

# Pupil premium strategy statement 2022/23

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Istead Rise Primary School
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23 & 23/24
Date this statement was first published	30/9/2021
Date on most recent review	30/9/2022
Date of next review	30/9/2023
Statement authorised by	Steve Payne (HT)
Pupil premium lead	Steve Payne (HT)
Governor / Trustee lead	Kelly Allen (CoG)

## Funding overview

Detail	2021/22 Amount	2022/23 Amount
Pupil premium funding allocation this academic year	£83,381	£69,250
Recovery premium funding allocation this academic year	£9,353	£8,698
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£92, 734</p>	<p>£77,948</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

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

The school aims to address these matters and close the attainment gaps between disadvantaged pupils and their peers, by ensuring the effective implementation and leadership of a newly designed curriculum model and through the provision of targeted intervention.

The school aims to promote positive levels of pupil wellbeing and self-esteem. We will provide a series of interventions and programmes to support this objective.

### Challenges

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

Challenge number	Detail of challenge
1	A new model of curriculum delivery and leadership is to be implemented across the school.
2	There are gaps in pupils' learning, attributable to Covid related school closures or by being otherwise disadvantaged.
3	Some pupils' wellbeing has been affected by the Covid-19 pandemic. In some cases, this has had a negative impact on their resilience and their social and emotional development.

## 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.	<p>A broad and inclusive curriculum is in place, which demonstrates the strong value placed in all subjects.</p> <p>Pupil Outcomes continue to be above national averages.</p>
A programme of planned intervention is closing gaps in pupils' learning.	Impact scrutiny of a well-planned and robust system of intervention demonstrates that gaps in pupil learning, caused by Covid-19 related school closures or by being otherwise disadvantaged, are closing.
Pupil wellbeing is high.	<p>The school curriculum demonstrates an awareness of the need to promote positive mental health and wellbeing and the school is a safe and inclusive space.</p> <p>School Leaders actively seek the pupil voice as part of the decision-making process and when reviewing curriculum effectiveness.</p>

## Activity for the 22/23 academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **for the 22/23 academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £7,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development of newly appointed subject leaders in all curriculum areas, to ensure the effective leadership and implementation of the newly	School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard to T&L is evident, which is reflected by pupils' outcomes and feedback.	1

designed whole school curriculum.		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £35,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
A wide range of intervention programmes are in place for pupils with 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 indicate that a consistently high standard to provision is evident, which is reflected by pupils' accelerated progress against identified objectives.	2

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

Budgeted cost: £35,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
A specialist HLTA will deliver a programme of wellbeing interventions to identified pupils across the school.	Pupil voice and feedback from all stakeholders indicates that children's wellbeing is high. This is reflected by positive levels of school attendance and engagement with learning.	3
The 'Friends of the Forest' provision will run for identified disadvantaged children.	Pupil voice and feedback from all stakeholders indicates that children's wellbeing is high. This is reflected by positive levels of school attendance and engagement with learning. Pupils enjoy engaging with the school's	3

	on-site forest provision.	
The school aims to complete a nationally recognised wellbeing award.	The school earns the accreditation.	3
The school continues to invest in CPD and PHSE curriculum resources provided by Jigsaw.	An effective programme of PHSE in place in all year groups. Children are taught tolerance, respect and the value of diversity and inclusion.	3
Individualized support will be offered to identified disadvantaged families, such as: Subsidized/fully funded Breakfast and After School club provision, uniform and school trips etc.	School attendance is improving and no pupil is excused from any opportunity do to financial disadvantage.	3

**Total budgeted cost: £77,948**

### **Review of 22/23 Progress:**

<p>Quality First Teaching is of a consistently high standard.</p>	<p>A broad and inclusive curriculum is in place, which demonstrates the strong value placed in all subjects.</p> <p>Such a curriculum is in place and pupils are engaging well with learning opportunities. This is confirmed by school leader and trust monitoring and is supported by pupils achievement levels</p> <p>Pupil Outcomes continue to be above national averages.</p> <p>Overall, pupil attainment in core areas, in all statutory reporting year groups, is in excess of national averages. Ambitious targets are set to ensure this trend continues</p>
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	<p>In 2023:</p> <ul style="list-style-type: none"> <li>● 100% of pupil premium reception children achieved a Good Level of Development (GLD)</li> <li>● 100% of pupil premium children passed the Y1 Phonics Screening Check</li> <li>● At the end of KS1, 33% of pupil premium pupils achieved the expected standard in maths, and no pupil premium children achieved the expected standard in reading or writing</li> <li>● At the end of KS2, 56% of pupils achieved the combined expected standard, compared to a local authority average of 39%</li> <li>● At the end of KS2, the progress scores for pupil premium in maths were in line with the national average and their progress scores in reading and writing were above the national average.</li> </ul>
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<p>A programme of planned intervention is closing gaps in pupils' learning.</p>	<p>Impact scrutiny of a well-planned and robust system of intervention demonstrates that gaps in pupil learning, caused by Covid-19 related school closures or by being otherwise disadvantaged, are closing.</p> <p>Disadvantaged children's progress was in line with, or in excess of, national averages at the end of KS2. A rich programme of intervention and additional support is in place for all children across the school who need it.</p>
<p>Pupil wellbeing is high.</p>	<p>The school curriculum demonstrates an awareness of the need to promote positive mental health and wellbeing and the school is a safe and inclusive space.</p> <p>School Leaders actively seek the pupil voice as part of the decision-making process and when reviewing curriculum effectiveness.</p> <p>A wide range of well-being-based programmes and interventions are in place for identified children across the school - including some provided by third party specialist providers.</p>

	<p>Pupil well-being is of a good level and pupil-voice suggests that pupils feel safe, comfortable and supported at school. This assessment is also supported by parent responses to the Ofsted parent view survey for the academic year 23/24</p>
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