for the PP. Of these:

- 63% achieved the expected standard in reading (compared with 82% non-PP)
- 38% achieved the expected standard in writing (compared with 77% non-PP)
- 63% achieved the expected standard in mathematics (compared with 82% non-PP)

Disadvantage does appear to play a factor in end of KS1 outcomes. A closer analysis of the data also demonstrates that the percentages of both PP pupils and non-PP pupils not achieving the expected standard, are also affected by SEND data as well as term of birth (summer born) and gender (boys) specifically for writing.

For a more in depth analysis of KS1 outcomes in 2023, please see the separate *KS1 Data Report 2023* document.

Progress - KS1 to KS2

Graph 2 shows the percentage progress score and average of progress score of disadvantaged pupils achieving either EXS or GDS in reading, writing and mathematics compared to the local authority and national picture.

Graph 2

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	NCER National (all schools)	189,770	7.2	94.0%	44.0%	-0.84	±0.03	94.0%	54.0%	-0.67	±0.03	94.0%	45.0%	-1.02	±0.03
-	LA (state-funded schools)	358	7.6	91.9%	56.5%	+0.96	±0.68	93.3%	69.2%	+1.69	±0.65	91.9%	64.4%	+1.62	±0.64
2594	Thomas Jones Primary School	19	8.0	100.0%	94.7%	+5.58	±2.83	100.0%	89.5%	+3.66	±2.72	100.0%	94.7%	+7.25	±2.66

Graph 2 demonstrates the significantly high percentage progress scores and average progress scores for children at Thomas Jones compared to both the local and national picture.

For a more in depth analysis of pupil progress in 2023, please see the separate *Pupil Achievement Over Time 2023* document.

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 2023**