

Pupil premium strategy statement 2021-25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Data
School name	Islamia Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Shiraz Khan – Headteacher
Pupil premium lead	Yasmin Hussain Deputy Headteacher Sajid Mahmood Assistant Headteacher
Governor / Trustee lead	Nur Enver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,138
Recovery premium funding allocation this academic year	£14,138 (Subject to review)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,276

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

Islamia Primary School is determined and committed to providing all pupils with the best education possible; assisting all to achieve the very best that they can. The pupil premium grant is used strategically to support targeted children to achieve in a number of ways:

- To further improve the attainment and progress of disadvantaged pupils thereby further narrowing the gap between disadvantaged pupils and others particularly in English and Mathematics.
- Identified and needs-led high quality professional development for staff.
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning.
- Offering an alternative learning environment with a more specialised focus on nurture type activities to motivate pupils and raise aspirations to create a positive view of learning across all aspects of school life.
- Ensuring pupils are not disadvantaged from engaging with learning opportunities off site or outside the school day.
- To improve overall wellbeing of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Data shows fewer disadvantaged pupils achieve greater depth in line with national average or non-disadvantaged children.
2	Social and emotional – pupils being in a secure place mentally and emotionally so they are ready to learn (Post Lockdown)
3	There are indications of underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Termly assessments, discussions with pupils and observations, These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Disadvantaged are finding greater difficulties with phonics more so than their peers on the whole. This negatively affects their development as readers. This is evident from assessments, observations, and discussions with pupils and teachers.
5	Our parents are very committed to their children's education but some find it difficult to support learning at home as a result of their low levels of English fluency, their own limited experience of education, and their limited understanding of the UK curriculum and educational system.

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
Percentage of pupil premium children GDS increases in reading writing and maths, difference between PP and NPP is further diminished/maintained (as required)	Data shows differences are diminishing and percentage at GDS increased.
Pupils' can access learning because their emotional and mental wellbeing needs are met.	Targeted children make progress in their learning. Children able to focus on learning with decreasing adult support.
Children gain a wider experience of the world through extra-curricular activities.	Pupils attend events/visit places/meet visitors they would not usually be exposed to.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in English, maths, and Foundation subjects for all staff. As part of this develop Teachers so that they can teach Mastery to children to improve learning.</p>	<p>Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of SWIFT, Torbay English and Maths Hub and Plymouth CASTs subject leader networks. All staff to lead effectively are released at least once a term and a full CPD programme is in place.</p>	<p>1,3 & 4</p>

	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Introduce RWI to consistently deliver high quality programme for phonics, reading and spelling throughout the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>National evidence for the effectiveness of RWI as a scheme. EEF KS1</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Literacy Guidance Report recommendation 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#:~:text=Recommendation%203,-Effectively%20implement%20a&text=Responsive%20%E2%80%94%20check%20if%20learning%20can,and%20are%20enjoyable%20to%20teach.</p>	<p>1,3 & 4</p>
<p>Regular multiplication table practice using TT rockstars.</p>	<p>The 2013 UK National Curriculum outlined many aims which carried significant importance, including that of fluency in times tables.</p> <p>Exploring the need for primary school pupils to gain a strong grasp of recalling times tables fluently and what impact this can have for young people moving forward is important.</p> <p>Whether or not children opt to study mathematics at a further education level, all pupils will have to undertake the subject at secondary school for an additional five years. The reasoning and learning that comes with understanding times tables can be applied across a wide range of topics within mathematics.</p> <p>https://thenationalcollege.co.uk/news/why-learn-times-tables</p>	<p>1, 3, 4</p>

Quality First Teaching for all pupils.	The Sutton Trust found that ‘the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.’	1, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 126,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused intervention for EYFS & Years 1-6 in Reading, Writing and Maths using two additional full time qualified teachers to work with each key stage.</p>	<p>Small group tuition</p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,4
<p>Dedicated time for teachers to plan and review ‘closing the gap’ actions using assessment tools such as Rising Stars.</p>	<p>Disruption to education systems during the COVID-19 pandemic has disproportionately affected the most vulnerable learners, exacerbating pre-existing inequalities with potentially dramatic and long-lasting implications. This requires urgent action to address learning gaps and ensure smooth and continued educational pathways for all learners. Over the longer term, systems will need to strengthen learner resilience, fostering environments in which every</p>	1,3,4

	<p>individual has the competences required to reach their full potential.</p> <p>https://www.oecd-ilibrary.org/sites/8ab5c27b-en/index.html?itemId=/content/component/8ab5c27b-en</p> <p>For some time, the average attainment and wellbeing of most groups of children have been improving year on year. There is, however, a clear gap between that majority and a significant minority now being left some way adrift of national averages. To close that gap and to avoid that minority being trapped from an early age in a spiral of continuing disappointment, low aspiration and underachievement are profound challenges.</p> <p>Some groups of children tend to be more vulnerable to low attainment than others: boys a bit more than girls; poor children more than the better off; some ethnic minorities deeply and some hardly at all; looked after children very much more than most. For many commentators and practitioners who believe that the gaps undermine the rights of young people and the needs of a coherent society, closing the gaps is both a moral and a pragmatic matter</p> <p>https://www.gloucestershire.gov.uk/media/12919/nc_sl_leadership_for_ctg_201183ab.pdf</p>	
<p>Additional 1.5 TA to support children and aid interventions in class.</p>	<p>EEF research shows that rapid intervention (split inputs during sessions or immediate triage intervention) has a significant impact on closing gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 3 & 4</p>
<p>Extended school day for 3 half terms.</p>	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in</p>	<p>1,3 & 4</p>

	<p>schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>To improve literacy across the school by adopt the Accelerated reader scheme to encourage children to read regularly at home and at school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Poor Language and Communication skills on entry to nursery. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception – a large proportion of disadvantaged children access and will either require small group support or 1:1 support from speech and language with an assigned to TA to support.</p> <p>Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. The programme gives teachers the information they need to monitor students’ progress and provides students with the motivation they need to make progress with their reading skills.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>R0057375D0FDD7A8.pdf (renlearn.com)</p>	<p>1,3,4 & 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train TA's in ELSA to provide vulnerable disadvantaged children with the skills to manage effectively a range of mental health conditions.</p>	<p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_Case_Study_SEL_Woodhall_Primary_School.pdf</p>	<p>2,3</p>
<p>Employ a Speech & Language Therapist.</p>	<p>Evidence suggests that by deploying a Speech & Language Therapist, it can improve communication by enabling children to speak so that others will understand what they are saying which in turn leads to increased self-esteem and independence. Social disadvantage and speech, language and communication: Impact on social mobility</p> <p>What was found that children who experience persistent disadvantage are significantly less likely to develop the language needed for learning than those who never experience disadvantage</p> <ul style="list-style-type: none"> • Good language skills are crucial to social mobility • It is entirely possible to break the link between language difficulties and disadvantage, with the right support at home, in early education and in school. <p>https://ican.org.uk/media/3215/tct_talkingaboutageneration_report_online_update.pdf</p>	<p>2,3</p>
<p>Employ the services of an Educational Psychologist to ensure that pupils are seen quicker and recommendations are able to be put</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time</p>	<p>1, 2, 3, & 4</p>

<p>in place at the earliest opportunity to support their access to the curriculum</p>	<p>when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Also from use of EP last year demonstrated from feedback that it was having a positive effect on children.</p>	
<p>Increase cultural capital experiences, such as visiting galleries, sporting events and museums amongst others.</p>	<p>EEF evidence: arts and sports engagement can lead to 2 months' extra progress.</p> <p>(There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.)</p>	

Total budgeted cost: £ 145,462

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

Targeted CPD along with rigorous monitoring took place which ensured that staff acquired the skills and knowledge required to meet the needs of all pupils including disadvantaged.

The CPD focus for all teaching staff was based on the Mastery approach, where learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken down into smaller steps so that all children are able to access the curriculum.

Ongoing purchase and use of standardised diagnostic assessments along with training ensured that assessments were interpreted and administered correctly. Teachers actively tracked and monitored progress of children and discussed disadvantaged children at Pupil progress meetings so that timely interventions could be put in place for children who required additional support.

Targeted academic support

Any pupils who were working below age related expectations were provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, pre-teaching opportunities, booster classes or additional homework.

Focused interventions for EYFS & Years 1-6 in Reading, Writing and Maths using two additional full time qualified teachers and teaching assistants supported children at phase and key stage.

Pupil Progress meetings along with dedicated time for teachers to plan and review 'closing the gap' actions using assessment tools helped to design bespoke interventions in order to close gaps. The children were supported by initially with pre-teaching, in class support and interventions.

The school day was also extended for three half terms, so that children could also supported to close gaps in specific learning

The adoption of RWI and Accelerated reader programmes across the whole school helped support the improvement of reading across the school. The school has been using high-quality texts so that children are able to widen their vocabulary repertoire. This in turn encouraged the children to read more at home using platforms like Reading Eggs resulting in children reporting that they were reading for pleasure.

Wider Strategies

Two Teaching Assistants were trained as ELSAs (Emotional Literacy Support Assistants) in order to provide vulnerable disadvantaged children with the skills to effectively manage a range of mental health conditions

The school employed an additional Speech & Language Therapist so that more children were able to be seen and begin working towards their targets. A teaching Assistant was also trained to provide additional weekly support for children to make rapid progress towards their targets.

Employ the services of an Educational Psychologist to ensure that pupils are seen quicker and recommendations are able to be put in place at the earliest opportunity to support their access to the curriculum. Children were supported with strategies to, regulate their behaviour, share their concerns and social skills.

Cultural capital experiences which included:

- SEALIFE Aquarium visit
- Wembley stadium workshop visit
- Kilburn library trips on a termly basis
- Kidzania trips in the summer term
- A visit to Regents Park Mosque
- A visit from TFL regarding road safety
- Scientist visit during Science week
- Science experiments, presentations and projects during Science Week
- African storytelling drumming during World Book Week
- AMS (Association of Muslim Schools) Author visit
- Art Week projects and presentations focussing on a year group Artist (i.e., Reception: AA Milne, Year 1: Piet Modrian, Year 2: Pablo Picasso, Year 3: Kandinsky, Year 4: Claude Monet, Year 5: David Hockney and Year 6: Vincent Van Gogh.
- Islamia Primary School's choir performance during the Grenfell Remembrance Memorial Service

Parental engagement has improved through coffee mornings, workshops and weekly reading opportunities for parents to read with their children on Thursdays mornings. These activities supported parents becoming partners in their children's learning.

During the academic year, issues regarding attendance were sensitively explored, first day phone calls were made by the Attendance Officer. Islamia Primary School worked closely with Brent's Education Welfare Officer (EWO), and this collaborative approach supported families to return children to school as soon as possible and maintain regular attendance.

National school attendance statistics for 2021-2022 will not be published by the government until March 2023 and so comparisons are being made against FFT (Fischer Family Trust) data. Overall attendance for disadvantaged pupils was 85.5% which was below FFT national of 90.5%. Islamia Primary School recognised that there appeared to be barriers to children attending school. It appeared that some children may have been experiencing **Emotionally Based School Avoidance (EBSA)**. This is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. The Covid-19 pandemic and the disruption caused to educational experiences resulted in more children and their parents feeling anxious about returning to school. A level of anxiety about returning to school after extended periods of not attending is completely normal and for the vast majority of students, they benefit from getting back into familiar and predictable school routines to support their wellbeing. However, for some there are likely to be additional challenges and the level of anxiety being experienced will mean more targeted support is needed for those experiencing EBSA. The school was able to create profiles and deploy supportive strategies to aid children and their families to overcome these challenges, thereby improving their overall attendance

Pupil Outcomes

EYFS

Many children in Reception had limited opportunities to receive high quality input from Early Years practitioners, making the home learning environment even more important. However, families were also having to balance childcare, with home-working, health concerns and continued disruption due to COVID-19. As a result of all these factors, many children were not able to attend a Nursery provision. So many children began Reception from very low starting points with 51% of the cohort achieving GLD. Specific interventions were deployed to support children in EYFS based on the NELI summary, speech language & communication needs. The curriculum did also change in 2021 and so comparisons should not be drawn with prior years. There is no requirement to record children working above the expected level. Theirs gaps and next steps have been clearly identified and the children will be supported to continue to make progress in Y1.

Y1

Phonics Screen Check (PSC): 93% of disadvantaged children passed the PSC with an average score of 36. This compared favourably with their peers with 89% pass rate. There were a number of bespoke interventions deployed to support the children with Cognition and Learning, Communication, Social and Emotional needs. All children who did not pass in Year 1 will continue with Read Write Inc. in Year 2 and will resit PSC in Year 2.

Reading, Writing and Maths: There was broadly similar attainment at the expected standard for Reading, Writing and Maths for disadvantaged children and their peers. No children achieved greater depth standard in any subjects. Targeted interventions will be put in place for the children in Y2 to support accelerated progress so that the proportion of children achieving expected standard increases.

Y2

There was some mobility throughout the year with a percentage of 10%. A large proportion of disadvantaged pupils in this year group. In addition to Quality First Teaching, the children were supported with pre-teaching and focused interventions to support the closing of gaps.

KS1 – SATs

13% of disadvantaged pupils achieved the expected standard in all subjects with a further 30% achieving expected standard in two out of the three subjects. As writing appeared to be the most challenging for the children, there will be targeted writing support in class for these children in Y3.

Y3: Reading, Writing and Maths

44% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, compared to an overall 48% for their peers.

Y4

38% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, compared to an overall 64% for their peers. A further 12% of pupils were achieving expected standard in at least two subjects. The additional focus on accelerated reading has had a significant impact as 71% of disadvantaged pupils achieved expected standard with 29% achieving the greater depth standard.

Multiplication and Timestables Check (MTC)

There was no official pass mark for the Multiplication check. Full national data was expected to be published in November but there is indicative data from FFT and Insight.

At Islamia we decided to assume 80% attainment would be a pass (based on the Y1 PSC attainment) until the government decide to put in a threshold. Therefore 20/25 is an indication of a pass.

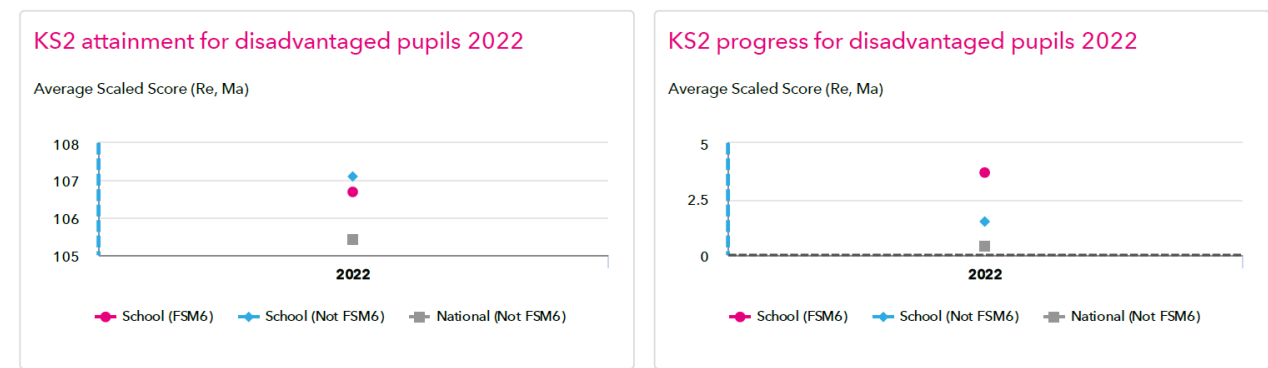
At Islamia 65% scored more than 20.

Y5: Reading, Writing and Maths

35% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, compared to 40% for their peers. There were no disadvantaged children working at the greater depth standard. 80% of disadvantaged children achieved the expected standard in Reading and Maths. There will be additional focus on writing across the whole school for the following academic year

KS2 – SATs

KS2 attainment of all disadvantaged pupils measured using average scaled scores improved in comparison to 2020. Scores were similar to that of their peers and above National. Overall progress scores for disadvantaged pupils exceeded that of their peers as well as National.



Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance
Read Write inc	Ruth Miskin Literacy Ltd
Chris Quigley	Chris Quigley
Rising stars/Mark Assessment	Rising stars
TT Rockstars	Maths Circle Ltd
Speech and Language Therapy	Special Networks