# Pupil premium strategy statement – Isle of Ely Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 399 (excluding nursery) |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23, 2023/24, 2024/25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Bryony Surtees, Head Teacher |
| Pupil premium lead | Natalie Godfrey, Deputy Headteacher |
| Governor / Trustee lead | Mandy Marsh |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56,831.66 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £62,051.66 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Isle of Ely Primary school it is our intention that all pupils, irrespective of the barriers they face, feel empowered to make good progress and develop from childhood into confident and independent individuals who will ultimately succeed and contribute to the wider community. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal within a safe and stimulating environment.  Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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| Challenge number | Detail of challenge |
| 1 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and have a negative impact on their attainment. |
| 2 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  Spelling has been identified as an area of development in order to raise attainment in writing. |
| 3 | Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 4 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 5 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they feel more emotionally secure. | * Thrive profiling indicators show progress for those children who attend Thrive sessions and have interruptions in their emotional development. * Pupil voice will show that children feel their well-being and mental health is supported at school. |
| For disadvantaged pupils to make at least expected progress from their baseline starting points in writing. | * Internal assessments show disadvantaged children making expected progress from their starting points. * Half termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. |
| To narrow the gap in attendance between disadvantaged and non-disadvantaged children. | * The percentage for attendance for disadvantaged children will be within 2% of non-disadvantaged children. * Attendance for disadvantaged children will increase. |
| To improved oral language skills and vocabulary among disadvantaged pupils. | * Our monitoring schedule addressing assessments and observations indicate significantly improved oral language among pupils in receipt of pupil premium. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. * Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. |
| To improve the reading attainment of disadvantaged pupils. | * 80% of disadvantaged pupils will pass the Year 1 Phonics Screening Check. * KS1 reading outcomes in 2024/25 show that at least 90% of pupils in receipt of pupil premium funding are in line with their peers * KS2 reading outcomes in 2024/25 show that at least 90% pupils in receipt of pupil premium funding are in line with their peers |

## 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: £*30,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All staff trained in Read, Write, inc and small group sessions through more staff being trained. Phonics lead to monitor closely to ensure continuity. | Phonics +5 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  Small group tuition +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 5 |
| RWI video links and books sent home linked to each child’s phonics group | Parental engagement +4months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |
| To embed ‘Reading VIPERS’ in Y2-Y6. | Reading comprehension strategies +6months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 5 |
| Teachers to target disadvantaged pupils within writing sessions to achieve writing expectations. | Individualised instruction +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  Small group tuition +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Feedback +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 2 |
| Whole school focus on improving spelling using CUSP spelling. | Metacognition and self-regulation +7 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 2 |
| Whole school focus on reducing cognitive load within the learning environment. | Metacognition and self-regulation +7 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 2, 4, 5 |
| Feedback policy focusing on ‘in the moment’ feedback. | Feedback +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 2, 5 |

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

Budgeted cost: £15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding a range of CPD to address speech and language which will support targeted interventions (NELI, ERT) | Small group tuition +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 4 |
| Embedding Maketon training | Maketon is proven to have a significant impact on helping non-verbal children communicate. | 4 |
| 5 Minute Literacy Box interventions | Teaching assistant interventions +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Phonics +5 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 5 |
| Fresh Start Phonics interventions | Phonics +5 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  Teaching assistant interventions +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 5 |
| Socially Speaking interventions | Oral language interventions +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Social and emotional learning +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 |
| Lego Therapy | Oral language interventions +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Social and emotional learning +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 |
| PiXL interventions | Teaching assistant interventions +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2, 5 |

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

Budgeted cost: £17,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thrive sessions led by two trained Thrive Practitioners for children identified as needing social and emotional support. | Social and emotional learning +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 3 |
| Providing opportunities for disadvantaged children to attend trips, visits and after school clubs. | Arts participation +3 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  Physical activity +1 month  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1, 3 |
| Training of a therapy dog. | Social and emotional learning +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 |
| Mental Health Lead to work towards DfE Mental Health Charter. | Social and emotional learning +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 |
| Embedding principles of good practice set out in the DfE’s Working Together to Improve School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> | 3 |

**Total budgeted cost: £62,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Intended Outcome** | **Success Criteria** | **Outcome Met?** | **Evidence** |
| Improved oral language skills and vocabulary among disadvantaged pupils. | 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. | Yes | NELI assessments – speech and language needs made significant progress.  Observations of Maketon being used to support pupils with S&L needs.  Book discussions with pupils evidenced using subject specific vocabulary. |
| Improved behaviour across the school, especially in disadvantaged children. | Observations indicate that there is a consistent approach to behaviour across the school which empowers children to take responsibility for their behaviour. This will also result in a decrease in exclusions. | Yes | Decrease in exclusions – none in the last year. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so they feel more emotionally secure. | Thrive indicators show progress among children who are shown to have interruptions in their emotional development. Well-being surveys and pupil voice will show that children feel emotionally supported with their mental health. | Yes | Thrive assessments have shown that pupils who have been profiled are making progress within the stages.  Some children have attended Thrive and no longer need it.  Thrive has had a positive impact on behaviour evidenced I the number of Talk Time sheets. |
| Disadvantaged children with SEND will make accelerated progress. | Assessments and observations indicate that 73% of disadvantaged children with SEND meet their targets. | Yes | ADPR targets.  Children who attended Beetle Class were all achieving their ADPR targets and attending school full time. They transitioned successfully to a Special School. |
| Improved maths attainment for disadvantaged pupils at the end of KS2 | KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard. | Not met | 50% of disadvantaged pupils met the expected standard. |
| Improved phonics results for disadvantaged pupils in Year 1 phonics screening | Year 1 phonics outcome in 2024-25 show that 82% of disadvantaged pupils met the expected standard. | Met | 100% of disadvantaged pupils passed the Year 1 Phonics Screening Check in 2022. |

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|  | School Data | Pupil Premium |
| Year 1 Phonics Screening | 93% | 100% |
| EYFS GLD | 71% |  |
| KS1 Reading | 75% | 75% |
| KS1 Writing | 62% | 75% |
| KS1 Maths | 72% | 50% |
| KS2 Reading | 78% | 67% |
| KS2 Writing | 76% | 50% |
| KS2 Maths | 78% | 50% |

## Review of teaching support 2019-2021

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| **Measure** | **Activity** | **Outcome** |
| Priority 1 | Training of Thrive practitioners. The thrive approach has been proven to show where the child has interruptions in their emotional development and provides strategies, way of being and activities to close these gaps allowing the children to be more emotionally secure and regulate their emotions. | **Implemented and met.**  We now have two trained Thrive practitioners and two Thrive rooms to provide wider support across the school. Several children have accessed Thrive and now no longer need it. Thrive has had a positive impact on behaviour and learning across the school. Feedback from pupils and parents has been positive. |
| Priority 2 | Introducing an additional class called ‘Beetle class’ for disadvantaged children with significant SEND Support from the local special school, which has proven results, will able us to replicate their successful approaches to improve the progress of disadvantaged children with significant SEND | **Implemented** **and met.**  Children who attended Beetle Class were all achieving their ADPR targets and attending school full time. They transitioned successfully to a local Special School. |
| Priority 4 | Remote learning package to improve attendance including providing the technology to enable remote learning Children who cannot access learning when self-isolating will be able to access. |  |
| Projected spending | £25,000 | Actual spend: |

## Review of targeted academic support 2019-2021

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| **Measure** | **Activity** | **Outcome** |
| Priority 6 | Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for 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: 6 pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | **Implemented** – 8 groups of children tutored by 8 teachers focusing on maths, reading and writing for 15 weeks. All children made good progress.  . |
| Priority 3 | Whole school focus on SEND, introducing and implementing new programmes such as Lexplore and provision mapping. | **Implemented** Lexplore  **Implemented** provision mapping which has had a positive impact on the provision for SEND pupils regarding SMART targets for APDRs and tracking provision ad progress. |
| Priority 3 | Embedding a range of CPD to address speech and language which will support with targeted interventions (NELI, ERT) | **Implemented** NELI – children made good progress within S&L.  **Implemented** ERT |
| Priority 4 | Maketon training | **Implemented** |
|  | All staff trained in Read, Write, inc | **Partially met.** Our Phonics Lead works with new staff to ensure they are appropriately trained. However, not all staff have had training from RWI. |
|  | Power maths training for all new staff  Maths mastery hub training for maths lead This CPD shares good practise across Cambridgeshire and will help to improve maths results. | **Partially met.** Our Maths Lead works with new staff to ensure they are appropriately trained. However, not all staff have had training from Power Maths. All staff have had access to Power Maths training webinars.  **Met.** |
| Projected spending | £60,136 | Actual spend: **£60,136** |

## Review of wider strategies 2019-2021

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| **Measure** | **Activity** | **Outcome** |
| Priority 1 | Training of a therapy dog  Providing opportunities for disadvantaged children to attend trips, visits and after school clubs.  Mental Health course for mental health lead | **Met** – we now have a trained therapy dog and handler.  **Partially met** – not many trips and clubs available due to Covid.  **Met**. |
| Priority 4 | Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | New attendance procedures in place – ongoing.  **Attendance for whole school is above national (96%)** |
| Priority 5 | Whole school STEPS training, including training STEPS tutors within school | STEPS training has had a positive impact on behaviour across the school as identified by observations and monitoring of behaviour. |
| All | Contingency fund for acute issues. |  |
| Projected spending | £67,680.40 | Actual spend: |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Thrive | The Thrive Approach |
| NELI | Nuffield Foundation |
| Lexplore | Lexplore Analytics |
| Provision mapping | Edukey |
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