

St. Thomas' CE
Primary School



Pupil Premium
Strategy Statement
2024-27

Part A: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-25 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail (2024-25 Academic Year)	Data
School name	St Thomas CE Primary School
Pupils in school	419 pupils (not inc. Nursery)
Proportion (%) of pupil premium eligible pupils	Whole School - 73 pupils (17%) (As of July 2024) Reception pupils – 0 (0%) Year 1 - 4 pupils (7%) Year 2 - 12 pupils (20%) Year 3 - 10 pupils (17%) Year 4 - 13 pupils (22%) Year 5 - 16 pupils (27%) Year 6 - 18 pupils (30%)
Additional PP Pupils for 2024-25 Overall: +15 pupils Year 1: +4 pupils Year 2: +8 pupils Year 3: +1 pupil Year 4: +8 pupils Year 5: +6 pupils Year 6: +4 pupils	
Academic year or years covered by statement	2024-25 2025-26 2026-27
Publish date	Oct 24
Review date	July 25
Statement authorised by	Yusra Arshad
Pupil premium lead	Jason Barker
Governor lead	Mrs Illham Umer

Funding Overview

Detail (2024-25 Academic Year)	Amount
Pupil premium funding for 2024-25	£106,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2024-25 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,560
Projected Spend	£101,080 (currently)
Projected Over/Under Spend	£5,480 remaining (currently)

Part A: Pupil premium strategy Plan

Statement of intent

Overview:

The pupil premium funding has been allocated to schools. The pupil premium funding is used to improve the outcomes of vulnerable children in our school. This money is allocated to secure additional support and improve the progress of children in vulnerable groups. The money is paid directly to schools and is based on the number of children who receive or have received Free School Meals, children in care and children of parents in the armed services. It is up to schools to decide how this money is spent. The current number of Pupil Premium pupils within the school is 73 pupils (17%).

We have prioritised children who:

- Have been in receipt of Free School Meals in the last 6 years.
- Have been looked after children for the past 6 months or have been previously looked after.
- Vulnerable children who are underachieving

We prioritise the use of pupil premium to ensure that it has the biggest impact on the life chances and education of our children by overcoming barriers to learning, as documented below and set out with the proposed spending.

At St Thomas's all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, but may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential as we are committed to provide effective resources and vital support were required to overcome barriers to learning, improve academic outcomes, and develop mental health and wellbeing of pupils.

2024-25 Academic Year:

At the time of writing this document, there is a total of 419 children (not inc. nursery pupils) on roll with £106,560 of pupil premium funding allocated to the school.

As set out in the Pupil Premium Action Plan and Strategy for the 2024-25 academic year, the main priorities of the Pupil Premium funding are:

- To help overcome barriers to learning by providing our vulnerable pupils and their families with wellbeing support, helping to raise attendance and punctuality.
- To continue to narrow the gap between PP and Non-PP funding, particularly in target year groups where the gap is at its biggest.
- To try to narrow the gap with the number of PP pupils working at the Greater Depth levels at the end of KS2.
- To increase the number of wider opportunities for Pupil Premium pupils.
- Continue to raise the profile of Pupil Premium funding with families to help support them and their children throughout their education at St. Thomas'.

This will be done by using Pupil Premium and catch-up funding to:

- Pupil Wellbeing Coordinator, Attendance Lead & Family Support worker, identifying barriers to learning and providing families with support.
- Ensure that the mental health and wellbeing of PP pupils continues to be supported through ELSA and additional training of staff, along with external support where relevant.
- ROSCO & Wellcomm interventions to aid children with low speech and language levels on entry to Nursery/Reception or later in school.
- Wellcomm support for those children who are less advanced with their speech and language.
- Provide Speech & Language support for those children who require.
- Provide targeted support through scaffolded learning opportunities.
- Provide targeted keep up Phonics interventions to support the teaching the Little Wandle Phonics Scheme and for those new to the country.
- Additional support with targeted reading sessions consisting of one to one and small group guided reading.
- Targeted scaffolded groups for Year 6 pupils to meet end of KS2 expectations.
- Offer wider opportunities for pupils through extra-curricular activities.
- Train staff on the teaching of mastery and collaborative approaches to learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils

Challenge number	Detail of challenge																															
1	<u>Mental health/emotional wellbeing of pupils and parents.</u> Evidence: Below documents the mental health/emotional wellbeing support provided to our PP pupils from the beginning the 2023/24 academic year. 42/73 (58%) PP pupils have needed some kind of wellbeing support since the beginning of the 2023/24 academic year, providing us with a massive challenge to learning. This continues to be prevalent in school, with over two-thirds of PP pupils or parents of PP pupils requiring support, with a further 31 PP pupils being added this year, who weren't recognised as PP pupils last academic year, they are likely to require support. <table><tr><td><u>Wellbeing Support</u></td><td><u>58 PP Pupils</u></td></tr><tr><td>ELSA</td><td>23/68 (40%)</td></tr><tr><td>Family Support</td><td>11/58 (19%)</td></tr><tr><td>External Agency Referrals</td><td>9/58 (16%)</td></tr><tr><td>Total</td><td>40/58 (69%)</td></tr></table> Rationale (Taken from EEF Teaching and Learning Toolkit): Metacognition and Self-Regulation +7 months Parental Engagement +4 months Social and Emotional Learning +4 months Summer Schools +3 months	<u>Wellbeing Support</u>	<u>58 PP Pupils</u>	ELSA	23/68 (40%)	Family Support	11/58 (19%)	External Agency Referrals	9/58 (16%)	Total	40/58 (69%)																					
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2	<u>Low Language Level on entry to School</u> Evidence: 78% (57/73) of PP pupils are registered as EAL, with the majority of those pupils not speaking English at home as their first language, in most cases, is either Gujarati or Urdu. These means that over 2/3 of our current PP pupils started school with a low language level when they began at St. Thomas'. <table><tr><td><u>EAL pupils by year group</u></td><td><u>73 PP Pupils</u></td></tr><tr><td>Year 6</td><td>17/18 (94%)</td></tr><tr><td>Year 5</td><td>11/16 (65%)</td></tr><tr><td>Year 4</td><td>8/13 (62%)</td></tr><tr><td>Year 3</td><td>6/10 (60%)</td></tr><tr><td>Year 2</td><td>11/12 (92%)</td></tr><tr><td>Year 1</td><td>4/4 (100%)</td></tr><tr><td>Total</td><td>47/73 (78%)</td></tr></table> Of our current Year 1 PP pupils (2023-24 Reception class) 75% of pupils did not achieve a Good Level of Development, along with 42% of our current Year 2 pupils (2022-23 Reception class). <table><tr><td><u>Reception Classes by Cohort</u></td><td><u>GLD</u></td><td><u>ELG Comprehension</u></td><td><u>ELG Word Reading</u></td><td><u>ELGs Writing</u></td></tr><tr><td>Year 2 PP Children (Reception 2022-23)</td><td>7/12 (58%)</td><td>11/12 (92%)</td><td>7/12 (58%)</td><td>7/12 (58%)</td></tr><tr><td>Year 1 PP Children (Reception 2023-24)</td><td>1/4 (25%)</td><td>1/4 (25%)</td><td>1/4 (25%)</td><td>1/4 (25%)</td></tr></table> Rationale (Taken from EEF Teaching and Learning Toolkit): Oral Language Interventions +6 months Phonics +5 months	<u>EAL pupils by year group</u>	<u>73 PP Pupils</u>	Year 6	17/18 (94%)	Year 5	11/16 (65%)	Year 4	8/13 (62%)	Year 3	6/10 (60%)	Year 2	11/12 (92%)	Year 1	4/4 (100%)	Total	47/73 (78%)	<u>Reception Classes by Cohort</u>	<u>GLD</u>	<u>ELG Comprehension</u>	<u>ELG Word Reading</u>	<u>ELGs Writing</u>	Year 2 PP Children (Reception 2022-23)	7/12 (58%)	11/12 (92%)	7/12 (58%)	7/12 (58%)	Year 1 PP Children (Reception 2023-24)	1/4 (25%)	1/4 (25%)	1/4 (25%)	1/4 (25%)
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Low general attainment throughout EYFS/KS1 for PP pupils – resulting in historically lower attaining pupils.

Evidence: When looking at historical data, e.g. EYFS Framework ELG achieved, KS1 Assessments and end of year non-statutory assessments 51% of PP pupils (38/73) currently on roll have been historically lower attaining pupils and not working at ARE+ in at least 1 area of the curriculum that is assessed nationally at the end of KS2.

<u>Prior Lower Attaining 2024-25</u>	<u>73 PP Pupils</u>
Year 6	8/18 (44%)
Year 5	8/16 (50%)
Year 4	9/13 (69%)
Year 3	5/10 (50%)
Year 2	4/12 (33%)
Year 1	3/4 (75%)
Total	37/73 (51%)

Rationale (Taken from EEF Teaching and Learning Toolkit):
Collaborative Learning Approaches +5 months
Mastery Learning +5 months
Teaching Assistant Interventions +4 months

4

Higher percentage of absence for PP pupils compared to non-PP pupils.

Evidence: The average PP/FSM attendance for the 2023-24 academic year was lower than Non-PP pupils by 0.6%, although this is improving and much better than national average attendance for PP pupils (1.9% above) it is below the school’s average. This is most relevant in children moving into the following year groups: Year 1 (2.4% below), Year 4 (1.6% below) and Year 5 (0.9% below).

<u>Attendance 2023-24</u>	<u>PP Pupils</u>	<u>Whole School</u>	<u>Difference</u>
Year 5 (Now Year 6)	94.0%	94.4%	-0.4%
Year 4 (Now Year 5)	94.4%	95.3%	-0.9%
Year 3 (Now Year 4)	92.4%	94.0%	-1.6%
Year 2 (Now Year 3)	94.6%	94.2%	+0.4%
Year 1 (Now Year 2)	93.9%	93.7%	+0.2%
Reception (Now Year 1)	90.7%	93.1%	-2.4%
Average Attendance	93.7%	94.3%	-0.6%

Rationale (Taken from EEF Teaching and Learning Toolkit):
Metacognition and Self-Regulation +7 months
Parental Engagement +4 months
Social and Emotional Learning +4 months

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A high number of Pupil Premium pupils with SEND

Evidence: There have been an increasing number of Pupil Premium pupils that are identified as having SEND. This is a higher percentage than the number of SEND pupils school across the whole of school which is 16%. As a comparative there are 22 PP pupils (30%) that are identified as SEND.

<u>PP SEND Pupils 2024-25</u>	<u>73 PP Pupils</u>
Year 6	4/18 (22%)
Year 5	4/16 (25%)
Year 4	5/13 (38%)
Year 3	3/10 (30%)
Year 2	3/12 (25%)
Year 1	3/4 (75%)
Total	22/73 (30%)

Rationale (Taken from EEF Teaching and Learning Toolkit):
One to One Tuition +5 months
Teaching Assistant Interventions +4 months
Small Group Tuition +4 months
Individualised Instruction +4 months

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Priority 1 – Remove barriers to learning linked to the social, emotional and mental health needs for disadvantaged pupils. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition & self-regulation +7 Parental Engagement +4 Social & emotional learning +4 Behaviour interventions +4	• Ensure children feel comfortable and well supported in school providing them with both internal and external support with their social, emotional and mental health where appropriate. • Create an environment where families approach school with any support required, with PWBC, Family Support, SLT & CTs support the family where appropriate. • Children with low language levels to make accelerated progress so that they are able to work at ARE+ in Speech & Language, Reading and Writing. • Parents/Families engage with support offered through school and external agencies where required.
Priority 2 – Improve oral language skills and vocabulary among disadvantaged pupils and SEN pupils. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Oral lang interventions +6 Reading Comprehension Strategies +6 Phonics +5 Mastery Learning +5 One to one tuition +5 EY intervention +5	• Children with low language levels to make accelerated progress so that they are able to work at ARE+ in Speech & Language, Reading and Writing. • Identify children with language needs and provide them with appropriate support and referrals to S&L therapists where necessary. • Ensure parents are engaged and working with children to develop speech and language.
Priority 3 – Continue to improve attainment for disadvantaged pupils, with the focus on narrowing the gap before the end of KS1 and a focus on increasing the number of Greater Depth PP pupils. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Oral language interventions +6 Mastery Learning +5 Collaborative learning approaches +5 Homework +5 Parental engagement +3	• Continue to improve the outcomes for PP pupils by the end of KS2 in the core subjects. • Target PP pupils in KS1 to provide them with targeted support to ensure they are on track by the end of KS1 where possible. • Raise the number of PP pupils achieving Greater Depth by the end of KS2, narrowing the gap with Non-PP pupils.
Priority 4 – To achieve and sustain improved attendance narrowing the gap between attendance of PP and Non-PP pupils. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition and Self-Regulation +7	• Robust systems and procedures in place and followed by Attendance Lead/Office Staff to ensure attendance continues to improve. • Ensure PP pupils attendance continues to be higher than the national average. • Attendance continues to improve for PP pupils. • Engagement from parents with improving attendance from the attendance lead, with support from the LA Attendance Inclusion Officer.

months Parental Engagement +4 months Social and Emotional Learning +4 months	
Priority 5 – Identify PP pupils with SEND needs and meet their needs to ensure they have the opportunity to meet ARE+. Rationale (EEF Teaching & Learning Toolkit Impact): One to One Tuition +5 months Teaching Assistant Interventions +4 months Small Group Tuition +4 months Individualised Instruction +4 months Parental engagement +3	• Pupils with learning needs identified by the end of EYFS, so that they can provided with the relevant support earlier in their education. • Improve attainment outcomes in core subjects for SEND learners. • Support, scaffold and individualised instruction provided by Class Teachers to meet the needs of SEND pupils. • External agencies/support sought out for pupils who required additional support.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,902**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery Training – Mastery approach to teaching Maths & Lancashire Red Rose resource training by Lancashire Primary Maths Consultant. £1500 – but covered by Maths budget.	Development of teachers approach to mastery. New Maths scheme being implemented ensures this is done effectively. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Mastery Learning +5	2 & 3
Continuation of involvement in the Maths Hub through Maths Readiness Groups. £0 – DfE Funded.	Development of teachers approach to mastery. New Maths scheme being implemented ensures this is done effectively. Supporting teaching of maths due to the national impact following covid. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Mastery Learning +5	2 & 3
Maths Mastering Number being taught in Reception for Main Teach and additional track for KS1. £0 – DfE Funded.	Development of teachers approach to mastery. Recommended in the Ofsted Mathematics Research review series. Fully funded by DfE provided CPD for staff teaching. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Mastery Learning +5	2 & 3
English Literacy Training – Language and Literacy training by Lancashire Primary English Consultant. £1000 – but covered by English budget.	Development of teachers approach to teaching literacy and language schools. Development of English curriculum. Rationale (EEF Teaching & Learning Toolkit Impact): Reading Comprehension Strategies +6 Collaborative Learning Approaches +5	2, 3, 5
Additional CT in Year 6 to work with target pupils. £10,902 – CT	Lower attainment levels for PP pupils. Children benefit from extra targeted teaching/boosting. Only 5/18 (28%) PP children currently on track to meet ARE+ in RWM combined at the end of Year 5. Smaller groups give more teacher time to support with emotional and wellbeing surrounding SATs. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Small group tuition +4	2 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued targeted support from Teaching and Learning Assistants for Phonics, Reading and Maths. £39,249 - 7 x TLAs	Lower levels of attainment targeted following statutory/non-statutory assessments. Progress meetings identified children with lower attainment levels. Targeted support in areas of the curriculum where it is essential to do so (class specific). Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Oral language interventions +6 Mastery Learning +5 Collaborative learning approaches +5 Phonics +5	2, 3, 4, 5
Children with low language levels or SEND to receive Wellcomm intervention by Teaching and Learning Assistants and in the most severe cases speech and language packs to be delivered by Speech and Language therapist. £39,249 (As above) – 6x TLAs £10,125 – SALT.	Lower levels of attainment following internal assessments. Progress meetings identified children with lower attainment. Targeted children in each year group continued to be supported with language acquisition where required. Speech and language therapist in school one day a week assessing and reviewing children identified as requiring SALT. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Collaborative learning approaches +6 Oral lang interventions +6 One to one tuition +5	2, 3, 4, 5
Increased targeted support from dedicated Teaching and Learning Assistants for Phonics keep up sessions following the Little Wandle intervention. £19,885 (as accounted for above) – 3 x TLAs (Y1 & Y2)	Progress meetings identified children with lower attainment levels. Half-termly assessments of Phonics data. Mastery approach to learning in class ensures prior lower attaining/SEND pupils need to catch up. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Oral language interventions +6 Mastery Learning +5 Collaborative learning approaches +5 Phonics +5	3, 4, 5
Additional Teacher and HLTA in Year 6 to support with targeted groups. £2,812 – HLTA £10,902 (As above) – CT	Lower attainment levels for PP pupils. Children benefit from extra targeted teaching/boosting. Only 6/16 (38%) PP children on track to meet ARE+ in RWM combined at the end of Year 6, based on Year 5 data.	3, 5

	Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Small group tuition +4	
Possible, Easter Y6 consolidation sessions for Year 6 pupils, if required. Costings TBC	Lower attainment levels for PP pupils. Children benefit from extra targeted teaching/boosting. Only 6/16 (38%) PP children on track to meet ARE+ in RWM combined at the end of Year 6, based on Year 5 data. Smaller groups give more teacher time to support with emotional and wellbeing surrounding SATs. Raise GD attainment levels – currently 1 PP pupil on track to achieve GDS in Maths, 0 in Reading and 0 in Writing. Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +6 Reading comprehension strategies +6 Small group tuition +4	3, 5

Wider strategies for current academic year (related to attendance, behaviour and wellbeing)

Budgeted cost **£38,001**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PWBC to do the following: manage Family Support worker. Oversee safeguarding concerns Manage CPOM/make referrals. Oversee contacts with social care. Lead on CAF/CIN.CP where appropriate. Liaise with teaching staff and parents. Work with children. Pupil Wellbeing coordinator to support families of PP families, and any LAC pupils if this becomes evident. £12,140 – Pupil Wellbeing Coordinator	Increased numbers of referrals via CPOMS. Increased numbers of families requesting support and advice. Increased numbers of ENCOMPASS referrals. Barriers to learning being broken down to help prior lower attaining PP pupils attain higher and more in line with Non-PP pupils. High number of PP pupils that have required in school or family support historically 40/58 (69%) PP pupils from the 2023-24 academic year. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition & self-regulation +7 Parental Engagement +4 Social & emotional learning +4 Behaviour interventions +4	1
Family support worker to provide family support and ELSA sessions for those who require them. £10,026 – TLA 2	Increased number of families with NRPF. Applications to be supported for FSM. General family support for helping families with low level helps to develop parental engagement and ensure school is creating a supportive environment, ELSA sessions provide Mental health and wellbeing emotional support for vulnerable pupils to overcome barriers to learning. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition & self-regulation +7 Parental Engagement +4	1, 3, 4

	Social & emotional learning +4 Behaviour interventions +4	
Monitor attendance and support families and pupils with persistent absence. £4,587 - Attendance Lead – AHT. £12,140 (as above) – Pupil Wellbeing Coordinator	Persistent absence higher for PP pupils. Impact of PAC has been useful in raising attainment for PP-Pupils. Meetings with parents’ breakdown barriers to attendance and help school to provide support for families of PP pupils. Graduated approach to attendance followed. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition & self-regulation +7 Parental Engagement +4 Social and emotional learning +4.	1, 4
Additional extra-curricular activities specifically targeting higher attaining children who do not need academic intervention/support. £11,248 – HLTA.	Due to the background of our pupils, many children do not get the opportunity to enjoy wider opportunities outside of school. Develop children’s self-esteem and confidence. Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition & self-regulation +7 Collaborative learning approaches +6 Small group tuition +4 Physical Activity +1	1
Holiday clubs (HAF programme) offered to pupils £0 – funding provided	Rationale (EEF Teaching & Learning Toolkit Impact): Summer Schools +3 Physical Activity +1	1

Externally provided programmes and support

Provider	Resource or Support.
Voice 21	External/Internally Oracy Training
Rosco	Language Intervention
Wellcomm	Language Intervention Online CPD provided
Little Wandle	Phonics Intervention Online CPD provided
Rising Stars	Assessments (PUMA, PIRA, GAP)
Lancashire Red Rose Maths	Red Rose Teaching Resources CPD provided by Primary Consultant
Lancashire English	English Teaching Units CPD provided by Primary Consultant
Bounce Back!	Resilience, social and emotional learning programme for children who are struggling with hardship and adversity.

Part B: Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Priority 1 – Raise the attainment of PP pupils in Maths, Writing and Reading to narrow the gap with Non-PP pupils.

- The gap between PP and Non-PP pupils has narrowed over the academic year in Reading, Writing and Maths in all year groups except for Year 1. This is in part down to there only being 4 children, two of which who are SEN.
- At the end of KS2 Pupil Premium pupils have outperformed Non-PP Pupils in Reading and Writing and matched them in Maths.
- To help raise attainment, a large allocation of Pupil premium funding (£47,776) has been used to support PP pupils with their learning and to increase the attainment levels. This has led to the below number of children being supported in the areas listed to help raise attainment. With a further allocation of £20,945 towards Speech & Language and ELSA support to overcome barriers to learning.

Year Group:	Scaffolded learning/booster opportunities/emotional support	Number of PP pupils receiving
Year 1	Wellcomm, Phonics, Maths & English scaffolded learning, ELSA	2/4
Year 2	Wellcomm, Phonics booster, ELSA, S&L	7/9
Year 3	Wellcomm, Phonics booster, ELSA, S&L	7/9
Year 4	Wellcomm, Multiplication Tables booster, Maths, ELSA	10/10
Year 5	Wellcomm, Phonics booster, Maths & Reading scaffolded learning, ELSA	12/16
Year 6	Wellcomm, Targeted SATs booster groups, ELSA	10/10
Total Number:		48/58 (83%)

- Below is the data for Reading, Writing and Maths looking at how the gap between PP and Non-PP has narrowed/grown over the academic year for children working at ARE+ and GDS.

Reading (ARE+):

In Reading the gap has narrowed in all year groups between PP and Non-PP pupils, except in Year 1, where one child went from meeting ARE+ in Autumn to not in Summer, which makes a difference of 28%. In Years 3 and 6, PP pupils are outperforming non-PP in Reading, and in Year 5 they are equal. Therefore, meaning our PP pupils leave KS2 with better outcomes on average in Writing.

PP vs Non PP Gap ARE+	PIRA/SATs Aut	PIRA/SATs Sum	Difference
Year 6	-6%	+4%	+10%
Year 5	-25%	0%	+25%
Year 4	-30%	-8%	+22%
Year 3	-4%	+7%	+11%
Year 2	-7%	-4%	+3%
Year 1	+5%	-23%	-28%

Reading (GDS):

In Years 1, 4 and 6 the gap has narrowed between PP and Non-PP at GDS, with PP pupils outperforming non-PP pupils in Years 3 and 6 at GDS, along with being equal to them in Year 4.

PP vs Non PP Gap GDS	PIRA/SATs Aut	PIRA/SATs Sum	Difference
Year 6	0%	+1%	+1%
Year 5	-1%	-3%	-2%
Year 4	-12%	0%	+12%
Year 3	+18%	+8%	-10%
Year 2	-6%	-9%	-3%
Year 1	-13%	-2%	+11%

Writing (ARE+):

In Writing the gap has narrowed in all year groups between PP and Non-PP pupils in all year groups. In Years 1, 2 and 6 our PP pupils outperformed our Non-PP pupils, meaning our PP pupils leave KS2 with better outcomes on average in Writing.

PP vs Non PP Gap ARE+	Writing TJ Aut	Writing TJ Sum	Difference
Year 6	-18%	+21%	+39%
Year 5	-20%	-4%	+16%
Year 4	-28%	-6%	+22%
Year 3	-13%	-1%	+12%
Year 2	-15%	+2%	+17%
Year 1	-4%	+18%	+22%

Writing (GDS):

Only Year 5 PP pupils are outperforming non-PP pupils at GDS. With the remaining classes being only 1 pupil away from being higher than non-PP pupils at GDS.

PP vs Non PP Gap GDS	Writing TJ Aut	Writing TJ Sum	Difference
Year 6	0%	-5%	-5%
Year 5	0%	+7%	+7%
Year 4	0%	-10%	-10%
Year 3	0%	-2%	-2%
Year 2	0%	-3%	-3%
Year 1	0%	-3%	-3%

Maths (ARE+)

In Maths the gap has narrowed in all year groups between PP and Non-PP pupils, with the exception of Year 1 and Year 3, although Year 1 PP pupils are still outperforming non-PP pupils. Year 3 (Year 4 in 2024-25) will be a focus cohort for Maths. In Year 6 our PP pupils outperformed our Non-PP pupils, meaning our PP pupils leave KS2 with better outcomes on average in Maths.

PP vs Non PP Gap ARE+	PUMA/SATs Aut	PUMA/SATs Sum	Difference
Year 6	-13%	0%	+13%
Year 5	-14%	-8%	+6%
Year 4	-28%	-10%	+18%
Year 3	-4%	-14%	-10%
Year 2	-14%	-7%	+7%
Year 1	+22%	+6%	-16%

Maths (GDS):

Only Year 5 PP pupils are outperforming non-PP pupils at GDS, with Year 1 PP pupils being equal to non-PP pupils. With the remaining classes being only 1 pupil away from being higher than non-PP pupils at GDS.

PP vs Non PP Gap GDS	PIRA/SATs Aut	PIRA/SATs Sum	Difference
Year 6	0%	-7%	-7%
Year 5	-7%	+1%	+8%
Year 4	-6%	-8%	-2%
Year 3	-5%	-18%	-13%
Year 2	-4%	-11%	-7%
Year 1	-4%	-4%	0%

- As evidenced below in some year groups more PP pupils are working at ARE than Non-PP pupils and the gap is in favour and

positive for PP pupils. The current Year 1 and Year 3 PP cohorts will be targeted year groups next year as they are the only years in which Reading, Writing and Maths all have a negative gap between PP and Non-PP pupils. Although 50% of PP Pupils in Year 1 are SEN, with 1 of those children having an EHCP and 25% of Year 3 pupils.

Year 6

- The data shows that our current Year 6 PP pupils outperformed Non-PP pupils in all areas of the curriculum, except Maths in which they were equal and have ensured there is a positive gap in favour of PP Pupils for our end of KS2 results.

	Reading	Writing	Maths
PP Meeting ARE+	8/10 (80%)	9/10 (90%)	9/10 (90%)
Non-PP Meeting ARE+	39/51 (76%)	35/51 (69%)	46/51 (90%)
PP vs Non-PP Difference +/-	+4%	+21%	0%
Whole Year Meeting ARE+	47/61 (77%)	44/61 (72%)	55/61 (90%)

- The data shows that our current Year 6 PP pupils outperformed Non-PP pupils at GDS level in Reading and were just below in Writing and Maths at the end of KS2, with 2 PP pupils achieving GDS in Maths and 3 PP pupils achieving GDS in Reading.

	Reading	Writing	Maths
PP Meeting GDS	3/10 (30%)	0/10 (0%)	2/10 (20%)
Non-PP Meeting GDS	15/51 (29%)	3/51 (6%)	14/51 (27%)
PP vs Non-PP Difference +/-	+1%	-6%	-7%
Whole Year Meeting GDS	18/61 (30%)	3/61 (5%)	16/61 (26%)

- The below table is from the DfE and shows the national outcomes for children working at ARE+ and GDS at the end of KS2. As noted in the grid: 73% of pupils are at ARE+ in Maths (our PP pupils outperformed this by +17%), 74% of pupils are at ARE+ in Reading (our PP pupils outperformed this by +6%), and 72% of pupils in Writing (our PP pupils outperformed this by +18%).
- When comparing GDS levels to national averages: 28% of pupils are at GDS in Reading, our PP pupils outperformed this with 30% (+2%), 25% of pupils are at GDS in Maths, our PP pupils were just below this with 20% (-5%), with Writing of PP pupils being the biggest discrepancy with 13% achieving in GDS, and none of our PP pupils achieving GDS (-13%).

	2023/24
Percentage meeting the expected standard in maths	73%
Percentage meeting the expected standard in reading	74%
Percentage meeting the expected standard in reading, writing and maths (combined)	61%
Percentage meeting the expected standard in writing TA	72%
Percentage meeting the higher standard in maths	24%
Percentage meeting the higher standard in reading	28%
Percentage meeting the higher standard in reading, writing and maths (combined)	8%
Percentage working at greater depth in writing TA	13%

- When comparing the end of KS2 SATs data for PP pupils in comparison to the local authority, our PP pupils outperformed the average PP pupils from the local authority. When looking at the number of pupils meeting ARE+: in Reading there was 14.6% extra PP pupils, in Writing 25.6% and in Maths 26.4%, with an additional 21.1% in RWM combined.

	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %	Blackburn St Thomas' Church of England Primary School Gap LA Average Gap		LA - Pupil Premium pupils PP School / PP LA Gap % LA - All other pupils PP School / All Others LA Gap %			
	No. of eligible pupils	% achieving	No. of eligible pupils	% achieving							
Reading Exp+	13	76.9%	48	77.1%	-0.2%		Reading	62.3%	14.6%	76.6%	0.4%
Writing TA EXS	13	84.6%	48	77.1%	7.5%		Writing	59.0%	25.6%	74.3%	10.3%
GPS Exp+	13	92.3%	48	89.6%	2.7%		GPS	63.4%	29.0%	78.2%	14.1%
Maths Exp+	13	92.3%	48	89.6%	2.7%		Maths	65.9%	26.4%	80.3%	12.0%
Science TA EXS	13	84.6%	48	77.1%	7.5%		Science	70.3%	14.3%	82.8%	1.9%
RWM Exp+	13	69.2%	48	72.9%	-3.7%		RWM	48.1%	21.1%	66.6%	2.6%

Year 5

The data shows that our current Year 5 PP pupils outperformed Non-PP pupils in Reading, but not in Writing or Maths, these will be target areas for our PP Pupils going into Year 6.

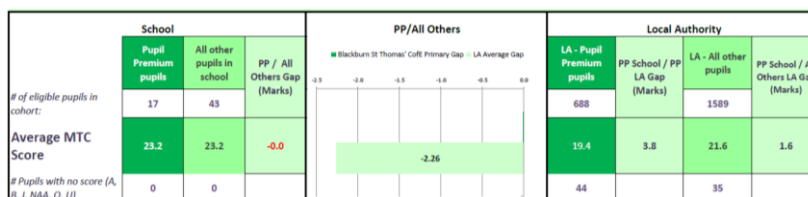
	Reading	Writing	Maths
PP Meeting ARE+	12/16 (75%)	9/16 (57%)	8/16 (50%)
Non-PP Meeting ARE+	29/44 (66%)	27/44 (61%)	28/44 (64%)
PP vs Non-PP Difference +/-	9%	-4%	-8%
Whole Year Meeting ARE+	41/60 (68%)	36/60 (60%)	36/60 (60%)

Year 4

The data shows that our current Year 4 PP pupils did not outperform our Non-PP pupils in any areas of the curriculum, but have narrowed the gap since last year, particularly in Maths (3 additional PP pupils meeting ARE+) and Writing (4 additional PP pupils meeting ARE+). They will continue to be a focus year group in 2024-25 when they are in Year 5.

	Reading	Writing	Maths
PP Meeting ARE+	7/10 (70%)	7/10 (70%)	6/10 (60%)
Non-PP Meeting ARE+	39/50 (78%)	38/50 (76%)	35/50 (70%)
PP vs Non-PP Difference +/-	-8%	-6%	-10%
Whole Year Meeting ARE+	46/60 (77%)	45/60 (75%)	41/60 (68%)

- When comparing the mean MSC scores for our PP pupils and the average in the local authority, our mean average for PP pupils was 23.2 marks out of 25, with the mean score in the LA being 19.8, 3.4 marks higher for our PP pupils.



Year 3

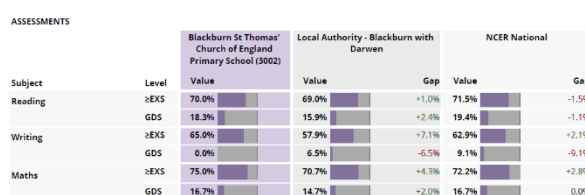
The data shows that the Year 3 pupils are underperforming in comparison to the peers in all areas of the curriculum. This will be a target year group for further PP expenditure to try and narrow the gap between Non-PP pupils in the 2024-25 academic year, when they are in Year 4, particularly in Reading and Maths.

	Reading	Writing	Maths
PP Meeting ARE+	6/9 (67%)	5/9 (56%)	5/9 (56%)
Non-PP Meeting ARE+	41/51 (80%)	29/51 (57%)	36/51 (70%)
PP vs Non-PP Difference +/-	-13%	-1%	-14%
Whole Year Meeting ARE+	47/60 (78%)	34/60 (57%)	41/60 (68%)

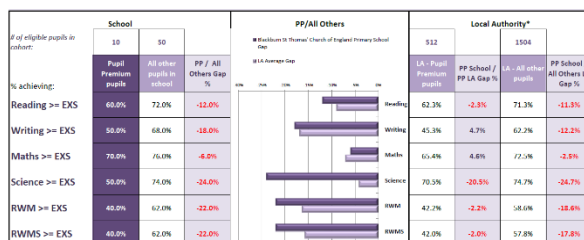
Year 2

The data shows that our current Year 2 PP pupils are now outperforming the non-PP pupils in Writing, but underperforming in comparison to Non-PP pupils in Reading and Maths, this is the difference of 1 pupil. We have 1 EHCP pupil who is of severe needs who will be leaving school in September and moving to specialist provision. Although they are still underperforming, they have narrowed the gap from last academic year.

	Reading	Writing	Maths
PP Meeting ARE+	6/9 (67%)	6/9 (67%)	6/9 (67%)
Non-PP Meeting ARE+	36/51 (71%)	33/51 (65%)	39/51 (76%)
PP vs Non-PP Difference +/-	-4%	+2%	-7%
Whole Year Meeting ARE+	42/60 (70%)		45/60 (75%)



- When comparing the our PP Key Stage 1 SATs results to the national levels, our PP children out performed national expectations in children working at ARE+ in Writing (+2.1% more) and Maths (+2.8% more). They were 1.5% below the national average in Reading.



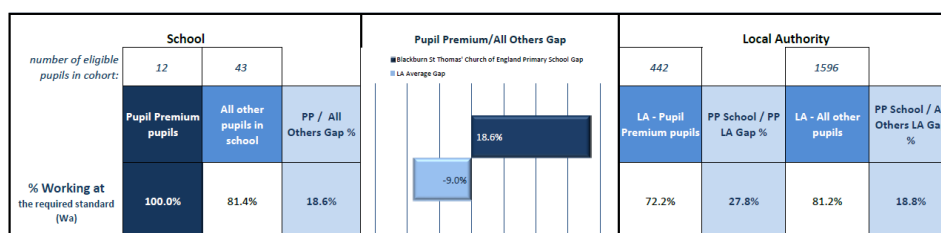
- When comparing our Key Stage 1 SATs results to that in the local authority, our PP pupils outperformed the average PP pupils from the local authority in Writing and Maths. When looking at the number of pupils meeting ARE+: in Writing there was 4.7% more, in Maths 4.6% more, but 2.3% less in Reading. This will be a focus as the pupils move into Year 3.

Year 1

The data shows that the Year 1 pupils are underperforming in comparison to their peers in reading, which will be a target for further PP expenditure to try and narrow the gap next year. Although this is the case they outperformed their peers in Phonics and Maths.

	Reading	PSC	Writing	Maths
PP Meeting ARE+	2/4 (50%)	4/4 (100%)	3/4 (75%)	3/4 (75%)
Non-PP Meeting ARE+	37/51 (73%)	48/55 (87%)	29/51 (57%)	35/51 (69%)
PP vs Non-PP Difference +/-	-23%	+14%	+18%	+6%
Whole Year Meeting ARE+	39/55 (71%)	44/51 (86%)	32/55 (58%)	38/55 (69%)

- When comparing our PP Phonics Screening Check results to that in the local authority, our PP pupils outperformed the average PP pupils from the local authority in Phonics, with an average of 27.8% more pupils passing their Phonics Screening Check.



Priority 2 - Pupils with low level language acquisition catch up to be in line with their peers

- £15,000 of PP funding is utilised on the providing of a speech and language therapist, who provides support in the delivery of speech and language packs and Wellcomm, whilst also supporting TLAs with children who she does not work with directly.
- One PP pupil in Year 2 and one in Year 4 have Speech & Language packs and weekly speech and language sessions with the S&L therapist, along with sessions with their focus TLA.
- The use of the Speech and Language therapists and TLAs to provide Wellcomm to the following number of PP children listed below. It also details how many of these are now working at ARE+ in Reading and Writing.

Year Group:	PP Children received Wellcomm	PP children working at ARE+ in Reading & Writing who have received Wellcomm
Year 1	1/4 (25%)	Reading = 0/1 (0%) Writing = 0/1 (0%) Phonics = 1/1 (100%)
Year 2	2/9 (22%)	Reading = 2/2 (100%) Writing = 2/2 (100%) Phonics = 2/2 (100%)
Year 3	2/9 (22%)	Reading = 0/2 (0%) Writing = 0/2 (0%)
Year 4	5/10 (50%)	Reading = 3/5 (60%) Writing = 2/5 (40%)
Year 5	4/16 (25%)	Reading = 2/4 (50%) Writing = 0/4 (0%)
Year 6	0/10 (0%)	Reading = N/A Writing = N/A
Total	14/58 (24%)	Reading = 7/14 (50%) Writing = 4/14 (29%) Phonics = 2/2 (100%)

Priority 3 – Support the Mental Health, Wellbeing and attendance of pupils by having robust and sustainable support in place

- Through the below listed avenues of support, it has allowed us to overcome some of the many challenges that we face as a school in regards to our vulnerable learners providing our children with a same environment and supporting them so they are ready for learning.
- Approximately £12,845 of PP funding is allocated on the Pupil-Wellbeing Coordinator (PWC) and Family Support worker (FS) due to the needs of our families.
- Below details the number of PP pupils by year group who have received some kind of wellbeing and emotional support this year. Many pupils have received more than one avenue of support due their vulnerabilities and safeguarding needs.

Year Group:	Number of PP pupils who have received support this year
Year 1	2/4 (50%)
Year 2	5/9 (56%)
Year 3	7/9 (72%)
Year 4	7/10 (70%)
Year 5	10/14 (71%)
Year 6	8/10 (80%)
Total	39/58 (67%)

- Over the academic year many PP children have received ELSA support to help provide the children with mental health support. Whilst some children in Year 5 have received external support in building resilience through the Bounce Forward Sessions'. There has also been support from the MHST following referrals for a number of pupils. As evidence in the table below.

Year Group:	Number of PP pupils who have received ELSA/Bounce Forward/MHST support
Year 1	1/4 (25%)
Year 2	3/9 (33%)
Year 3	6/9 (67%)
Year 4	5/10 (50%)
Year 5	9/14 (64%)
Year 6	3/10 (30%)
Total	27/58 (47%)

- It is important to highlight that the two-year groups with the biggest gap between PP and Non-PP pupils are Year 3 and Year 4. Which are year groups where 50%+ of PP pupils have had to receive some kind of wellbeing support, and have had 70%+ of PP pupils who have received either wellbeing support, family support or external agency support.
- Many other PP children have received support for their vulnerable families through attendance support by the Pupil-Wellbeing Coordinator and Attendance lead, breakfast club, CAFs, early help, multi-agency support, housing support, and 1-1 sessions with children are all also examples of the way in which support is pursued and provided by the PWC and FS. The below table refers to the number of children, in which have been support directly or their family has received help over the academic year.

Year Group:	Number of PP pupils or families of PP pupils who have received additional support (not mental health/wellbeing related)
Year 1	1/4 (25%)
Year 2	3/9 (33%)
Year 3	3/9 (33%)
Year 4	5/10 (50%)
Year 5	3/14 (21%)
Year 6	3/10 (30%)
Total	18/58 (31%)

Priority 4 – Ensure children become fluent readers by the end of KS1 (Pass PSC and meet ARE+ in Reading).

- The Little Wandle scheme has been embedded further this year, with further training provided to staff who are delivering the key up sessions and interventions in KS2 to support with reading.
- Data for PP pupils in reading has risen again this year, with the gap narrowing in Year 2 to 4% between PP and Non-PP.

Year 2

Children meeting ARE+ in Reading	Number/% of pupils meeting ARE+
PP Meeting ARE+	6/9 (67%)
Non-PP Meeting ARE+	36/51 (71%)
PP vs Non-PP Difference +/-	-4%
Whole Year Meeting ARE+	42/60 (70%)

- 2/9 (22%) of Year 2 pupils received targeted support in reading, utilising Pupil premium funding with one of them reaching ARE, and the other just below the expected level (99 Scaled Score).

Year 1

Children meeting ARE+ in Reading	Number/% of pupils meeting ARE+
PP Meeting ARE+	2/4 (50%)
Non-PP Meeting ARE+	37/51 (73%)
PP vs Non-PP Difference +/-	-23%
Whole Year Meeting ARE+	39/55 (71%)

- 2/4 (50%) Year 1 pupils received targeted support with reading, utilising Pupil premium funding which ensured that they narrowed the gap to the expected level and passed their Phonics Screening Check.
- Phonics Screening Check data shows that all PP Pupils in KS1, except 1, passed their PSC for the third year running (the only child who did not is an EHCP pupil with severe needs). This ensured that, with the exception of the EHCP pupil, 100% of PP pupils in Years 1 and 2 are secure Phase 5 readers and beyond. As evidenced in the table below.

	Year 1	Year 2
PP Pupils Pass	4/4 (100%)	7/8 (88%)
Non-PP Pupils Pass	48/55 (87%)	49/52 (94%)
Difference +/- between PP and Non-PP pupils	+14%	-6%
Whole Year Pupils Pass	44/51 (86%)	56/60 (93%)

- 2/4 Year 1 pupils received targeted support in Phonics, which ensured all 4 of the pupils (100%) passed the PSC. This led to PP pupils outperforming non-PP pupils in the Phonics Screening Check.
- When comparing our PP Phonics Screening Check results to that in the local authority, our PP pupils outperformed the average PP pupils from the local authority in Phonics, with an average of 27.8% more pupils passing their Phonics Screening Check.

number of eligible pupils in cohort:	School			Pupil Premium/All Others Gap ■ Blackburn St Thomas' Church of England Primary School Gap □ LA average gap		Local Authority			
	12	43				442		1596	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %			LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
% Working at the required standard (Wq)	100.0%	81.4%	18.6%			72.2%	27.8%	81.2%	18.8%