

## Pupil premium strategy statement 2025/26 - Istead Rise Primary School

This statement details our school's use of pupil 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	212
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/25 - 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Steve Payne, Headteacher
Pupil premium lead	Steve Payne, Headteacher / Monica Clark, Head of School
Governor / Trustee lead	Sarah Leigh, Chair of LGB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,735
Pupil premium funding carried forward from previous years	Nil
<b>Total budget for this academic year</b>	<b>£47,735</b>

## 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 (3-year average attainment gap: -5%).

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 24/25, there was an overall gap in attendance of -4.5% 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 a 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><b>Financial instability can restrict a child's access to wider life experiences and enrichment opportunities. In addition, parental perceptions around the value of education and a lack of confidence or experience in this area can prove a barrier to families' engagement with children's learning.</b></p> <p>Last year, 100% of disadvantaged pupils in Reception achieved GLD and 100% of disadvantaged pupils in Year One successfully passed the phonics screen, 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. Last year 83% of all Year Six pupils achieved EXS in reading, writing and maths combined, compared to only 60% of our disadvantaged pupils.</p> <p>We intend to further raise the achievement of disadvantaged pupils and will strive to eliminate this gap in attainment.</p>
2	<p><b>Low attendance rates affect progress and attainment.</b></p> <p>Our attendance data for the academic year 2024/25 demonstrates that disadvantaged pupils have a lower level of overall school attendance. All pupils had attendance of 95.1% for the year (an increase on the previous year and also an improvement on pre-Covid levels), which is in line with the national average, but disadvantaged pupils had overall attendance of 90.6%, a variance of -4.5%</p> <p>We intend to offer holistic support to families of disadvantaged pupils and reduce this gap in levels of attendance.</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
Quality First Teaching is of a consistently high standard and is underpinned by a broad and balanced curriculum.	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.

Teachers use defined strategies to check pupils' understanding and ensure that a range of inclusive and adaptive strategies are in place to support all pupils.	The school's model of inclusive and adaptive teaching practice, The 'ISTEAD identity', is becoming embedded across the school, adding value to assessment and responsibility within lessons.  All pupils' (including disadvantaged pupils) attainment and progress outcomes are above national averages.  Formative and summative assessment information is used as a tool when planning lessons and intervention programmes.
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.	Improved attendance by July 2026, demonstrated by: <ul style="list-style-type: none"> <li>Disadvantaged pupil attendance has improved on the previous year and is in line with whole school averages.</li> <li>The percentage of disadvantaged pupils who are persistently absent has decreased and is in line with whole school averages.</li> </ul>

### 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 **£22,960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessment tools. (Literacy Gold, Smartgrade Maths Assessments, Language Link, COPs )  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: <a href="#">Diagnostic assessment   EEF</a>	1, 2
Subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 2

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
A longitudinal programme of CPD to run for all classroom staff, supporting the implementation of inclusive and adaptive teaching practice. This will be based on our 'Istead Identity" and <a href="#">Rosenshine's Principles of Effective Instruction</a> .	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.  <a href="#">EEF: Collaborative Learning Approaches</a>  <a href="#">EEF: Feedback</a>	1,2
Leaders and Teachers to participate in high quality, research led CPD programmes.  A number of teaching and leadership staff are completing NPQ programmes, whilst several members of support staff are undertaking specialist qualifications in supporting SEND and SEMH needs.	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

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

Budgeted cost: **£20,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support or who have not passed the Y1 phonics check.	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:  <a href="#">Phonics   Teaching and Learning Toolkit</a> <a href="#">EEF</a>	1,2

<p>A 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.</p>	<p>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.</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><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>
<p>Trained colleagues will deliver intervention programmes aimed at developing identified pupils' wellbeing, social skills and resilience.</p>	<p>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.</p> <p><a href="#">EEF: TA delivered interventions</a></p>	<p>1,2</p>

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

Budgeted cost: **£4,775**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2</p>
<p>Individualised support will be offered to identified disadvantaged families with a view to improving the attendance, such as:</p> <p>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</p>	<p>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.</p>	<p>1,2</p>

barriers to disadvantaged pupils' attendance.		
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**Total budgeted cost: £47735**