



Iqra Primary School Pupil premium strategy statement 2025-2026

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 2025
Date on which it will be reviewed	September 2026
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	£169,212
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	£169,212

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.	<p>To be in line with or exceed the national average for children achieving a Good Level of Development.</p> <p>To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS1 assessments.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.</p>

<p>Improved maths attainment for disadvantaged learners throughout the school.</p>	<p>To be in line with or exceed the national average for children achieving a Good Level of Development. Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS1 assessments. Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.</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. Termly pupil progress meetings enables targeting of specific pupils.</p>
<p>To achieve and sustain improved wellbeing for all learners and particularly disadvantaged learners.</p>	<p>All PP pupils have access to a broad menu of extra-curricular clubs. The number of PP pupils attending extra-curricular clubs will increase. All PP pupils will attend trips or experiences a year.</p>
<p>To achieve and sustain improved attendance for all learners, particularly disadvantaged learners.</p>	<p>Attendance for PP pupils will increase and will be broadly in line with the national average of 96% Persistent absence will decrease and will be either in line with or below the national percentage. A clear strategy and effective approach to addressing poor attendance is in place. Parents will value good attendance and are motivated to ensure their children are in school. Pupils will value good attendance and are motivated to be in school.</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 adult 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: **£26,640**

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>Phonics outcomes (provisional) in 2025/26 show that disadvantaged pupils are in line with non-disadvantaged pupils attainment levels. For this to be maintained and to continue with this successful strategy</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 and the tiered approach of:</p> <ul style="list-style-type: none"> • Teaching • Targeted Academic Support 	<p>1,2,4,7 and 9</p>

	•	
<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>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>NELI result will show good progress from the baseline.</p>	
<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>Maths outcomes in 2025/26 show that disadvantaged pupils are within 5% of non-disadvantaged pupils attainment levels. A percentage increase will be evident in published outcomes.</p> <p>We are the lead school in the borough for the Maths Hub. Mastering Number is a new program offered 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>	1,2,4,7 and 9
<p>Trained ELSA in-house - Introduced and implemented into EYFS (Communication and Language) Wellcomm/NELI</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 and 3

<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>	<p>1,2,4 and 7</p>
--	--	--------------------

<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>	<p>8 and 9</p>
--	--	----------------

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

Budgeted cost: **£81,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<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>5 and 9</p>
<p>Provide sensory support for vulnerable children through access to the 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: £30,000

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Action	Reasons/ Barriers to future attainment	Review
To improve the quality of leadership and teaching and learning across the school through training.	First class quality teaching will have the greatest impact on pupil outcomes.	Through different forms of monitoring across the school, teaching is at least expected standard. Training reflection forms have also indicated that staff members feel that all training has been informative and will further enhance their pedagogy. Further evidence is the school has moved the leadership and management on the SEF from good to outstanding.
Increase attainment and progress of pupils in mathematics across the school through the use of mathematics mastery.	To ensure consistency in attainment and progress in maths across the school.	Over the course of the year, the percentage of 78% of pp pupils made accelerated progress over the course of the academic year based on their individual starting points at the start of the academic year. In a pupil voice, 85% of pp pupils stated that they enjoyed the way maths was taught in the school. One commented "I enjoy the challenges my teacher gives me during the maths lesson" At the end of Y6 pp pupils leave Iqra school at an advantageous position in maths. Transition meetings and feedback from secondary schools show that most Iqra pupils are in Sets 1-3 for maths.
Continue to buy in resources, Continue to buy support, guidance and advice with three development days from RWInc. Mentor, Coach and support staff in delivering RWInc. Purchase access to remote videos and online training.	To provide children with the best early reading curriculum we can.	RWInc progress - Pupil Premium children from R Y1 and 2 were part of the RWInc programme. By Summer term 94% of pupils pass the Y1 PSC This standard has been maintained over the years. All pupils have benefitted from the support and resources that the PP budget provides for teaching reading.

<p>Through experiences, pupils will develop new skills and knowledge which they wouldn't otherwise which in turn will inspire and raise expectations of themselves. Pupils will be provided with a STEAM week, Visitors and activities will be brought into the school.</p>	<p>Through experiences, pupils will develop new skills and knowledge which they wouldn't otherwise which in turn will inspire and raise expectations of themselves</p>	<p>A STEAM week is planned every academic year. Visitors and activities were delivered across the age groups and across the subject areas.</p> <p>Scientists delivered workshops across the school. Through pupil voice 93% of pupils said they had learnt a new skill or knowledge. 100% of the pupils said they enjoyed the week. 74% of pupils said they would want a career based around the subjects delivered. These percentages have increased from the previous academic year. 100% of pupils would recommend the event.</p>
<p>Subsidise educational visits and experiences.</p>	<p>To ensure equity for PP and vulnerable children with educational experiences.</p>	<p>Funding was put into place which allowed all PP pupils to attend all trips. This year the funding has allowed pupils to attend the toy museum, Boat trip in London, the Y6 residential, London Zoo, RAF museum Quotes include 'The RAF museum was amazing " Year 6 pupils said 'There were a lot of challenges and doing well in them really gave me confidence. I'm now looking forward to secondary school'.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<i>Programme</i>	<i>Provider</i>

Further information (optional)

We also do many things for pupils which cost money. For example, clear transition into the school or into secondary school, regular meetings and parent meetings with the SEBDOS Transition mentor.

