

Pupil premium strategy statement 2024/25 - Istead Rise Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Steve Payne, Headteacher
Pupil premium lead	Steve Payne, Headteacher / Monica Clark, Head of School
Governor / Trustee lead	Kelly Allen, Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,775
Pupil premium funding carried forward from previous years	Nil
Total budget for this academic year	£44,775

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils at Istead Rise were disproportionately affected by the Covid-19 pandemic and the associated disruption to their education. This is reflected by gaps in some pupils' learning and attainment outcomes in some key areas, including in combined reading, writing and maths outcomes at the end of Key Stage Two, where although our pupils eligible for the PPG achieved outcomes in considerable excess of the national average (for all pupils), they still had average attainment levels below that of their peers within the school's cohort.

The school aims to address these challenges and close the attainment gaps further between disadvantaged pupils and their peers, by ensuring the effective implementation and development of high quality teaching for all and targeted academic support for relevant pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject disciplines, particularly in the core areas of English and maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including supporting progress for those who are already high attainers.

The school aims to promote positive levels of pupil mental health and self-esteem. We will provide a series of interventions and programmes to support this objective, as well as ensuring that pupil safeguarding and wellbeing is at the heart of our curriculum.

High-quality teaching drives our approach, with a focus on areas in which disadvantaged pupils require the most support. At Istead Rise, we refer to this approach as 'The ISTEAD Identity'; a set of principles and strategies that underpin our approach to classroom practice, leadership monitoring and colleague CPD. Focusing on high quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

A further challenge is disadvantaged pupils' attendance, where for the year 23/24, there was an overall gap in attendance of -2.4% between those disadvantaged pupils and all pupils. We intend to support relevant disadvantaged families to help them improve their children's attendance.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are appropriately challenged and supported throughout their learning.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>As detailed below, although disadvantaged pupils' attainment in Reception is in excess of their non-disadvantaged peers and the national average, Y1 disadvantaged phonics outcomes were below the national average. Y6 RWM combined outcomes for disadvantaged pupils, whilst being significantly in excess of the national average, were still below those of their non-disadvantaged peers.</p> <p><i>Istead Rise Disadvantaged GLD 100% Vs National Average of 68%</i> <i>Istead Rise Y1 Disadvantaged Phonics Pass 75% Vs National Average of 80%</i> <i>Istead Rise Y6 RWM Combined EXS 75% Vs National Average of 61%</i></p>
2	<p>As detailed below, disadvantaged pupils' 2024 attainment in Reception and at the end of Key Stage Two was significantly above the national average for all pupils. Maintaining this level of achievement represents a significant challenge.</p> <p><i>Istead Rise Disadvantaged GLD 100% Vs National Average of 68%</i> <i>Istead Rise Y6 Comb EXS RWM 75% Vs National Average of 61%</i></p>
3	<p>Our attendance data for the academic year 2023/24 demonstrates that disadvantaged pupils have a lower level of overall school attendance. All pupils had attendance of 94.7% for the year, which is in line with the national average, but disadvantaged pupils had overall attendance of 92.3%, a variance of -2.4%</p>

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
<p>Teaching is of a consistently high standard and is underpinned by a broad and balanced curriculum. Teachers use defined strategies to check pupils' understanding and use assessment information to support adaptation to the school curriculum.</p>	<p>Internal and external monitoring confirms that a broad and inclusive curriculum is in place, and teaching in all year groups and in all subjects is of a consistently high standard, enabling pupils to achieve good outcomes.</p> <p>The school's model of inclusive and responsive teaching practice, The 'ISTEAD identity', is becoming embedded across the school, adding value to assessment and responsibility within lessons.</p> <p>All pupils' (including disadvantaged pupils) attainment and progress outcomes are above national averages.</p> <p>Formative and summative assessment information is used as a tool when planning lessons and intervention programmes.</p>

Attainment gap in Y1 phonics is closed.	Disadvantaged pupils' attainment at the end of Year 1 in phonics is in line, or in excess, of school and national averages.
Attainment gap in end of KS2 outcomes is closed	Disadvantaged pupils' attainment is in line, or in excess, of school and national averages.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by July 2025 demonstrated by: <ul style="list-style-type: none"> Disadvantaged pupil attendance has improved on the previous year and is in line with whole school averages. The percentage of disadvantaged pupils who are persistently absent has decreased and is in line with whole school averages.

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.

High Quality Teaching (for example, CPD, recruitment and retention, release time for colleagues completing NPQs etc.)

Budgeted cost **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (NFER, GTRP RA, Speech Language Link etc.) Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1, 2

	Phonics Teaching and Learning Toolkit EEF	
CPD to support the development and effectiveness of curriculum leaders in all subject areas, to ensure the effective monitoring, leadership and implementation of the school curriculum.	School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard of T&L is evident, which is reflected by pupils' outcomes and feedback.	1,2,3
A programme of CPD to run for all teaching staff, supporting with the implementation of inclusive and responsive teaching practice. This will include peer observations and feedback and training sessions based on Rosenshine's Principles of Effective Instruction.	All levels of staff are confident and equipped to deliver a high standard of inclusive teaching and learning. Disadvantaged children display high levels of engagement and there is a positive impact on attainment.	1,2,3
Continue to develop the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1,2,3
Senior Leaders to participate in high quality, research led CPD programmes. <i>HT to complete NPQEL</i> <i>Acting HoS to complete NPQH</i> <i>Curriculum Leader to complete NPQSL</i> <i>Teacher to complete NPQSEND</i> <i>Teaching Assistants to complete L3 SEN TA apprenticeship programme.</i>	The NPQ programmes are based on research and evidence provided by the EEF and provide leaders with multiple opportunities to develop their practice.	1,2,3

Targeted academic support (for example, small group tutoring, one-to-one support, structured interventions etc.)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	1,2

support or who have not passed the Y1 phonics check.	phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
A wide range of academic intervention programmes are in place for pupils with identified gaps in their learning. Staff delivering interventions will receive appropriate CPD and deliver bespoke provision to strategically identified children.	School leaders' monitoring of intervention programme effectiveness and pupil progress should indicate that a consistently high standard of provision is evident, which is reflected by pupils' accelerated progress against identified objectives. 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: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
Specialist TAs/HLTAs will deliver a programme of wellbeing, social skills and resilience-based interventions to identified pupils across the school.	Pupil voice and feedback from all stakeholders indicates that children's wellbeing is high and that those who engage with such programmes enjoy them and find them helpful. This is reflected by positive levels of school attendance and engagement with learning.	3

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

Budgeted cost: **£4,775**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3
Individualised support will be offered to identified disadvantaged families with a view to improving the attendance, such as:	Attendance and Attainment should be improved by ensuring all steps are taken to ensure full access to school curriculum and wider school life for all pupils.	1,2,3

Subsidised/fully funded Breakfast and After School club provision, funded uniform and school trips, prizes and awards for attendance. This should reduce or remove some barriers to disadvantaged pupils' attendance.		
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Total budgeted cost: £44775

Review of outcomes 24-25

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Teaching is of a consistently high standard and is underpinned by a broad and balanced curriculum. Teachers use defined strategies to check pupils' understanding and use assessment information to support adaptation to the school curriculum.	<p>A comprehensive and longitudinal package of CPD has been in place for all staff to support the further development of pedagogy within the school. There is now a consistent and effective set of methodologies in employment across all year groups, with the school's focus on inclusive and adaptive teaching enabling all pupils to fully access core learning objectives and make strong progress. Statutory outcomes for all reporting year groups remain in excess of national averages and in some areas this differential with national attainment has grown further.</p> <p>KS2 RWM Combined EXS:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>120</td> <td>77%</td> <td>61%</td> <td>Above (sig+)</td> </tr> <tr> <td>2025</td> <td>30</td> <td>83%</td> <td>62%</td> <td>Above (sig+)</td> </tr> <tr> <td>2024</td> <td>30</td> <td>77%</td> <td>61%</td> <td>Above (non-sig)</td> </tr> <tr> <td>2023</td> <td>60</td> <td>73%</td> <td>60%</td> <td>Above (sig+)</td> </tr> </tbody> </table> <p>Disadvantaged KS2 RWM Combined EXS:</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>24</td> <td>63%</td> <td>46%</td> <td>Above (non-sig)</td> </tr> <tr> <td>2025</td> <td>5</td> <td>60%</td> <td>47%</td> <td>Small cohort</td> </tr> <tr> <td>2024</td> <td>10</td> <td>70%</td> <td>46%</td> <td>Above (non-sig)</td> </tr> <tr> <td>2023</td> <td>9</td> <td>56%</td> <td>44%</td> <td>Close to average (non-sig)</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	3-year	120	77%	61%	Above (sig+)	2025	30	83%	62%	Above (sig+)	2024	30	77%	61%	Above (non-sig)	2023	60	73%	60%	Above (sig+)	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	3-year	24	63%	46%	Above (non-sig)	2025	5	60%	47%	Small cohort	2024	10	70%	46%	Above (non-sig)	2023	9	56%	44%	Close to average (non-sig)
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	Disadvantaged pupils at Istead Rise attain a significantly higher level than the national average and the school is striving to entirely close the attainment gap between disadvantaged pupils and all pupils.
Attainment gap in Y1 phonics is closed.	100% of disadvantaged pupils successfully passed the Y1 phonics screen.
Attainment gap in end of KS2 outcomes is closed	Although disadvantaged pupils at the school attain at a higher level than the national average, there still exists a 3-year average gap of -5% (RWM Comb EXS) between disadvantaged pupils and their cohorts as a whole. The school will continue to prioritise the closure of this gap.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Whilst overall school attendance has improved and is now in excess of pre-Covid levels, the attendance of disadvantaged pupils last year was 90.6, which is below the national average. School leaders have identified this as an improvement priority for the new academic year.