



Iqra Primary School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Iqra Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mineza Maher (Headteacher)
Pupil premium lead	Headteacher
Governor / Trustee lead	G Thomas (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,840

Pupil premium strategy plan

Statement of intent

Our intention is to provide an education system where every child can thrive, regardless of their background or the challenges they face and make good progress from their starting points across all subject areas.

Our pupil premium strategy focuses on supporting disadvantaged pupils in achieving this goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those with a social worker, pupils who are new to the country, and pupils who speak little or no English, which can prevent them from flourishing.

The identified intended outcomes also aim to support pupils' needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our support, as it is proven that highly effective teaching raises pupils' outcomes. We can control this factor, thus closing the disadvantage gap and benefitting all pupils. We also aim to support pupils' health and well-being to ensure the conditions for learning are such that all pupils can access learning effectively.

Our strategy is integral to broader school plans for education recovery. Our approach will be responsive to everyday challenges and individual needs, rooted in rigorous diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches adopted will become embedded in our policy and practice to enable pupils to excel.

To ensure these approaches are practical, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. ensure teaching and learning opportunities meet the needs of all pupils, intervening when and where appropriate, and ensuring all pupils' needs in terms of learning and well-being are assessed and addressed promptly.

At Iqra Primary, we are mindful that a child on PPG may not be disadvantaged, and a disadvantaged child may not be experiencing poverty. We strive to know our children well, connect through our relationships, and meet their needs. We will always prioritise disadvantage in everything we do and organise our whole school structure and budget to optimise educational equity.

Challenges

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

Challenge number	Detail of challenge
1	High proportion of pupils with EAL giving rise to: low vocabulary acquisition, low comprehension/inference and deduction skills
2	Retention of previous learning in Maths and English
3	Ability to reason and explain connections in number
4	Ability to apply writing conventions consistently
5	Behavioural issues linked to individual circumstances
6	Attendance – Tracking is termly and actions to tackle PA are in place. It is monitored termly by the school's attendance officer with written reports to SLT/ Governors
7	Limited access to good language role models in the home environment
8	Narrow life experiences outside of school/ limited cultural capital experiences
9	Parenting skills / Difficult home circumstances that can impact children's daily life in school, such as uniform.

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
Improved reading attainment for disadvantaged learners, particularly in KS2.	KS1 outcomes for reading in 24-25 show that more than 78% (in line or above with national) of disadvantaged pupils achieve the expected standard.

<p>Improved maths attainment for disadvantaged learners throughout the school.</p>	<p>KS1 outcomes for maths in 24-25 show that at least 70% (in line or above with national) of disadvantaged pupils achieve the expected standard. KS2 outcomes for maths in 23-24 show that at least 80% of disadvantaged pupils achieve the expected standard.</p>
<p>PP children will continue to attain in-line or better than their non-PP peers through quality first teaching and additional support.</p>	<p>Assessments, observations and data reports indicate that 100% of disadvantaged pupils make at least good progress.</p>
<p>To achieve and sustain improved wellbeing for all learners and particularly disadvantaged learners.</p>	<p>An increase in PP children attending extra curricular and enrichment activities. Qualitative data from pupil voice, staff voice and parent voice. Qualitative and Quantitative data from Pupil progress meetings, SEND meetings, clubs analysis</p>
<p>To achieve and sustain improved attendance for all learners, particularly disadvantaged learners.</p>	<p>The attendance of disadvantaged learners to be in line or above national. The percentage of all learners who are persistently absent being below national average, and an ambitious target being 10%. The percentage of disadvantaged learners who are persistently absent being in line or above their non-PP peers.</p>

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: **£117,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high-quality support for vulnerable children.</p> <ul style="list-style-type: none"> • Additional teacher in each phase • Additional TA support in their classes. <p>Smaller teaching groups enable children to catch up and narrow the gap quickly through targeted teaching strategies. These children are targeted on Pupil Premium Trackers and Provision Maps to receive additional interventions.</p> <p>Additional teachers:</p> <p>EYFS and KS1 £50,000 LKS2 - £33,800 Upper KS2 - £33,800</p> <p>£117,600</p>	<p>Year 5 and 6 will have the greatest proportion of Pupil Premium children in 2024-25 (Year 4= 27% Year 3 = 22%).</p> <p>Data also shows that Year 4 and 3 Pupil Premium children's attainment in reading, writing and maths is a priority for action in 2024-25.</p> <p>Data collected also highlights Pupil Premium children in Year 3 and 4 for additional support in Reading, Writing and Maths. (My Maths Immediate Interventions, NCETM materials including Mastering Number, Reading Boosters, DEAR readers, Phonics Interventions)</p> <p>This approach supports The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> • Teaching • Targeted Academic Support • Wider Strategies <p>There is evidence to support the positive impact of reducing class sizes from the EEF (2018) when it is below 20. Additional teachers are utilised to reduce class sizes below 20 in line with research.</p>	<p>1,2,3 and 4</p>

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

Budgeted cost: **£29,388**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and intervention to raise attainment in reading and writing</p> <p>Targeted Phonics interventions in KS1 and training of staff</p> <p>DEAR Reading Programme.</p> <p>Letter Join scheme for whole school</p> <p>RWI Online Portal</p> <p>Spelling Shed for whole school</p> <p>Phonics boosters for KS1</p> <p>Online licenses £6390</p>	<p>Data shows that PP children in KS2 are a particular area of focus for raising attainment in 24-25. This includes children who did not pass the PSC in KS1. Outcomes of pupil progress meetings / moderation.</p> <p>Targeted RWI Phonics strategies are highly effective when delivered by trained individuals. Research indicates that fidelity to a structured phonics program positively impacts outcomes on the phonics check. There is substantial evidence evaluating RWI'S effectiveness with the lowest-attaining pupils in a wide range of educational contexts.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> • Teaching • Targeted Academic Support 	<p>1,2,4,7 and 9</p>

	<ul style="list-style-type: none"> Wider Strategies 	
<p>Targeted support and intervention to raise attainment in spoken language / vocabulary acquisition (particularly in EYFS). Talk Boost and Word Aware and Comprehension interventions to raise standards in spoken language / vocabulary.</p> <p>£13,500 TA</p>	<p>2018 OFSTED area for improvement Addressing research into the '30 Million Word Gap' Vocabulary acquisition vital to raising attainment in reading / comprehension (another key priority of SIP) Early interventions needed in EYFS via Black Sheep Narrative Alex Quigley – Closing the vocabulary gap</p>	1,2,4,7 and 9
<p>Targeted support and intervention to raise attainment in Maths at EYFS and KS1.</p> <p>NCETM Mastering Number Programme for EYFS, KS1 and years 3 and 4.</p>	<p>We are the lead school in the borough for the Maths Hub. Mastering Number is a new program offered in 2021/22 by the National Centre for Excellence in Teaching of Mathematics (NCETM) and the Maths Hub Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will impact future learning for all children. It also includes high-quality professional development for teachers.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	1,2 and 3
<p>Trained ELSA in-house - Introduced and implemented into EYFS (Communication and Language) Wellcomm</p>	<p>Research from the Education Endowment Foundation shows that the impact of a Sp&L program on language skills was still seen 6 months after the intervention. On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1,2,4 and 7
<p>After School Boosters in maths and reading throughout the school.</p>	<p>Interventions targeted at specific needs and knowledge gaps can effectively support low-attaining pupils or those falling behind.</p>	1,2,4,6 and 7

<p>Tracking and monitoring small group interventions have proved that the provision of targeted interventions has a high impact on the attainment and progress of the children involved.</p> <p>£2748 Target Tracker</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies 	
<p>Provide musical opportunities for vulnerable children. PP children given priority for 1:1 and group lessons in singing and percussion. Free instrument hire.</p> <p>In providing music tuition and the performance experiences that go with it, we aim to help widen pupils' life experiences and raise their aspirations.</p> <p>£6750 (whole year)</p>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore, providing this opportunity for PP children increases their experiences and therefore academic performance.</p> <p>The positive association between music lessons and academic achievement is well documented in the literature. Students who learn music show better academic achievements than those who are not involved in musical activities.</p>	8 and 9

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

Budgeted cost: **£76,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Playtime and Lunchtime interventions:</p> <ul style="list-style-type: none"> -Playground PALS -Junior Leaders -Primary Stars -Contract Children -Invitation to selected children to eat lunch with the staff <p>These wellbeing strategies ensure that all children feel safe at all times of the day providing relevant small groups or 1:1 support.</p> <p>We aim to meet the social and emotional needs of the children at all times. The impact of Playtime and Lunchtime Interventions in previous years, in terms of lowering the figures for pupil behaviour at lunchtimes and the subsequent impact of minimising the disruption of afternoon lessons, was such that this project is to be continued.</p>	<p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>5 and 9</p>
<p>Enhancing wider opportunities throughout school. Free after-school clubs for children are run by staff. After-school provision for children is needed to ensure all children access activities beyond the school day</p> <p>£3000</p>	<p>EEF toolkit suggests that enriching education has intrinsic benefits. They think all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. The DfE states: Giving young people the opportunity to try new things and develop new skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come.</p>	<p>7, 8 and 9</p>

<p>Ensure children have the means to a full uniform. We believe a pride in our appearance underpins the foundations for good behaviour and ensuring academic success.</p> <p>£500</p>	<p>The focus on school uniform forms part of a broader school improvement process which develops and maintains the school's ethos and behaviour. It ensures there are no disparities between children and helps to promote a sense of belonging.</p> <p>The EEF (2019) speculate that adoption of a uniform policy may provide a symbolic and public commitment to school improvement.</p>	<p>5 and 9</p>
<p>Provide sensory support for vulnerable children through access to the Rainbow Room, including Nurture groups / Sensory Boxes and Social and Emotional interventions.</p> <p>We aim to provide those children who need help to maintain appropriate behaviour, with means of self-regulation and support to manage and understand their feelings. This project successfully achieves these aims whilst also having a positive impact on classroom based behavioural incidents, which subsequently minimises disruption to lessons.</p> <p>We have also brought additional resources to support the nurture groups as we support the children transition back to school</p> <p>£48, 000 Learning Mentor x2</p>	<p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>5, 6 and 9</p>

The attendance officer will lead the strategy, analyse absences, contact low attenders, and support families in raising attendance/punctuality.

Attendance Officer: £25,000

Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.

While these reviews focused on specific areas of attendance and absence, this review aims to examine the evidence base to provide an overall picture of interventions that are being used to address attendance problems among school- aged children. This can include both overall absences as well as unauthorised absences. This review aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions. We produced a simple theory of change (figure 1) in order to inform our inclusion criteria and extract the key elements of attendance interventions relevant for our purposes. While improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes, we will be focusing primarily on activities, outputs and short-term outcomes, with scope to examine longer-term outcomes if these are explicitly included in our studies of interest.

1 - 9



[Attendance interventions rapid evidence assessment | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Total budgeted cost: £223,488

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Objective	Impact
Improved maths attainment for disadvantaged learners throughout the school.	<p>Maths Attainment EYFS – 78% attained a GLD; 80% of DA attained a GLD Year 1 - 80% DA compared to 92% Non DA Year 2 - 83% DA compared to 82% Non DA Year 3 - 67% DA compared to 87% Non DA Year 4 - 70% DA compared to 88% Non DA Year 5 - 78% DA compared to 87% Non DA Year 6 - 100% DA compared to 99% Non DA</p>
Improved reading attainment for disadvantaged learners, particularly in KS1.	<p>Reading Attainment Year 1 - 75% DA compared to 70% Non DA Year 2 - 89% DA compared to 82% Non DA Year 3 - 81% DA compared to 89% Non DA Year 4 - 73% DA compared to 88% Non DA Year 5 - 89% DA compared to 86% Non DA Year 6 - 100% DA compared to 96% Non DA</p> <p>End of Year 1 Phonics Score 2024: 94%</p>

<p>To achieve and sustain improved wellbeing for all learners and particularly disadvantaged learners.</p>	<p>100% of disadvantaged children who have attended the lunchtime and playtime interventions or extended school provision/after-school clubs have demonstrated improved wellbeing, resulting in fewer behavioural incidents.</p> <p>KS2 clubs - 55% of children attending are disadvantaged KS1 clubs - 61% of children attending are disadvantaged</p> <p>100% of children who receive free singing/music tuition are also PP.</p>
<p>To achieve and sustain improved attendance for all learners, particularly disadvantaged learners.</p>	<p>Disadvantaged = 121 pupils Whole school attendance: 94.17% DA Attendance is 93.35% - 0.82% below school average</p> <p>21.73% of all PA pupils are disadvantaged</p> <p>Whole school PA is currently 14.93% is below the national of 17.7%</p>

