

Pupil premium strategy statement 2021/22

1. Summary information					
School	IQRA Primary School				
Academic Year	2021-22	Total PP budget	£	Date of most recent PP Review	Sep 2021
Total number of pupils	623	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Jul 2022

2. 2020-2021 attainment				PP Data from previous 3 years		
<u>KS2</u>	All Pupils attaining Expected or above (School)	Pupils eligible for PP attaining Expected or above (school)	National average for PP	2019-2020	2018-2019	2017-18
% achieving expected in combined RWM			71%		83%	81%
% achieving expected or above in reading			78%		92%	81%
% achieving expected or above in writing			83%		83%	91%
% achieving expected or above in maths			84%		96%	88%
Progress in reading						-0.64
Progress in writing						1.02
Progress in maths						0.91
% achieving expected or above in reading						56%
% achieving expected or above in writing						56%
% achieving expected or above in maths						89%

3. Barriers to future attainment	
In-school barriers	
A.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils (Speech and Language). This slows reading progress in subsequent years.
B.	Limited vocabulary skills
External barriers	

C.	National lockdown and remote learning. Catch-up curriculum to narrow the gaps for pupils who found it challenging.
D.	National lockdown limited enrichment opportunities outside of school in order for children to develop aspirations/ambitions

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Increased opportunity and developed vocabulary in pupils across the curriculum	Pupil Premium pupils given opportunity to develop and learn new, transferable vocabulary through curriculum.
C.	Narrow the gap between PPI and their peers through catch up programme	Pupils eligible for PP make rapid progress by the end of the year in reading so that all pupils eligible for PP meet age related expectations.
D.	Enrichment opportunities inside and outside of school for all children to raise aspirations/ambitions Children have positive experiences within the school environment and outside of school through trips and clubs.	Ensure internal workshops and external educational visits are carefully planned for all children so that they can develop their experiences in the wider world. All children in receipt of pupil premium funding participate in at least 1 school club per term.

5. Planned expenditure					
Academic year	2021-2022				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve oral language skills for pupils eligible for PP in Reception class. B. Increased opportunity and developed vocabulary in pupils across the curriculum	CPD 16% and Consultancy 16%	Pupils need to gain confidence with key concepts and strategies, and closing the gap at an accelerated pace is vital so that pupils feel equipped with new vocabulary and transferable skills. Through quality first teaching, sharing good practice and monitoring and evaluation, the curriculum changes can be embedded to ensure effectiveness for all children, including PP.	External consultancy Use INSET days to deliver training. Observations/work scrutiny Pupil Progress meeting with Phase Leaders (4 milestones: Sept, Dec, March, July) SLT and governors to be made aware of impact of pupil premium progress	Head	Jan 2022
C. Narrow the gap between PPI and their peers through catch up programme	KS2 Boosters delivered by class teachers: Reading, Maths Years 1 HLTA to deliver: Phonics, Writing, Doodle Maths Years 3,4,5 HLTA to deliver: Doodle Maths/Reading Year 3 Specialist Intervention delivered by AHT Writing and Reading Year 6 HLTA to deliver: Maths, Reading	There is a substantial attainment gap between pupils from disadvantaged backgrounds and their peers and there is evidence from a range of sources, including EEF that this is likely to have grown significantly. Pupils eligible for PP are making less progress in reading in comparison to Maths and Writing. We want to ensure that all children can meet expected standards through the use of quality HLTA's to teach reading strategies and practices to provide, stretch and encourage pupils.	Baseline assessments or low stakes testing and data from July 2021 to be used to enable correct provision to be put in place for pupils and identify gaps Peer observation of other HLTA/1:1 teachers Monitoring and Evaluation of teaching and learning Pupil Progress meetings Lost learning vs revisiting Review of QFT	Assistant Head (Phase Leader)	Jan 2022

A. Improve oral language skills for pupils eligible for PP in Reception class.	Enrichment Opportunities: -Library – 16% -School Trips (FSM children FOC) - Educational supplies and services 16%	Enrichment is key in order to enhance the curriculum, deepen understanding and give children opportunities for new cultural, social, educational and challenging experiences. Ensuring equality of access for all children, including providing rich experiences to complement the curriculum. Teachers to plan for external and internal opportunities for pupils to increase progress in curriculum for all children. PP children will be given opportunity to participate in workshops and trips (such as theatre trips, go-ape, water sports, residential, clubs etc) free of charge, while having timetabled visits to the school library with designated librarian, where pupils can develop a love for reading as well as extend vocabulary and oral language skills. Ensure an extensive sports provision and prioritise social and emotional development to build character.	Monitoring and Evaluation (planned overview of themed days/trips) Analysis and Impact of workshop and clubs (pupil voice/data) School council meetings All CT to plan and organise after school clubs once a week – max of x30 pupils per club to facilitate for all pupils.	Phase Leaders (SLT)	Jan 2022
Total budgeted cost					£50,741

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Increased opportunity and developed vocabulary in pupils across the curriculum	SLT Focused Interventions for Quality first teaching x3 - 30%	Some of the students need targeted support to narrow the gaps. Through quality first teaching that will be provided from senior, more experienced teachers, potential barriers will be identified with good implementation so that targeted pupils can access the curriculum and in turn make rapid progress.	Pupil progress meetings where SLT meet with pupil premium tutor/teachers at each milestone (4 milestones: Sept, Dec, March, July) for- discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes Regular review of groupings and re-shaping of focus as required Data analysis at each milestone to identify pupils whose progress	SLT	Half-termly Oct 2021

B. Increased opportunity and developed vocabulary in pupils across the curriculum C. Narrow the gap between PPI and their peers through catch up programme D. Enrichment opportunities inside and outside of school for all children	Year 2 booster - 5 hours per week Year 6 Specialist Intervention delivered by HLTA: Reading, Maths Catch up Teacher deliver 1:1 tuition and small group tuition to Year 3, 4 & 5 pupils: Doodle Maths, Doodle English Year 1 Class Teachers to deliver additional discrete phonics	Small group interventions in Reading and Maths with highly qualified and experienced teachers in order to ensure accelerated progress in Years 2 and 6, with a focus of end of key stage assessments and age-related expectations.	Extra teaching time and preparation time. Impact overseen by Maths and English lead. Discussions with parents, pupils and teachers before interventions regarding concerns/areas for development. Pupil progress meetings	SLT – Curriculum leads	Jan 2022
A. Improve oral language skills for pupils eligible for PP in Reception class. B. Increased opportunity and developed vocabulary in pupils across the curriculum C. Narrow the gap between PPI and their peers through catch up programme D. Enrichment opportunities inside and outside of school for all children	Media Technician – 15.45% ICT Educational supplies and services 15.45%	The media suite will be used to widen pupil's curriculum enjoyment and ICT skills through opportunities in drama, script writing, directing, filming and editing. The media technician will work with selected PP pupils to enhance verbal presentation skills, reading fluency and creativity in writing, ICT and cross curriculum with planned opportunities. Children will be able to improve their spoken language and visual literacy, confidence and cooperation skills, while boosting their self-esteem.	Media lead to liaise with class teachers to discuss PP pupil progress Lead to generate case studies on individual pupils, tracking their progress, attainment and social & emotional Media Lead to plan the media project with class teachers and then assess pupils' participation and feed back to class teachers Analysis and Impact of projected (pupil voice/data)	Media Technical SLT ICT Lead	Jan 2020
Total budgeted cost					£60,452

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Increased opportunity and developed vocabulary in pupils across the curriculum C. Narrow the gap between PPI and their	Learning and Emotional Support Hub Senior Learning Mentor – 15.45% Fit for Sport – 15.45%	A designated senior learning mentor and external sports agency will work closely with teachers to identify and support of those pupils who have emotional, behavioural and social barriers to learning. Through specific individualised learning programs such as: PE provisions, Writing and Maths, Sp&L, S&E groups and Attention for Listening programs for small groups, children will be able to overcome their barriers to	Pupil Progress meetings (4 milestones: Sept, Dec, March, July) Clear protocols in place to ensure pupils are referred for correct external support	Senior Learning Mentor SLT (Behaviour)	Termly Jan 2022

peers through catch up programme D. Enrichment opportunities inside and outside of school for all children	Choir	<p>learning. The role will also include implementing individualised action plans through working with parents, external agencies and secondary schools.</p> <p>Extensive music provision and prioritise social and emotional development to build character</p>	<p>Regular opportunities for external agencies to feedback to relevant staff and parent</p> <p>Liaise with class teachers so that they are aware of any social and emotional issues if appropriate</p> <p>Engagement of pupils and end of unit performances outcomes by pupils. (Pupil voice/parents survey of choir sessions/performances)</p>	SLT, Subject lead	
D. Enrichment opportunities inside and outside of school for all children	Attendance and PP Champion – 15.45%	Designated Pupil Premium Champ and Attendance officer will analyse attendance data and find trends that lead to persistent absentees. With thorough monitoring and required parental support, further barriers to learning can be identified, resulting in a reduced number of absence and higher attendance figures for all children. Organising and providing curriculum workshops to parents with external agencies will further be used to develop specific skills to support their children.	<p>Monitoring of attendance and engagement with families.</p> <p>Weekly Attendance monitoring and whole school celebration for good attendance.</p> <p>Rewards for 100% attendance.</p> <p>Regular attendance meetings and escalation process with teachers.</p>	Attendance Officer	Termly Jan 2022
Total budgeted cost					£12,548

6. Review of expenditure				
Previous Academic Year 2018-19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost

Increased opportunity and developed vocabulary in pupils across the curriculum	CPD and Consultancy	High: Continuing to deliver a rich creative curriculum to imbed transferable vocabulary in order to continue to develop oral language and broadened vocabulary in line with changes to the National Curriculum.	To ensure this is embedded thoroughly through the new academic year, ongoing CPD and development of the Creative Curriculum to continue, with a focus on progressive vocabulary across the school.	£4,169
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ii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Narrow the gap between PPI and their peers through catch up programme Enrichment opportunities inside and outside of school for all children	Learning and Emotional Support Hub/Senior Learning Mentor	A designated senior learning mentor worked closely with teachers to identify, support and overcome learning barriers of those pupils who have emotional, behavioural and social barriers to learning. Achieved through specific individualised learning programs, individualised action plans and working closely with parents, external agencies and secondary schools.	Along with continuing social and emotional support groups/interventions including 'Friendship stops' and 'Circle of friends', Senior Learning Mentor to support vulnerable pupils through intensive, targeted behaviour programs, with the support of external agency 'Fit for Sport'.	£5,915