

Pupil premium strategy statement for IKB

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Isambard Kingdom Brunel Primary School
Number of pupils in school	168 +55 Nursery
Proportion (%) of pupil premium eligible pupils	14.4% 26/180 children
Academic year/years that our current pupil premium strategy plan covers	2024-25 – cohorts in Reception, Years 1 to 4
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Andrew Wootton Headteacher
Pupil premium lead	Andrew Wootton
Governor / Trustee lead	Aaron Warren, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP - £23680 Service - £2380 CLA, PCLA - £5140
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	£31,200

Part A: Pupil premium strategy plan

Statement of intent

IKB has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all children. We do not equate deprivation and challenge with low ability.
- Not all children who qualify for Pupil Premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for Pupil Premium. We therefore focus on the needs and levels of all children.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement and supporting the wider development of pupils.
- In providing support we will not socially isolate children. Therefore, it is likely that all groups receiving additional support will be a mix of children who receive and do not receive Pupil Premium.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and subsequent challenges faced. Common barriers for children in receipt of Pupil Premium can be less support at home, weak language skills, a lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. In making decisions on the use of the Pupil Premium, we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

We will:

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our children.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with children being considered to be of 'low ability' because of their social circumstances.
- Be transparent in our reporting of how we have used our Pupil Premium, so that our parents/ carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Recognise the fact that children in receipt of Pupil Premium are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our children who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Impact:

We regularly measure the attainment, engagement and progress of all children with particular reference to all our vulnerable groups. The Senior Leadership Team, SENCO, teachers and Phase Leaders evaluate the needs of children and the outcomes of interventions as well as the needs for any additional support that could be put in place. There is strong communication between pastoral support and curriculum provision to ensure all our children are tracked carefully and their bespoke needs are met. Interventions are logged and progress is monitored to evaluate impact and ensure that we are maximising our Pupil Premium spend to specifically target the best opportunities and interventions for children to succeed, providing equity of opportunity for all our children. The CEO, Lorraine Heath, trustees and governing body are kept informed through regular scrutiny, challenge and support of the Headteacher of this crucial area of work and parents/ carers can access all information through the school website.

Outcomes:

Children eligible for Pupil Premium will be identified and monitored. Staff who regularly work in class with children will be able to name children in receipt of Pupil Premium and will use additional daily acts of positive discrimination to improve provision and, therefore outcomes for these children on a regular basis. These include and are not exclusive to;

- additional questioning,
- additional assessment for learning opportunities,
- seating positions with children of a similar or higher current level of assessment,
- additional or prioritised feedback of learning,
- additional or prioritised enrichment opportunities,

Through regular monitoring of progress in core subjects and by implementing necessary actions, children in receipt of Pupil Premium will make progress in areas bespoke to their own barriers. These include and are not exclusive to;

- accelerated progress in specified areas of the curriculum
- gaps in attainment between children in receipt and those not in receipt of Pupil Premium will narrow.
- Developed cognitive and meta-cognitive skills
- improved oracy skills as part of our School Improvement Plan (SIP).
- Greater engagement in enrichment opportunities such as clubs and leadership opportunities, e.g. School Council, Play Leaders, Mental Health ambassadors etc.

At IKB our pupil premium strategy below works towards achieving our objectives by ensuring that teaching and support staff will:

- Maintain the highest expectations of all children and not equate disadvantage of circumstance with 'low ability';
- Promote an inclusive and collaborative ethos in their classrooms which enable children from disadvantaged backgrounds to thrive;

- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained;
- Support disadvantaged groups of children in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement;
- Ensuring our most vulnerable pupils have access to, and we are promoting engagement with, enrichment opportunities;
- Maintain the highest standards for attendance ensuring that concerns surrounding attendance are addresses promptly and improvement in attendance is praised.

At IKB we will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of children and narrow the gaps. Our CEO, Directors and Governors have an important role in ensuring our school complies with legislation and this policy, along with its specific stated actions for narrowing gaps is implemented.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest on entry to school, disadvantaged pupils generally have greater difficulties with literacy and numeracy than their peers.</p> <p>On entry to Reception class this year, 50% of the disadvantaged pupils were below and 17% well below the expected standard for comprehension, 67% were below and 17% well below expected standard for phonics and 50% were below and 35% well below the expected standard for writing.</p> <p>This negatively impacts their development as readers; in some cases by 9 months in terms of reading age (EEF).</p> <p>In terms of numeracy, 83% of disadvantaged pupils were below the expected standard for their knowledge of numbers to 10 and all were below or well-below their knowledge of shape, pattern and numbers greater than 10.</p>
2	<p>Assessments, observations, research and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers, with</p>

	significant numbers of disadvantaged children needing some form of speech and language intervention.
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 5% lower than for non-disadvantaged pupils. This gap is closing, but attendance continues to be a priority.</p> <p>In the Autumn term of 2024 attendance for children in receipt of Pupil Premium was 94.3% and for Ever 6 children it was 94% compared to 96.4% for all children. Furthermore, 25% of children in receipt of Pupil Premium were considered 'persistently absent' as had an attendance rate of less than 90% for the Autumn term. This is significantly higher than those non in receipt of Pupil Premium (4%)</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and a deterioration in resilience and mental health of pupils following the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for 1:1 and/or small-group support remain relatively high in part, as a result of the cost-of-living crisis and parent mental health. These challenges particularly affect our disadvantaged pupils, including their behaviour and attainment.</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and are less likely to achieve Age Related Expectation across the school (currently up to Year 4)</p> <p>In the Autumn term of 2024, the gap between disadvantaged pupils and non was the higher in writing when compared with reading and maths for all year groups but one.</p>

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
1.	KS1 reading outcomes at the end of the academic year 2024/25 to show that 100% of disadvantaged pupils meet the expected standard in both Year 1 phonics screening check and Year 2 SATs outcomes, unless these children are further disadvantaged by an Special Educational Need.
2.	A significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils. We aim for all disadvantaged pupils to attend at least 1 club each term during the academic year.

3.	<p>Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. Observations will demonstrate an increased amount of positive discrimination for disadvantaged pupils from staff (e.g. staff naming disadvantaged pupils, increased questioning, priority feedback etc.) and that disadvantaged pupils will at least be producing expected language as per our Trust's Oracy progression document.</p> <p>This should be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment e.g. Talk Boost, speech and language specialist provision, ELSA etc.</p>
4.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a minimum of 0.5%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers. Furthermore, the percentage of disadvantaged pupils who are persistent absentees to significantly reduce from 25% (ambitious target of 0%) • overall attendance and disadvantaged attendance will be above national averages. • overall persistently absent percentages and disadvantaged persistent absence percentages will be below national averages.
5.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from bespoke wellbeing interventions, student voice, wellbeing check-ins, student and parent surveys and teacher observations. • A reduced number of behaviour incidents linked to SEMH needs.
6.	<p>End of year writing outcomes show that 100% of disadvantaged children are meeting the expected standard for writing unless they have a further special educational need.</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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils.</p> <p>Training for staff to ensure that they are confident in delivering successful phonics lessons and interventions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
<p>SIP priority for oracy to be a part of all subject leaders' action plans, e.g. debating in English, reasoning in maths, reflection in PE, justifying and questioning opinions in World Views (RE).</p> <p>Regular CPD focused on expectations and reasons for improving oracy skills.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions EEF</p>	2
<p>Regular staff CPD sessions to focus on the planning, teaching and assessment of whole-class writing, including Trust moderation each half term.</p> <p>Regular staff CPD sessions to focus on assessment for learning and feedback for all staff to improve writing standards.</p>	<p>Use of EEF's 'Improving Literacy in KS1 and 2' to improve the teaching of writing with focus on teaching spelling strategies, writing processes and effective modelling.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback EEF</p>	5

<p>Use of Jigsaw PSHE programme to teach children about healthy relationships, emotional regulation, ways to manage mental and physical health.</p>	<p>We believe the Jigsaw programme systematically teaches the necessary elements of supporting PSED in the Early Years and beyond. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>EEF Personal Social and Emotional Development Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of (KS1) and purchase of (KS2) speech and language intervention: TalkBoost.</p> <p>Training staff to ensure assessment and delivery of the intervention is correct and effective.</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 impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>By age 7 there is a 4000 word gap between lower class and middle class</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional small-group writing sessions for children</p>	<p>There is moderate evidence that small-group tuition is effective as it can focus on the specific needs of a small group of learners. Small group tuition has an</p>	<p>1, 5</p>

working below the age-related-expectation.	average impact of four months additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social, emotional mental health (SEMH) through wellbeing check-ins, 1:1 ELSA sessions, embedding emotion coaching techniques.</p> <p>Training staff to ensure they are confident in managing restorative conversations and using emotion coaching as part of their professional practice.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Whole-staff training on understanding the importance of strong attendance and how to support persistently absent children, including how all staff play a part in improving attendance through building a sense of belonging and strong relationships.</p>	<p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p>	3
<p>A wide extracurricular clubs offer to all children, with priority given to disadvantaged children.</p> <p>This includes clubs run by school staff, members of the community and local specialist organizations.</p>	<p>There is moderate evidence that participation in arts and sporting sessions have a positive impact on disadvantaged children. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	2, 3, 4

	Arts participation EEF (educationendowmentfoundation.org.uk)	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £31,200

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.

External assessments from the end of 2023/24 demonstrate that outcomes are above national expectations. There is further evidence to indicate that there was a positive impact of the Pupil Premium strategy as detailed below.

Reading

At the end of KS1, the gap between disadvantaged pupils and 'all' pupils achieving an expected standard was 16% in reading. This was the same as writing but lower than maths (26%).

All but one child achieved the required standard in the phonics screening check due to other factors.

Good Level of Development in Reception

All children in receipt of Pupil Premium achieved a Good Level of Development by the end of Reception which higher than the overall percentage of 83%.

PSHE / SRE

Internal assessments against curriculum objectives demonstrate that children in receipt of Pupil Premium were broadly in line with their peers for objectives linked to online safety (all = 93%, PP = 92%), equalities (all = 97%, PP = 97%), SRE (all = 95%, PP = 92%). Year group knowledge organisers for PSHE have been a supportive tool for teachers and families to share knowledge and assess understanding.

Enrichment:

Growing participation numbers year on year. Targeting clubs / enrichment that captures interest of Disadvantaged pupils and those with SEND (type, timings etc.) Introduction of choir, netball, mindfulness, recorder for 2023-24.

	2020-21:	2021-22:	2022-23:	2023-24
At least 1 club participated in	All = 81% PP = 60% SEND = 40%	All = 82% PP = 67% SEND = 80%	All = 97% PP = 100% SEND = 88%	All = 96% PP = 100% SEND = 89%

2 or more clubs participated in	All = 72% PP = 40% SEND = 40%	All = 74% PP = 67% SEND = 50%	All = 89% PP = 75% SEND = 60%	All = 95% PP = 77% SEND = 67%
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Attendance:

	2020-21	2021-22	2022-23	2023-24
Overall %	98.2%	95.2%	96.3%	97.1%
Disad %	93.8%	94.3%	95.2%	96.7%
PA %	4%	8.5%	5.9%	1.7%
Disad PA %	20%	12.5%	14.3% (2 chn)	0%

Other successful strategies include;

- High quality teaching delivery from all adults working with pupils.
- CPD around maths teaching and provision including 'Maths Meeting' strategy alongside bespoke lessons, Numbernauts, Numbots and TTRS.
- Little Wandle Phonics embedded (lessons, keep up, catch up) and revisions in nursery.
- Increased expectation on reading at home - x2 books per week sent – x1 linked to phonics, other linked to comprehension, inclusive of communication.
- S+L Talk Boost screenings to identify gaps and target through interventions, S+L therapist sessions, whole class sessions. Trained TA to specialise in interventions.
- High expectations of vocabulary and writing – knowledge organisers important.
- Specialist SEND teacher with bespoke timetable to work across highest needs children in the school to target provision.
- Bespoke intervention targeting areas of need e.g. number, phonics, PSED, etc.

Externally provided programmes

Programme	Provider
Talk Boost	Talk Speech
Speech and Language Therapist	Jessica Cuming
Little Wandle	Letters and Sounds
Play Therapy	TDPC

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We identified gaps in service children’s education which we addressed with targeted support e.g. additional 1:1 reading opportunities each week with the teaching assistant and teacher, additional gap analysis monitoring and intervention to target specific next step areas with teaching assistant.</p> <p>We prioritised and supported service children for wrap around care when necessary due to parent/s needing to be away from home for prolonged periods of time.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided e.g. 100% of service children achieving age related expectations+ across all areas of the curriculum in every year group.</p>

