

Pupil premium strategy statement 2022-25 (Revised)

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	418
Proportion (%) of pupil premium eligible pupils	125 (29.9%) Funded 131
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	December 2022 Revised December 2023
Date on which it will be reviewed	February 2024 July 2024 October 2024
Statement authorised by	Alim Uddin Shaikh Headteacher
Pupil Premium Lead	Yasmin Hussain Deputy Headteacher
Governor / Trustee lead	Monna Rizvi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,875
Recovery premium funding allocation this academic year	£18,125 (Subject to review)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£200,000

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 2022-23 PPG funding is an additional £1385 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-grant-2022-to-2023>

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. We have high aspirations for our children and strongly believe that dedication and commitment to learning make all the difference.

We aim for all of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we aim for the attendance of our Pupil Premium funded children to improve and close the gap between Pupil Premium and Non-Pupil Premium children.

Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Our main aims are that the children are taught to read well through systematic phonics and reading programmes which provide them with good comprehension skills and a love of reading and books.

By explicitly teaching vocabulary and using stem sentences, Pupil Premium children's oral language development and vocabulary acquisition improves which supports their confidence and ability to articulate their learning to a range of audiences. We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and well-being is at the centre of everything we do. We want them all to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the next phase of their education (secondary school).

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement, a whole school approach and commitment.

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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support increased during the pandemic. More pupils currently require additional support with social and emotional needs, many of whom are disadvantaged. These children will receive 1:1 and small group interventions.
4	There are indications of underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils shown in 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. This indicates further development of oral language skills is required and explicit teaching of vocabulary in order to close gaps.
5	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.
6	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
Improved Reading, Writing and Maths attainment of pupil premium pupils at the end of KS2.	KS2 outcomes in 2023/2024 to show that more disadvantaged pupils met the expected standard and greater depth standard.
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 has increased.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
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. Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
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. This will be demonstrated in 2024-2025 by: a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: The overall absence rate for all pupils being no more than the National, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than national.

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: £ 45,500

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. 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>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3 & 4</p>
<p>Ongoing purchase and use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4 (contribution towards)</p>

Teacher release for Pupil progress meetings.		
Embed RWI to consistently deliver high quality programme for phonics, reading and spelling throughout the school.	<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</p> <p>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>	1,3 & 4
Regular multiplication table practice using TT rockstars.	<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>	1, 3, 4
<p>Quality First Teaching for all pupils by embedding dialogic teaching across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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.’</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 Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4

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

Budgeted cost: £ 138,348

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 : 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>	<p>1,3,4</p>
<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 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</p>	<p>1,3,4</p>

	<p>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/ncsl_leadership_for_ctg_201183ab.pdf</p>	
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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>	1, 3 & 4
<p>Extended core teaching through the school day and Homework club support after school day</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 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>	1,3 & 4
<p>To improve literacy across the school by adopt the Accelerated reader scheme to</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>	1,3,4 & 5

<p>encourage children to read regularly at home and at school.</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 R0057375D0FDD7A8.pdf (renlearn.com)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,582

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.</p> <p>Social disadvantage and speech, language and communication: Impact on social mobility</p>	<p>2,3</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>	
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	<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 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>	1, 2, 3, & 4
Increase cultural capital experiences, such as visiting galleries, sporting events and museums amongst others.	<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: £ 200,430

Pupil premium strategy outcomes

Please refer to the Pupil Premium Impact Statement for the details that our pupil premium strategy had on the pupils in the 2021-2022 academic year.

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

Further information (optional)