

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Isle of Ely Primary School
Number of pupils in school	384 (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)	2021, 2022, 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bryony Surtees, Headteacher
Pupil premium lead	Laura Fielding, Deputy Headteacher
Governor / Trustee lead	Mary Sweeney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41695
Recovery premium funding allocation this academic year	£5220
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	£46915

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

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

Challenge number	Detail of challenge
1	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

2	Within the school there is a large overlap of SEND and disadvantaged children, especially those with EHCPs. (24%)
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between up to 4% lower than for non-disadvantaged pupils.
5	Our data shows that 65% of the exclusions over the past 3 years were disadvantaged children. Analysis of data has also demonstrated that there is a high correlation of disadvantaged children demonstrating anti-social behaviour.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

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 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.
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.
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.

Disadvantaged children with SEND will make accelerated progress.	Assessments and observations indicate that 73% of disadvantaged children with SEND meet their targets.
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.
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.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1
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.	2
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.	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf	
Whole school focus on SEND, introducing and implementing new programmes such as Lexplore and provision mapping	These approaches have proven to have a positive impact on progress of SEND and allows teachers to monitor progress and ADPRs are more rigorous.	2
Embedding a range of CPD to address speech and language which will support with targeted interventions (NELI, ERT)	There is vast evidence to support the chosen programmes which demonstrates these have a positive impact on progress and attainment. There is also work alongside the speech and language therapist.	3
Maketon training	Maketon is proven to have a significant impact on helping non-verbal children communicate.	3
All staff trained in Read, Write, inc and small group sessions through more staff being trained. Phonics lead to monitor closely to ensure continuity.	Read, write, inc has proven success in rising standards in phonics	6
Power maths training for all new staff	Power maths has been proven to ensure all children make progress and has been adopted as a whole school approach	6
Maths mastery hub training for maths lead	This CPD shares good practise across Cambridgeshire and will help to improve maths results.	6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of a therapy dog	There is evidence that shows that therapy dogs help people feel better and so is useful in supporting children with their SEMH.	1
Providing opportunities for disadvantaged children to attend trips, visits and after school clubs.	Expanding disadvantaged children's enrichment opportunities will have a positive impact on their wellbeing as well as their social and emotional health.	1
Whole school STEPS training, including training STEPS tutors within school.	STEPS approach has proven success to empower children with their behaviour which reduces exclusions.	5
Mental Health course for mental health lead	Evidenced to support mental health of children and staff	1
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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
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: £ 45,000

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 2020 to 2021 academic year.

The school has had a focus on behaviour, which has had a significant impact on disadvantaged children. This has meant that the children have been able to access the curriculum and make progress towards their targets.

Due to the pandemic, our planned activity for pupil premium had to be more flexible. This included providing more technology for home learning to ensure disadvantaged children were able to access learning when self isolating or during lockdowns. All disadvantaged children were invited into school but some, for medical reasons, had to access learning at home. This meant robust attendance monitoring, twice weekly monitoring/ wellbeing calls were made. Thrive sessions were also offered to disadvantaged children who needed this, which has had a positive impact as these children are much more settled in school life now and able to access the curriculum.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation
Lexplore	Lexplore Analytics
Provision mapping	Edukey