



Pupil premium strategy statement 2021-2025

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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	July 2022
Statement authorised by	Shiraz Khan - Headteacher
Pupil premium lead	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>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>1,3 & 4</p>
<p>Introduce RWi to consistently deliver high quality programme for phonics, reading and spelling throughout the school.</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>	<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.</p>	<p>1, 3, 4</p>

	<p>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>	
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/ncsl_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 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>1,3 & 4</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>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>
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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.</p> <p>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</p>	<p>2,3</p>

	<p>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>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>	<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>	<p>1, 2, 3, & 4</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 2020 to 2021 academic year.

The assessments that were carried out in the academic year 2020/21 has shown a gap in disadvantaged children even though good progress was made across the board. The strategy last year did not have COVID-19 gaps in learning fully accounted for due unexpected lockdowns, thus, there were clear gaps in children's learning.

As a result attendance has been lower than previous years and there was a gap of 1.6% between disadvantaged and non-disadvantaged children. There were more absences in our Disadvantaged group in relation to their peers, both authorised and non-authorised.

The disruption in learning over the last year was in line with schools across the country and this affected the disadvantaged pupils the most. Our strategy of quickly rolling out online learning and providing laptops to children who need it the most helped to lessen some of the impact of COVID-19. The school delivered live lesson for a majority of the period along with onsite support for the vulnerable and children of key workers.

The school offered support through the pastoral team and an educational psychologist to mitigate some of the impact of COVID on children's wellbeing and mental health. This included home visits and specialist one to one sessions. This was identified through observations, teacher/parent feedback and pupil voice. Targeted intervention was also provided to catch up some of the learning missed through the year along with whole school boosters.

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)

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