

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

Detail	Data
Number of pupils in school	400 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	11%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Bryony Surtees, Head Teacher
Pupil premium lead	Natalie Godfrey, Deputy Headteacher
Governor / Trustee lead	Karen Jarvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,914
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,914

Part A: Pupil premium strategy plan

Statement of intent

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

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.

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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their starting points.

	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 100% of disadvantaged pupils will pass the Year 1 Phonics Screening Check. - KS1 reading outcomes in 2024/25 show that at least 60% of pupils in receipt of pupil premium funding are in line with their peers and 100% make at least expected progress. - KS2 reading outcomes in 2024/25 show that at least 50% pupils in receipt of pupil premium funding are in line with their peers and 100% make at least expected progress.

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

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 continue 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
Rewriting feedback policy and monitoring feedback across school to ensure it has a positive impact on progress and attainment.	Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 5
Talk 4 Writing training for all staff	Mastery learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 4

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

Budgeted cost: £14,957

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	<p>Teaching assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5
Fresh Start Phonics interventions	<p>Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5
Socially Speaking interventions	<p>Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1
Lego Therapy	<p>Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1
PiXL interventions	<p>Teaching assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 5

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

Budgeted cost: £14,957

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/suppo	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3

rt officers to improve attendance.		
Thrive morning club to support children with the transition from home to school	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3
Parent coffee mornings	Parental engagement + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Total budgeted cost: £59,914

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Outcome Met?	Evidence
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they feel more emotionally secure.	<ul style="list-style-type: none"> - 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. 	Met	<p>Thrive assessments have shown that pupils who have been profiled are making progress within the stages.</p> <p>Some children have attended Thrive and no longer need it.</p> <p>Thrive has had a positive impact on behaviour and children being able to self-regulate.</p>
For disadvantaged pupils to make at least expected progress from their baseline starting points in writing.	<ul style="list-style-type: none"> - 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. 	Partially met	90% of disadvantaged children achieved ARE at the end of KS2 and 100% made at least expected progress.
To narrow the gap in attendance between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> - The percentage for attendance for disadvantaged children will be within 2% of non-disadvantaged children. - Attendance for disadvantaged children will increase. 	Not met	<p>Attendance 22-23:</p> <p>Whole school: 96.1%</p> <p>Disadvantaged pupils: 92.1%</p>

			Attendance 23-24:
To improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - 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. 	Met	Monitoring shows that children are able to use vocabulary taught explicitly in lessons.
To improve the reading attainment of disadvantaged pupils.	<ul style="list-style-type: none"> - 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 	Not met - ongoing	23-24 – 95% of children passed. 40% disadvantaged children passed.

Review of teaching support 2022-2023

Measure	Activity	Outcome
Priority 2	<ul style="list-style-type: none"> - Teachers to target disadvantaged pupils within writing sessions to achieve writing expectations. - Whole school focus on improving spelling using CUSP spelling. - Whole school focus on reducing cognitive load within the learning environment. - Feedback policy focusing on 'in the moment' feedback. 	<p>Ongoing</p> <p>Ongoing – CUSP has been implemented but it has not been long enough to fully evaluate its impact.</p> <p>Met and ongoing – shown by pupil voice regarding the learning environment:</p> <ul style="list-style-type: none"> • <i>Children recognise how the knowledge/working walls support their learning</i> • <i>Children who found previous environments distracting state this year, they can learn much better</i> • <i>No one voiced that their learning had been impacted negatively</i> • <i>Children identified how a well-resourced room helps them learn</i> • <i>Children linked current/recent learning to their environment</i> <p>Ongoing – we are currently reviewing the feedback and monitoring policy and rewriting it to ensure it impacts positively on pupil progress and attainment.</p> <p>This will be a focus to include metacognition in 2025.</p>
Priority 5	<ul style="list-style-type: none"> - All staff trained in Read, Write, inc and small group sessions through more staff being trained. Phonics lead to monitor closely to ensure continuity. - RWI video links and books sent home linked to each child's phonics group - To embed 'Reading VIPERS' in Y2-Y6. 	<p>Met – children are making good progress with phonics and this the Phonics Lead is monitoring this closely.</p> <p>Phonics Screening data for 2023/24: 95%</p> <p>RWI video links and books are sent home weekly.</p> <p>Met – Reading VIPERS lessons are taught in Y2-Y6.</p>
Projected spending		Actual spend:

Review of targeted academic support 2023-2024

Measure	Activity	Outcome
Priority 1	<ul style="list-style-type: none"> - Socially Speaking interventions - Lego Therapy - 1:1 Thrive sessions 	Implemented and ongoing – children have made progress within interventions but these are ongoing.
Priority 2	<ul style="list-style-type: none"> - PiXL interventions 	Implemented and ongoing - children have made progress within interventions but these are ongoing.
Priority 4	<ul style="list-style-type: none"> - Embedding a range of CPD to address speech and language which will support targeted interventions (WELLCOM, ERT) - Embedding Maketon training 	<p>Ongoing – WELCOMM is currently being introduced to screen speech and language needs (aut 2024)</p> <p>Implemented ERT</p> <p>Ongoing – staff are using Maketon with our non-verbal children and linking this to APDR targets. More training may be needed due to new staff.</p>
Priority 5	<ul style="list-style-type: none"> - 5 Minute Literacy Box interventions - Fresh Start Phonics interventions 	<p>Implemented and ongoing - children have made progress within interventions but these are ongoing.</p> <p>Implemented and ongoing - children have made progress within interventions but these are ongoing.</p>
Projected spending	£60,136	Actual spend: £60,136

Review of wider strategies 2022-2023

Measure	Activity	Outcome
Priority 1	Thrive sessions led by two trained Thrive Practitioners for children identified as needing social and emotional support.	Met and ongoing

	<p>Training of a therapy dog</p> <p>Providing opportunities for disadvantaged children to attend trips, visits and after school clubs.</p> <p>Mental Health course for mental health lead</p>	<p>Unmet – we do not have current staff capacity for our trained dog to support children in school.</p> <p>Met and ongoing –</p> <p>Met.</p>
Priority 3	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.
All	Contingency fund for acute issues.	
Projected spending	£67,680.40	Actual spend: £67,680.40

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.

Programme	Provider
Thrive	The Thrive Approach
Provision mapping	Edukey