

Pupil Premium Impact Report



2023-24

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%)

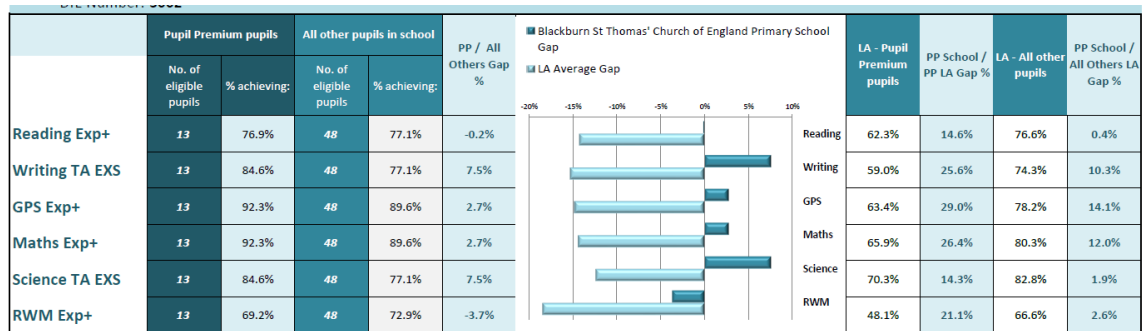
- The data shows that our current Year 6 PP pupils outperformed Non-PP pupils at GDS level in Reading and were just below in Writing and Maths at the end of KS2, with 2 PP pupils achieving GDS in Maths and 3 PP pupils achieving GDS in Reading.

	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.



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.

# of eligible pupils in cohort:	School			PP/All Others					Local Authority			
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap (Marks)	■ Blackburn St Thomas' C of E Primary Gap ■ LA Average Gap					LA - Pupil Premium pupils	PP School / PP LA Gap (Marks)	LA - All other pupils	PP School / All Others LA Gap (Marks)
	17	43		-0.5	-0.0	-0.5	-1.0	-0.5	688		1589	
Average MTC Score	23.2	23.2	-0.0	-2.26					19.4	3.8	21.6	1.6
# Pupils with no score (A, B, J, NAA, Q, U)	0	0							44		35	

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%)

ASSESSMENTS		Blackburn St Thomas' Church of England Primary School (3002)		Local Authority - Blackburn with Darwen		NCER National	
Subject	Level	Value		Value	Gap	Value	Gap
Reading	>EKS	70.0%		69.0%	+1.0%	71.5%	-1.5%
	GDS	18.3%		15.9%	+2.4%	19.4%	-1.1%
Writing	>EKS	65.0%		57.9%	+7.1%	62.9%	+2.1%
	GDS	0.0%		6.5%	-6.5%	9.1%	-9.1%
Maths	>EKS	75.0%		70.7%	+4.3%	72.2%	+2.8%
	GDS	16.7%		14.7%	+2.0%	16.7%	0.0%

- 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.

# of eligible pupils in cohort:	School			PP/All Others					Local Authority*			
	10	50		■ Blackburn St Thomas' Church of England Primary School ■ LA Average Gap					512	1504		
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %	-0.5	-0.0	-0.5	-1.0	-0.5	LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
% achieving:												
Reading >= EKS	60.0%	72.0%	-12.0%						62.3%	-2.3%	71.3%	-11.9%
Writing >= EKS	50.0%	68.0%	-18.0%						45.3%	4.7%	62.3%	-12.3%
Maths >= EKS	70.0%	76.0%	-6.0%						60.4%	8.6%	72.0%	-2.9%
Science >= EKS	50.0%	74.0%	-24.0%						70.3%	-20.3%	74.7%	-24.7%
RWM >= EKS	40.0%	67.0%	-27.0%						47.3%	-2.3%	58.0%	-18.6%
RWMS >= EKS	40.0%	62.0%	-22.0%						42.0%	-2.0%	57.8%	-17.8%

- 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.																																	
	<table><tr><td rowspan="3">number of eligible pupils in cohort:</td><td colspan="2">School</td><td rowspan="3">Pupil Premium/All Others Gap ■ Blackburn St Thomas' Church of England Primary School Gap ■ LA Average Gap</td><td colspan="4">Local Authority</td></tr><tr><td>12</td><td>43</td><td>442</td><td></td><td>1596</td><td></td></tr><tr><td>Pupil Premium pupils</td><td>All other pupils in school</td><td>PP / All Others Gap %</td><td>LA - Pupil Premium pupils</td><td>PP School / PP LA Gap %</td><td>LA - All other pupils</td><td>PP School / All Others LA Gap %</td></tr><tr><td>% Working at the required standard (Wa)</td><td>100.0%</td><td>81.4%</td><td>18.6%</td><td>72.2%</td><td>27.8%</td><td>81.2%</td><td>18.8%</td></tr></table>					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 (Wa)	100.0%	81.4%	18.6%	72.2%	27.8%	81.2%	18.8%
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 (Wa)	100.0%	81.4%	18.6%	72.2%	27.8%	81.2%	18.8%																											

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.

