

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Pupil Premium numbers by Year group

Year group	Current FSM children in each year group
Nursery	
Reception	4
Year 1	10
Year 2	9
Year 3	9
Year 4	6
Year 5	12
Year 6	11
Total:	61 (30%)

School overview

Detail	Data
School name	Kobi Nazrul Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Belinda King (Head Teacher)
Pupil premium lead	Catherine Burns (Deputy Head Teacher)
Governor / Trustee lead	Avril Newman(Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,100
Recovery premium funding allocation this academic year	£ 8,910
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	£92,010

Part A: Pupil premium strategy plan

Statement of intent

The Staff and Governors of Kobi Nazrul Primary are committed to ensuring that provision is made which ensures that the learning and teaching opportunities meet the needs of all of the children so that all make maximum progress and reach their potential.

To ensure our use of Pupil Premium has maximum impact on improving outcomes for all children we will:

- Ensure that all day-to-day teaching is of the highest quality and meets the needs of each learner
- Use data and outcomes from Pupil Progress meetings to analyse underachievement of individuals, cohorts and any patterns in underachievement in the school as a whole and identify the reasons for this.
- Consider, and plan to address, a range of barriers to children's learning, including attendance, behaviour, family circumstances, language and access to resources to support learning at home
- Use funding to support identified target groups of children
- Have high aspirations for every child, including those who are disadvantaged to achieve their full potential
- Use achievement data, observations and discussion with staff to ensure that chosen interventions, techniques, strategies and approaches are working well and make adjustments accordingly
- Ensure support staff are given the training and support required to lead identified programmes to enable target groups to realise their potential
- Use data and discussions in pupil progress meetings to ensure all staff teams know which children are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- Continue to provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to a child's learning
- Have clear and robust performance management systems for all staff, and include discussions about pupils eligible for the Pupil Premium in performance management meetings
- Demonstrate the impact of each aspect of our spending on outcomes for children through careful monitoring and evaluation
- Implicit in the actions and intended outcomes detailed below, is the intention that non-disadvantaged children's attainment and progress will be sustained alongside progress for those identified as disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with staff, pupils and families have identified social and emotional issues for some children and families
2	A reduction in enrichment opportunities, particularly during school closure, has impacted on children's attainment across the curriculum
3	Over 60% of children with SEND have communication difficulties which impacts on progress and attainment
4	Observations, assessments and discussions with children suggest that disadvantaged children have greater difficulties with phonics which impacts on their development as readers
5	Assessments and observations suggest that maths attainment amongst some disadvantaged children is below that of non-disadvantaged children

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
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children	<p>Data from pupil, staff and parent surveys show an increasingly high level of well-being</p> <p>Records show a comprehensive level of targeted support for medical, special educational and pastoral needs</p> <p>Identified children show increased confidence because of the support they have received</p> <p>Children identified through pupil progress or parental concern have been allocated the appropriate support</p>
Review and enhance our 'E' curriculum for all Children particularly for those in receipt of Pupil Premium	<p>Outcomes and pupil voice show a positive impact on children's skills, knowledge and understanding across the curriculum of the carefully selected educational visits, enrichment activities and visitors</p>
Improved oral language, communication and vocabulary skills	<p>Initial assessments completed and target children identified</p> <p>Assessment and identified speech and language needs are addressed</p>

<p>Raised attainment in Reading of target children, particularly those in receipt of pupil premium</p>	<p>Termly assessments show an increase in the number of target children 'on track' in phonics</p> <p>KS2 reading outcomes in 2024/25 show that all target children met the expected standard</p>
<p>To accelerate progress and raise attainment for target pupils in maths, particularly those in receipt of pupil premium</p>	<p>KS2 maths outcomes in 2024/25 show that all target children met the expected standard</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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure consistent high quality teaching of oracy activities across the school curriculum, including the pre-teaching of identified vocabulary. These will support children to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing Teacher/Assistant training and release time.	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 impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
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 (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Purchase of additional resources, including additional decodable books, to support the teaching of phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	5

We will continue fund teacher release time to embed key elements of guidance in school and to access Maths Hub/ White Rose resources and CPD (including Teaching for Mastery training).	Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Identify 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Ongoing training on 'Learning village' online resource to support language acquisition of new arrivals Training for x1 additional teacher and x2 support staff in the implementation and delivery of the programme	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 impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued speech and language support, including small groups for identified children	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 impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Targeted parental EYFS, KS1 and KS2 workshops to support children's development of reading and phonics skills and increase	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	4

parents' understanding of these	Phonics Toolkit Strand Education Endowment Foundation EEF	
Targeted parental EYFS, KS1 and KS2 workshops to support children's development of maths skills and increase parents' understanding of these	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	5
Engaging with the National tutoring programme to provide school-led tutoring for children whose education been most impacted by the pandemic. A proportion of these will be disadvantaged, including those who are high attainers	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,5
Additional Phonics sessions targeted at identified children who require further phonics support.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Additional Reading sessions for identified children including the implementation of an intensive reading programme X1 AT and x1 teacher trained and able to teach, track and adapt the programme	Developing good reading habits with children and a love of reading will support their motivation to read independently as they grow older.	4
Adapted maths curriculum for identified children	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	5
Year 6 additional reading and maths sessions targeted at identified children a proportion of these will	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	5

be disadvantaged, including those who are high attainers		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from Inclusion and well-being assistant for children with identified social, emotional and behavioural needs	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Subsidised educational visits, including residential visits for identified children	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2
Targeted support for families struggling to meet the needs of their children where it is having an impact on education	These unmet needs hindering education are sadly rising in the community. We are raising funds and making use of local charities where we can to offer support to our most vulnerable but circumstances to arise where children and their families need additional support for a period of time to allow them to access their education. For example: <ul style="list-style-type: none"> - Transport access where sudden medical issues arise - Inability to complete homework because of a lack of resources 	15

Total budgeted cost: £92,000

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 2021 to 2022 academic year.

The table below details the outcomes in Year 6 for the 2021-2022 academic year:

Subject 30 children (9 to be taken out of figures)	Target @ +	Teacher assessment@+	Teacher assessment W@GD	SATs @+	SATs W@GD	National 2022
Reading	15/21 (71%) 15/30 (50%)	19/30 (63%)	5/30 (17%)	18/21 (86%) 20/30 (67%)	10/21 (48%) 10/30 (33%)	74%
Writing	15/21 (71%) 15/30 (50%)	16/21 (76%) 17/30 (57%)	1/21 (5%) 1/30 (3%)			69%
SPAG	16/21 (76%) 16/30 (53%)			18/21 (86%) 21/30 (70%)	13/21 (62%) 13/30 (43%)	72%
Maths	15/21 (71%) 15/30 (50%)	15/21 (71%) 15/30 (50%)	1/21 (5%) 1/30 (3%)	17/21 (81%) 18/30 (60%)	4/21 (19%) 4/30 (13%)	71%

Combined	15/21 (71%) 15/30 (50%)			16/21 (76%) 16/30 (53%)	1/21 (5%) 1/30 (3%)	59%	

Average scaled scores:

Subject	School	National
Reading	103.3 99	105
SPAG	106 105	105
Maths	105.9 102.8	104

All targets were exceeded. The figures in blue include the nine children who arrived in year 5. In SPAG 3 of the 9 new arrivals achieved the expected standard. In maths 1 achieved the expected standard, with 2 in Reading and 1 child in Writing.

Average number of terms progress for the children who were new arrivals in year 5. (Expected progress is 3 terms):

Reading: 8 terms progress

Writing: 7 terms progress

Maths: 6 terms progress

Enrichment:

Year 6 residential was a success with 27/30 participating. Observations and discussions with staff show that x2 children with low self- esteem were able to identify talents and strengths that they would otherwise not have had opportunity to do. It has also positively raised their profile within the class.

Off site visits have been well planned to enhance teaching and learning within the classroom. Discussions with children across the school show that they are clear about the significance of visits and how they link to prior learning. Outcomes reflect the deeper knowledge and understanding children have gained from the experience. For example, children in year 5 were able to give an in depth account of all they had learnt about bridges and their importance after a visit to Tower Bridge.

Phonics:

KS1 phonics data shows that target children made progress, but there are a number of children in year 2 that need re-enforcement of their phonics knowledge as it is not yet secure. These children have been identified and additional resources and support have been put in place for 2022/23

We have 2 staff who are trained under the National Tutoring programme and supported particular children throughout the year (particularly in year 2). We are continuing to use their expertise in the next academic year with a particular focus on early reading. Their accelerated progress is highlighted below (this data was moderated by the Local Authority this year).

Target W@GD	Actual @+	Summer year 1	Actual W@GD+
2/30 (7%)	17/29 (57%)	Reading 40%	3/29 (10%)
2/30 (7%)	14/29 (48%)	Writing 23%	2/29 (7%)
2/30 (7%)	12/29 (41%)	Maths 26%	4/29 (14%)
2/30 (7%)	11/29 (39%)		2/29 (7%)

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.