

Pupil premium strategy statement 23/24 - 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	208
Proportion (%) of pupil premium eligible pupils	19%
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)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steve Payne, Headteacher
Pupil premium lead	Steve Payne, Headteacher
Governor / Trustee lead	Kelly Allen, Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,108
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£60,503

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils at Istead Rise have been disproportionately affected by the Covid-19 pandemic and the associated disruption to their education. This is reflected by gaps in pupils' learning and by the negative impact on some pupils' wellbeing.

The school aims to address these challenges and close the attainment gaps between disadvantaged pupils and their peers, by ensuring the effective implementation and leadership of our school curriculum model, including a consistently high standard of inclusive and adaptive teaching and through the provision of targeted intervention.

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 areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including 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 is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will 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.

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 to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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	Although disadvantaged pupils' attainment in Reception, Year 1 and at the end of Key Stage Two is significantly above the national average for all pupils, disadvantaged pupils' attainment in reading, writing and maths at the end of Key Stage One is lower than school and national averages.
2	Disadvantaged pupils' attainment in Reception, Year 1 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.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, difficulties maintaining positive relationships with peers and diminished levels of resilience. These challenges particularly affect disadvantaged pupils and can impact upon their attainment.
4	Our attendance data for academic year 2022/23 demonstrates that disadvantaged pupils have a lower level of overall school attendance. All pupils had attendance of 94.1% for the year, which is in line with the national average, but disadvantaged pupils had overall attendance of 92.3%, a variance of -1.8% Persistent absence was also higher for disadvantaged pupils than the overall school population, by 12.2%

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 broad and balanced curriculum. Teachers use assessment information to support adaptation to the school 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. All pupils' (including disadvantaged pupils) attainment and progress outcomes continue to be above national averages.

	Formative and summative assessment information is used as a tool when planning lessons and intervention programmes.
Improved disadvantaged pupil attainment at the end of KS1	Disadvantaged pupils' attainment at the end of KS1 in reading, writing and maths is in line, or in excess, of school and national averages.
Maintained levels of attainment for GLD, Phonics and KS2	Disadvantaged pupils' attainment remains in excess of national averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by July 2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a maintained, or increased, level of participation in enrichment activities, particularly among disadvantaged pupils. • an increase in pupils' resilience, demonstrated by a reduction of instances where adult support is required to help pupils maintain positive friendships and social relationships.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by July 2024 demonstrated by:</p> <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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (NFER, GTRP RA, Speech Language Link etc.)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2

Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment EEF	
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: Phonics Teaching and Learning Toolkit EEF	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.	1,2,3,4
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	1,2,3,4
Senior Leaders to participate in high quality, research led CPD programmes. (HT to complete NPQEL and DHT to complete NPQH)	The NPQ programmes are based on research and evidence provided by the EEF and provide leaders with multiple opportunities to develop their practice.	1,2,3,4

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1, 2, 4

and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	
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: Phonics Teaching and Learning Toolkit EEF	1,2
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 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.	3,4
The 'Friends of the Forest' provision will run for identified disadvantaged children, run by the school's Forest Schools Leader.		3,4

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

Budgeted cost: **£10,503**

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.	4
Individualised support will be offered to identified disadvantaged families, such as: Subsidised/fully funded Breakfast and After School club provision, funded uniform and school trips etc.	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.	1,2,3,4

Total budgeted cost: £60,503