

## Outcomes for Pupils in Receipt of the Pupil Premium 2019

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 Analyse School Performance (ASP), 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 eight academic years Thomas Jones has received PP funding, only five children have not reached at least Level 4 or, from 2016, the new expected standard (EXS) in reading, writing and mathematics. All five had complex needs, either medical or global development delay and all had statements of SEND or EHCPlans.

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> | <b>94%</b>         | <b>97%</b> | <b>94%</b>         | <b>97%</b> | <b>94%</b>     | <b>97%</b> | <b>94%</b>             | <b>97%</b> |

### Progress throughout the School

#### EYFS

Attainment on entry for pupils who qualify for the PP is often significantly below average, especially in Communication and Language (listening & attention, understanding and speaking), Literacy (reading and writing) and Numbers. 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.

23% of the 2018/19 Reception cohort qualify for the PP. Of these 7 children:

- 100% achieved 2+ points in Communication and Language (compared with 87% non-PP)
- 43% achieved 2+ points in Literacy (compared with 63% non-PP)
- 57% achieved 2+ points in Numbers (compared with 61% non-PP)

29% of children in receipt of the Pupil Premium were working at a good level of development across all 12 key areas by the end of their Reception year (2 out of 7 children), compared with 61% of those not eligible (14 out of 23 children). The difference in achievement by pupils who qualify for the PP and those pupils who do not appears stark.

A closer analysis of the 61% of non PP children achieving a good level of development demonstrates that this figure is affected by both SEND and term of birth data. It is the school's view that disadvantage remains a significant factor in EYFS achievement. Although the percentage of the class eligible for the Pupil Premium grant (23%) is relatively small, the IDACI data provided by the Local Authority classes 50% of the cohort as living within the most deprived 10% of areas nationally.

### **Key Stage 1**

By the time they reach the end of KS1, a number of PP pupils have caught up with their peers and the percentage achieving the expected standard in (EXS) has been broadly in line with or marginally higher than national results.

50% of the 2018/19 Year 2 cohort qualify for the PP. Of these:

- 73% achieved the expected standard in reading (compared with 73% non-PP)
- 67% achieved the expected standard in writing (compared with 73% non-PP)
- 73% achieved the expected standard in mathematics (compared with 80% non-PP)

A closer analysis of the data demonstrates that the percentages of non-PP pupils achieving the expected standard are affected by SEND data. These percentages rise to 85% in reading and writing and 92% in mathematics when the two children with EHCPlans are removed from the calculations.

By the end of KS1, the gap between pupils who qualify for the PP and those who do not has narrowed, although a gap still exists.

### **Key Stage 2**

By the end of KS2, pupils at Thomas Jones in receipt of the PP achieve national test results considerably higher than the national and local authority averages for all pupils (65% and 77% respectively for reading, writing and mathematics combined) and in line with their peers who do not qualify for the PP.

55% of the 2018/19 Year 6 cohort qualify for the PP. Of these:

- 94% achieved the expected standard (EXS\*) in reading (63% achieved a scaled score of 110.0+)
- 94% achieved the expected standard (EXS\*) in writing (19% achieved the higher standard of GDS\*\*)
- 94% achieved the expected standard (EXS\*) in GPS (69% achieved a scaled score of 110.0+)
- 94% achieved the expected standard (EXS\*) in mathematics (56% achieved a scaled score of 110.0+)

\* EXS – working at the expected standard

\*\* GDS – working at greater depth within the expected standard

Not only has the gap closed, but also many pupils in receipt of the PP have achieved above and beyond the level expected of them. They leave the school ready for secondary school.

At Thomas Jones, the expectation is that **all** pupils in the school (excepting those with profound special educational needs who are unable to access the curriculum) will reach at least the expected standard at the end of KS2, and many are expected to exceed this standard.

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

Analyse School Performance (ASP) has not yet published progress data for pupils in receipt of the pupil premium. However, the school has undertaken its own analysis. Of the sixteen 2018/19 Year 6 pupils who qualified for the PP:

#### **Reading**

- The average progress score was 8.19.
- Children with low prior attainment achieved a progress score of 5.99.
- 100% of pupils working at L1+ in KS1 achieved the new expected standard (EXS)
- 50% of pupils working at L1 in KS1 achieved the higher expected standard (GDS)
- 90% of pupils working at L2+ in KS1 achieved the expected standard (EXS)
- 50% of pupils working at L2+ in KS1 achieved the higher expected standard (GDS)

#### **Writing**

- The average progress score was 3.18.
- Children with low prior attainment achieved a progress score of 5.12.
- 50% of pupils working at L1+ in KS1 achieved the new expected standard (EXS)
- 100% of pupils working at L2+ in KS1 achieved the expected standard (EXS)
- 15% of pupils working at L2+ in KS1 achieved the higher expected standard (GDS)

#### **Mathematics**

- The average progress score was 5.86.
- Children with low prior attainment achieved a progress score of 4.71.
- 100% of pupils working at L2+ in KS1 achieved the new expected standard (EXS)
- 60% of pupils working at L2+ in KS1 achieved the higher expected standard (GDS)

For a more in depth analysis of pupil progress in 2019, please see the separate Pupil Progress 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**  
**October 2019**