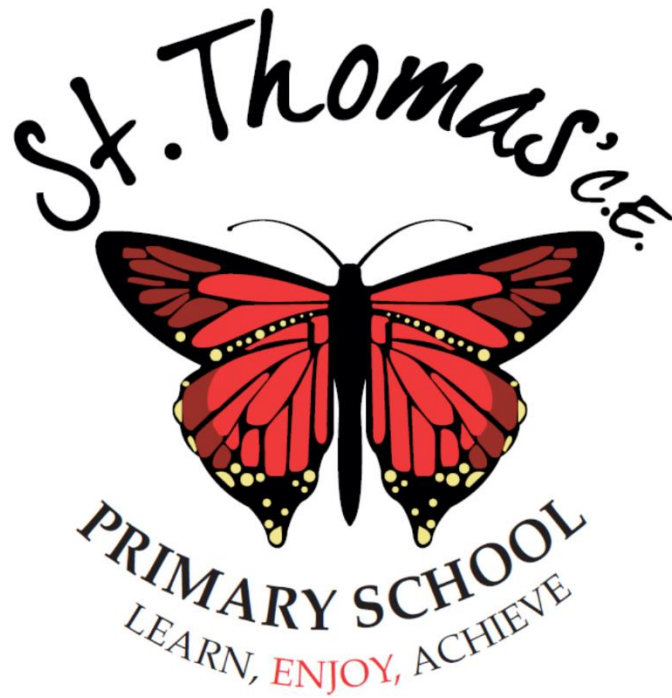




Pupil Premium Impact Report

2024-2025

"Teach a child to choose the right path and when they are older, they will remain upon it."

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Priority 1 Intended Outcome

Support the Mental Health, Wellbeing and Attendance of pupils by having robust and sustainable support in place.

Impact

St Thomas' school promotes the mental health and wellbeing of their pupils in many ways. Various events are planned for on the school calendar over the academic year that all children have access to support the needs of all. This includes: -

- World Mental Health Day (October)
- Children's Mental Health Day (February)
- Safer Internet Day (February)
- Child Safety Day (June)
- Real Love Rocks (Y6 July)
- Bounce Forward Project (Year 5)
- 5 Ways to Wellbeing Whole School Presentation

School provides numerous one-to-one support and small group support sessions for children who have been identified as having well-being concerns or early signs of mental ill health through our whole school programmes lead by a specialist member of staff, our pupil wellbeing coordinator and family support worker run in house programmes such as ELSA. In addition to supporting our children in school our PWC and FSW support parents, recognising that the support for our vulnerable children extends beyond the school day.

Bounce forward sessions run by Lancashire minds was rolled out for children to improve resilience, having a positive impact of self-image, relationships and mental health. This was a 10-week, coach-led preventative programme that is mapped out against the national curriculum and its methodology is based on the resilience framework. The core goals are that children mental wellness is promoted, it boosts self-belief and provides tools that children can use to cope with adversity.

School is aware that the many forums on the internet can affect the well-being of pupils, especially those that are identified as vulnerable. Schools computing curriculum provides progressive, age-appropriate materials to educate children in regard to online safety in addition to our whole school Safer Internet Day participation. Parents receive weekly online safety newsletters on current themes linked to a range of online programmes and platforms.

Well-being Support	No. of PP pupils =74 (18%)
ELSA	26 (35%)
Family Support	19 (26%)
External Agency Referrals	4 (5%)

Total	49/74 (62%)	
Priority 2 Intended Outcome Pupils with low level language acquisition to catch up and be in line with their peers.		
School employs its own Speech and Language Therapist who works across school and supports children with identified low level language. Supports ranges from: - • assessments of children • providing speech and language packs • supporting teachers and TLA's in developing and delivering interventions • providing support packs to parents • delivering workshops for parents • working with children to deliver SALT intervention. The SALT teacher works closely with the schools SENDCo to determine where support is to be focused and provides timely updates on assessments. St Thomas's school rolls out WELLCOMM as an evidence-based speech and language toolkit. It uses a traffic light system to identify children requiring extra support. WELLCOMM is used from Nursery to Year 6 where is it necessary. In EYFS the children are assessed termly and support is planned for in numerous ways, including 1-1, small groups or as a whole class. Children who are working at the correct level are then reassessed in Year 3. From these, interventions, if necessary, are put into place. The children are tracked using the WELLCOMM assessment tool by the schools' SENDCo. The children at St Thomas' make good progress through the WELLCOMM language toolkit where, the majority of pupils reach the expected levels. Children make rapid progress through the Wellcomm language programme. The biggest gap being identified in EYFS; however, unless there has been an additional need identified, in the main, children catch up and reach ARE in relation to their age at the end of the reception year. St Thomas' bespoke curriculum sets out key vocabulary and key knowledge for the children to learn with definitions to accompany. Classroom environments set out the key vocabulary on working walls. This consistent approach across the school supports children's language acquisition and positively closes the gap of learners. As the Pupil Premium children in year 3 move into year 4 there is 1 out of the 7 children who will require continued support for language development through Wellcomm. Language interventions will run for the identified children across school. This will be planned and led by the class teacher and or the class TA. The language gap continues to close once children start school. School's Voice 21 accreditation supports the use of complete sentences and specific strategies across areas of the curriculum.		

Priority 3 Intended Outcome

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.

Phonics

In phonics the 83.3% of the pupil premium children achieved the expected standards and passed the phonics screening check. One of the pupil premium children achieved 40 out of 40 in the check. School's overall phonics data was 85%, therefore the pupil premium children achievement was closely in line with the non-pupil premium children in school. The national average figure for the phonics screen sits at 80%. St Thomas' phonics data was above the local authority average at 69.9%.

Key Stage 1 Data

Reading: 60% of pupil premium pupils achieved EXS + standard compared to 62.3% of disadvantaged pupils in the LA.

Writing: 60% of pupil premium pupils achieved EXS + standard compared to 45.3% of disadvantaged pupils in the LA.

Maths: 60% of pupil premium pupils achieved EXS + standard compared to 65.4% of disadvantaged pupils in the LA.

Reading, Writing and Maths Combined: 60% of pupil premium pupils achieved the EXS + standard compared to 50.5% of disadvantaged pupils in the LA.

The above data shows that the gap between continues to narrow at St Thomas' Primary school and the pupil premium children are achieving either broadly in line with their peers across the local authority. In writing the pupil premium children are achieving beyond other pp children across the authority. Additional support continues to be put into place for those who require it in KS1 as they transition into KS2.

No pupil premium children achieved GDS in the KS1 tests, however the children achieved scaled scores that sat well within the expected scores therefore continued support for our pupil premium children to enable them to reach GDS in the next academic years assessments.

Key Stage 2 Data

Reading: 70% of pupil premium pupils achieved EXS + standard compared to 66% of disadvantaged pupils in the LA. 3 of the pupil premium children achieved GDS in Reading.

Writing: 65.5% of pupil premium pupils achieved EXS + standard compared to 61% of disadvantaged pupils in the LA. One of the pupil premium children achieved GDS in Writing

Maths: 80.5% of pupil premium pupils achieved EXS + standard compared to 66% of disadvantaged pupils in the LA. 3 of the pupil premium children achieved GDS in Maths.

Reading, Writing and Maths Combined: 60% of pupil premium pupils achieved the EXS + standard compared to 50.5% of disadvantaged pupils in the LA.

The above data shows that the disadvantage children at St Thomas' make good progress and are achieving broadly in line with non-pupil premium children, therefore the gap between attainment is narrowing in all areas of reading, writing and maths. A number of the pupil premium children were amongst the non-pupil premium children to have achieved GDS in the KS2 SATs. The success of support this academic year will enable the pupil premium children to have the scope to achieve GDS in the next academic year.

Year 4 Multiplication check Data

The average score for pupil premium pupils is 21.4 in comparison to non-pupil premium pupils with an average score of 22.9, this is a difference of 1.4. This data shows that the gap between pupil premium children and non-pupil premium children continues to narrow with the strategies in support the school continues to put into place.

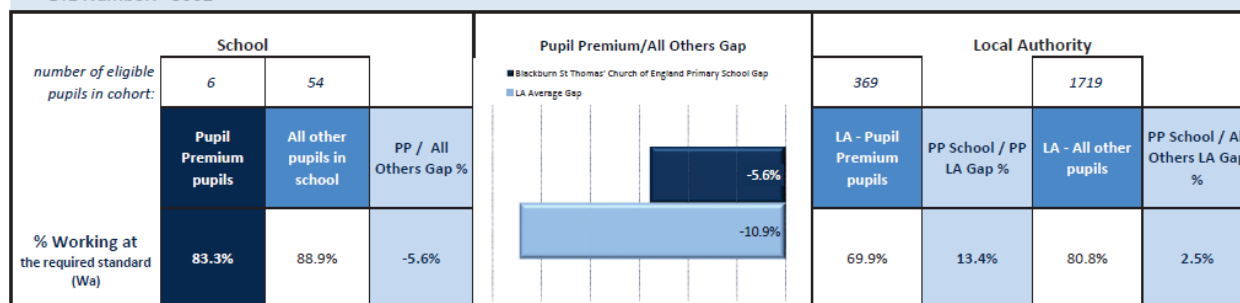
Year 1 Phonics Screening Check Data

Phonics - Pupil Premium Gap Analysis

Compares the percentage of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium working at the required standard with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Blackburn St Thomas' Church of England Primary School

DfE Number: 3002



The pupil premium children made good progress in line with non-pupil premium children. One child did not meet the score of 32, this child is on schools SEND register and will be supported next academic year through the Little Wandle Rapid Catch Up programme and will re sit the phonics screening check in the next academic year (2026).

Priority 4 Intended Outcome

To achieve and sustain improved attendance narrowing the gap between attendance of PP and Non-PP pupils.

School's attendance lead has worked closely with families and has successfully rolled out attendance contracts over the 2025-2026 academic year. The attendance contracts improved attendance of all the children who were involved. The EWO works closely with the school's attendance lead to support with any persistent absentees in school in order to improve attendance percentage for all children.

The attendance gap has narrowed between pupil premium and non-pupil premium children over this academic year. This is particularly so in years 1, years 4 and 6 where the pupil premium children attendance percentage is higher than that of non-pupil premium children. In years 2 and 5 the percentage difference is below 2% in difference between both groups and demonstrates that the gap in attendance is narrowing. A continued focus for next academic year will be on the pupil premium children in year 3, ensuring that the percentage figures for attendance are at least in line with or above non-pupil children.

Year Group	Pupil Premium Children %	Non-pupil Premium Children %	Difference %
Year 1	94.80	93.42	1.38
Year 2	91.25	92.75	1.5
Year 3	88.51	94.69	6.18
Year 4	93.54	93.28	0.26
Year 5	93.65	95.45	1.8
Year 6	95.07	93.49	1.58

St Thomas' School's attendance data compares well with the national average attendance figure for the academic year 2024 -2025 which sits at 93.1% for all children. Therefore, the pupil premium children's attendance percentage figure across the whole school, other than year 2 and year 3 sits above the national average percentage for all pupils.

Priority 5 Intended Outcome

Identify PP pupils with SEND needs and meet their needs to ensure they have the opportunity to meet ARE+.

Disadvantaged pupils with SEND needs have progressed well this academic year in relation to their individual targets. Our bespoke curriculum allows for pre teach, scaffolded learning and adaptive teaching elements to best support our children. The children who are on the SEND register have had the opportunity to reach the expected standard through additional support from staggered inputs during lessons, support from teaching and learning assistants and through a bespoke curriculum which embeds clear sequences of learning which promotes the learning of 'sticky knowledge'. Children's attainment has, in the main, for our SEND children (without EHCP's) seen a narrowing of the attainment gap. Additional support is to be presented to the identified children next academic year so that they reach the expected standard.

The pupil premium SEND children who have EHCP's have reached speech and language targets, EHCP targets, termly IEP targets and social targets. One child in Year 6 reached the expected standard in Maths at the end of the academic year.

A number of our pupil premium SEND children will require greater support and time to meet end of year and end of key stage expectations.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Voice 21	Oracy Accreditation
Wellcomm – Speech and Language	Test Dase
Little Wandle	SSP
Rising Stars	PIRA and PUMA Assessments
Lancashire Red Rose Maths	Red Rose CPD with Primary Consultant
Lancashire English Planning Units	LPDS CPD with English Consultant
Reading Plus (Y6)	Dream Box
Learning by Questions	LBQ
Timetable Rock Stars TTRS	Maths Circle LTD Year 4 MSC