

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
--	---	---------

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 2022 to 2023 academic year.

Teaching

To ensure that staff had the necessary skills and knowledge to support all students, including those who are disadvantaged, targeted Continuing Professional Development (CPD) was implemented. The focus of the CPD for teaching staff was on the Mastery approach, which involves keeping learning outcomes consistent while allowing for varying timeframes for students to achieve proficiency or competence in those objectives. This approach breaks down subject matter into smaller steps, enabling all children to access the curriculum effectively.

Additionally, the school utilised standardised diagnostic assessments and provided training to ensure accurate administration and interpretation of assessments. Teachers actively tracked and monitored the progress of students, particularly disadvantaged children, and discussed their needs during Pupil Progress Meetings. This facilitated the implementation of timely interventions and additional support for children requiring extra assistance.

Targeted academic support

To support pupils who were working below age-related expectations, a range of teaching strategies were implemented, including more intensive teaching, tutoring, peer-assisted learning, small group discussions, pre-teaching opportunities, booster classes, and additional homework. These strategies were tailored to meet the specific needs of each student and were implemented across the Early Years Foundation Stage (EYFS) and Years 1-6 in the subjects of Reading, Writing, and Maths. Class teachers and teaching assistants dedicated focused time to provide support and interventions for children at their respective phases and key stages.

Pupil Progress meetings were held to discuss individual student progress, and dedicated time was allocated for teachers to plan and review "closing the gap" actions using assessment tools. This allowed for the design of bespoke interventions to address identified gaps in learning. Initially, support was provided through pre-teaching, in-class support, and targeted interventions.

To further support students in closing learning gaps, the school day was extended once a week for three half terms. This additional time allowed class teachers and teaching assistants to provide focused support to help students close specific learning gaps.

The implementation of the Read Write Inc. (RWI) and Accelerated Reader programmes across the school significantly contributed to the improvement of reading skills. High-quality texts were used to enhance vocabulary development, and platforms like Reading Eggs were utilised to encourage children to read for pleasure at home. This comprehensive approach fostered a positive reading culture among the students.

Wider Strategies

Two Teaching Assistants at Islamia Primary School underwent training to become Emotional Literacy Support Assistants (ELSAs). This training equipped them with the necessary skills to support vulnerable disadvantaged children in effectively managing various mental health conditions. Additionally, the school hired an additional Speech & Language Therapist to increase the number of children who could receive support and work towards their targets. A Teaching Assistant was also trained to provide weekly additional support, enabling children to make rapid progress towards their goals.

To further support the well-being of students, the school enlisted the services of an Educational Psychologist. This ensured that pupils received timely assessments and recommendations to support their access to the curriculum. Strategies were implemented to help children regulate their behavior, express their concerns, and develop social skills.

The school also organized cultural capital experiences for the students. These included visits to:

- SEALIFE Aquarium,
- London Zoo,
- Whipsnade Zoo,
- Ruislip Lido,
- Go Ape Outdoor Adventure Centre,
- Phoenix Canoe Club,
- Aldenham Country Park,
- termly trips to Kilburn library,
- a visit to Regents Park Mosque,
- a session on road safety by TFL,
- an author visit and storytelling workshop during World Book Week,
- and a choir performance by Islamia Primary School during Queens Park Day.

These experiences aimed to broaden the students' horizons and enrich their educational journey.

Parental engagement was actively promoted through coffee mornings, workshops, and weekly reading opportunities for parents to engage in reading with their children on Thursday mornings. These activities aimed to foster a partnership between parents and the school in supporting their children's learning.

To address attendance issues, the school took a proactive approach. The Attendance Officer made first-day phone calls to sensitively explore any reasons for absence. Close collaboration with Brent's Education Welfare Officer (EWO) supported families in promptly returning their children to school and maintaining regular attendance.

Comparisons of attendance statistics were made using FFT (Fischer Family Trust) data, as national school attendance statistics for 2022-2023 were not yet available. Previous data showed that disadvantaged pupils had an attendance rate of 85.5%, which was 5% below the FFT national average of 90.5%. However, this academic year witnessed a significant improvement, with pupils' attendance increasing to 91.8%, surpassing the FFT national average of 91.3% by 0.5%. The school acknowledges the presence of barriers to attendance and remains committed to addressing them to further enhance attendance rates.

The Covid-19 pandemic and the resulting disruption to educational experiences led to increased anxiety among some children and their parents about returning to school. This anxiety may have contributed to Emotionally Based School Avoidance (EBSA), which is characterized by negative feelings and reluctance to attend school. Islamia Primary School recognizes the normality of anxiety when returning to school after extended periods of absence and emphasizes the importance of familiar and predictable routines in supporting students'

well-being. However, for some students, additional support may be necessary to address the challenges and reduce anxiety levels.

Pupil Outcomes

EYFS

Many children in Reception start school without prior attendance at a nursery provision. Consequently, they may have low starting points. However, the Early Years practitioners have provided support, resulting in 83% of the disadvantaged cohort achieving a Good Level of Development (GLD). To address specific needs, interventions were implemented based on the NELI summary, focusing on speech, language, and communication needs. It is important to note that the curriculum underwent changes in 2021, and therefore, comparisons with previous years should not be made. Additionally, there is no requirement to record children working above the expected level. The gaps and next steps for each child have been clearly identified, and they will receive support to continue making progress in Year 1.

Y1

Phonics Screen Check (PSC): Disadvantaged children performed exceptionally well in the PSC, with 83% of them passing and achieving an average score of 36. This surpassed the FFT national pass rate of 69% and average score of 30. Furthermore, they also compared favourably with their peers, who had a pass rate of 78% and an average score of 33. To support children with Cognition and Learning, Communication, Social and Emotional needs, a range of tailored interventions were implemented. In Year 2, all children who did not pass the PSC in Year 1 will continue with Read Write Inc. and have the opportunity to resit the PSC.

Reading, Writing and Maths: There was broadly similar attainment at the expected standard for Reading, Writing and Maths for disadvantaged children and their peers. The trend was also similar for the greater depth standard. 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

KS1 – SATs

47% of disadvantaged pupils achieved the expected standard in all subjects with a further 11% 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

24% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, with 5% achieving the greater depth standard. This is compared to an overall 46% for their peers achieving the expected standard in Reading, Writing and Maths, with 16% achieving the greater depth standard.

Y4: Reading, Writing and Maths

50% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, compared to an overall 78% for their peers. The additional focus on reading has had a significant impact as 67% of disadvantaged pupils achieved expected standard with 28% achieving the greater depth standard.

Multiplication and Times tables 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.

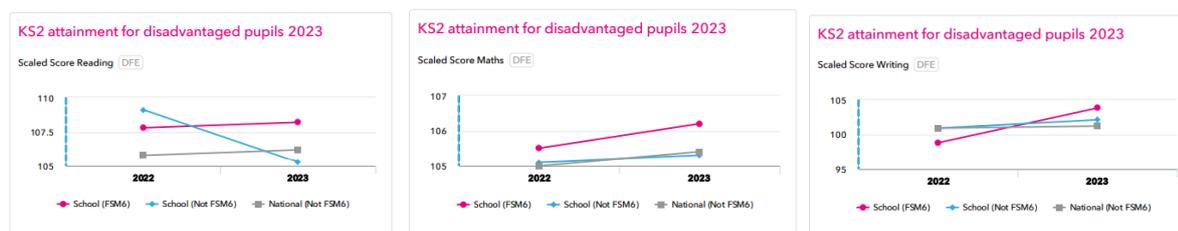
School: 80% of children were deemed to have passed i.e. score of 20+ and 37% of children achieved full marks. 67% of disadvantaged children were deemed to have passed i.e. score of 20+ and 11% of children achieved full marks.

Y5: Reading, Writing and Maths

40% of disadvantaged children achieved the expected standard in Reading, Writing and Maths, compared to 57% for their peers. There were 4% working at the greater depth standard compared to 17% of their peers. 56% 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 in Reading and Maths of all disadvantaged pupils measured using average scaled scores improved in 2023 in comparison to 2022. Scores exceeded that of their peers and above FFT National.



Externally provided programmes

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