

Pupil premium strategy statement for IKB

This statement details our school's use of pupil premium funding for the 2023 to 2024 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	119 +50 Nursery
Proportion (%) of pupil premium eligible pupils	14.3% 17/119 children
Academic year/years that our current pupil premium strategy plan covers	2022/23 – cohorts in Reception, Year 1, Year 2 and Year 3
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Healey, Headteacher
Pupil premium lead	Laura White
Governor / Trustee lead	Aaron Warren/ Michelle Fox, leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,000 PP - £17,460 (13) Service - £2010 (6) CLA - £2530 (1)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1828
Total budget for this academic year	£25828

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. 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 FSM and non-FSM children.

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 FSM children 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 FSM 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 FSM children are not a homogenous 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, Trust SENCo, Trust SEMH Lead and our 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, Richard Healey, of this crucial area of work and parents/ carers can access all information through the school website.

Outcomes:

Children eligible for pupil premium will have been identified and monitored. Pupil premium children will have achieved above the national average and gaps in attainment will have narrowed. Children will have developed confidence and independence and will have been supported with aspirations and ambitions.

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 addressed 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 disadvantaged pupils generally have greater difficulties with phonics and reading than their peers.</p> <p>On entry to Reception class this year, 20% of the overall cohort were below ARE verses 25% of disadvantaged pupils. This is less of a gap that previous years but remains significant.</p> <p>This negatively impacts their development as readers; in some cases by 9 months in terms of reading age (EEF).</p>
2	<p>Observations and discussions with pupils and families suggest that with huge rises in the cost of living, disadvantaged families are struggling financially, particularly around food and enrichment opportunities for their children.</p> <p>100% of disadvantaged families commented that rises are negatively impacting them and that they have had to adapt their way of living to accommodate. This in turn can lead to pupils not having a positive start to the day and reduced positive experiences throughout the day.</p> <p>Disadvantaged children are less likely to attend enrichment clubs outside of school as well as maintain engagement with extracurricular clubs offered in school. Limited opportunities to acquire cultural capital can lead to restricted funds of knowledge which inhibits building schema.</p>
3	<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 significant numbers of disadvantaged children needing some form of speech and language intervention.</p>

4	<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>Last year, 14.3% of disadvantaged pupils have been ‘persistently absent’ compared to 6.8% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5	<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 (18 pupils, 9 of whom are disadvantaged), in part, as a result of the cost-of-living crisis. These challenges particularly affect our disadvantaged pupils, including their behaviour and attainment.</p>
6	<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 at the end of KS1.</p> <p>In the 2022-23 academic year, 77% of children achieved ARE for writing compared with 71% of disadvantaged children. No disadvantaged children achieved the Greater Depth standard. While this is well above the national average, it follows a national trend of disadvantaged children achieving less highly than their peers.</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.	<p>KS1 reading outcomes 2023/24 show that 100% of disadvantaged pupils met the expected standard in both Year 1 phonics screening check and Year 2 SATs outcomes.</p>
2.	<p>A significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils.</p> <p>A curriculum for all that is ambitious, has strong local and global community links, is well-sequenced and builds upon knowledge to ensure that all children have the opportunity to master each subject area.</p>

	All children, inclusive of 100% of disadvantaged children, beginning the school day having had a healthy and nutritious breakfast and ready to engage in the days learning ahead.
3.	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 e.g. Talk Boost, speech and language specialist provision, Lego therapy etc.
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. • 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 significant increase in participation in multiple enrichment activities, particularly among disadvantaged pupils. • A reduced number of behaviour incidents linked to SEMH needs.
6.	KS1 writing outcomes show that 100% of disadvantaged children are meeting the expected standard for writing. KS1 wider curriculum outcomes show 100% of disadvantaged pupils are meeting age related expectations.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular staff CPD sessions to focus on the planning, teaching and assessment of whole-class reading.</p> <p>Regular staff CPD sessions to focus on reading with children 1:1.</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Disadvantaged children are less likely to own books of their own or to read with family members and therefore may need additional, explicit guidance on how to comprehend texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1
<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>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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>	1, 3
<p>Subscription to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils.</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

Training for staff to ensure that they are confident in delivering successful phonics lessons and interventions.		
Continued delivery of outdoor learning. Training for staff, including support staff, to ensure the effective delivery of forest school and outdoor learning opportunities, including interventions.	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	2, 5

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
Continued use of (KS1) and purchase of (KS2) speech and language intervention: TalkBoost. Training staff to ensure assessment and delivery of the intervention is correct and effective. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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 EEF (educationendowmentfoundation.org.uk) By age 7 there is a 4000 word gap between lower class and middle class	1, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	1

	Phonics EEF (educationendowmentfoundation.org.uk)	
Additional small-group reading sessions for children working below the age-related-expectation.	<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 average impact of four months additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 6
Bespoke 1:1 tuition, and individualised instruction, to target gaps in learning owing to poor attendance, limited funds of knowledge or attainment being below the age-related-expectation.	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 6
Purchasing 'reading for pleasure' books for each classroom to inspire and motivate children and to foster a love of reading and literature.	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Clark and Douglas (2011) found that pupils who did not receive FSM had more positive attitudes to reading.</p>	1, 6

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, Jigsaw PSHE curriculum and 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>	5
<p>Whole-staff training on understanding the importance of strong attendance and how to support persistently absent children.</p> <p>Staff available to offer a 'meet and greet' service for identified children, particularly those with arrival anxiety.</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>	4
<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>Availability of 'healthy snack stations' for all children who arrive at school hungry.</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> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Enhancing learning with creative arts participation.</p> <p>This includes author visits, story-writing workshops,</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</p>	1, 2, 5

<p>drama workshops and visits from local arts groups.</p> <p>Opportunities for children to build their cultural capital and promote wider literature engagement.</p>	<p>ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £22,000

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was even higher than the previous academic year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were in the most part realised:

Reading:

100% (5/5) of pupil premium Reception children achieved the literacy ELG as well as achieving GLD.
 100% (2/2) of pupil premium Year 1 children passed the Year 1 phonics screening check.
 85.7% (6/7) of pupil premium Year 2 children achieved age related expectations in the reading SATs. The child who did not is receiving bespoke intervention linked to persistent absence.
 Additional success came from every child taking home x2 reading books home each week: one closely linked to phonics reading level and the other linked to comprehension reading level – parental engagement with this was strong.
 ‘Every Child a Reader’ has been a lead school and Trust priority, championing every child and family as well as supporting all teachers and support staff in every teacher being a teacher of reading and emphasising the importance of reading opportunities throughout the entire curriculum.

Maths:

100% (5/5) of pupil premium Reception children achieved the maths ELG as well as achieving GLD.
 100% (2/2) of pupil premium Year 1 children are at age related expectations in maths.
 85.7% (6/7) of pupil premium Year 2 children achieved age related expectations in the reading SATs. The child who did not is receiving bespoke intervention linked to persistent absence.

Wider curriculum:

100% (5/5) of pupil premium Reception children achieved the Understanding the World and Expressive Art and Design strands of the EYFS curriculum as well as achieving GLD.
 83% (5/6) of pupil premium children achieved ARE+ in all other areas of the Year 1 curriculum.

Talk Boost Speech and Language:

Talk Boost has had considerable positive impact on speech and language for the children involved.

	Input scores	Output scores	Progress points + improvement areas
YN (8 chn)	429/640	564/640	+135 (av. 16.9 p/p)
YR (3 chn)	167/225	217/225	+50 (av. 16.6 p/p)
Y1 (6 chn)	254/450	368/450	+114 (av. 19 p/p)

Y2	180/300	246/300	+66 (av. 16.5 p/p)
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-Strongest areas are sentences, spoken language and vocabulary (although specific children having bespoke targeting for latter two).

-Story telling + narrative and social interactions most improved areas

Next step areas:

-Monitoring EAL progress children to not regress.

-Gap analysis to target follow up areas where children still require further support in class, Lego therapy, specific intervention, next year round of Talk Boost etc.

-Informing transition to next year group.

-Areas where children have not made as much progress has been further targeted through bespoke gap analysis and further 1:1 intervention.

Bespoke speech and language intervention with a qualified speech and language therapist is also accessed by two children who have greater and more specific speech and language needs and progress for these children. One child has passed his phonics screening check at the end of Year 2, achieving 37/40 (achieved 21/40 in Year 1). The other child achieved the ELG in all 7 areas of the EYFS framework and therefore achieved GLD at the end of Reception.

Social, Emotional and Mental Health:

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been impacted since COVID-19 and its legacy. The impact has been particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils e.g. wellbeing check-ins, emotion coaching, Jigsaw PSHE, etc, and targeted interventions where required e.g. Thrive, Resilience wheel, Play therapy, mental health first aid sessions, ELSA sessions, nurture group intervention, play therapy, etc. We are further building on the success of this approach with the activities detailed in this plan.

Parents/ Carer voice from our May 2023 Ofsted inspection where Personal Development was graded a very strong Good:

- 100% say their child/ren feel safe in school
- 100% say their child/ren is/are happy in school
- 99% say the school makes sure its children are well behaved
- 98% say that IKB supports the wider personal development of their child/ren
- 96% say their child/ren have regular access to multiple enrichment activities
- 96% say the school has high expectations for their child
- 100% feel their children engage well in school
- 100% feels their child does well at school
- 100% of families with a child with SEND feels the school gives them the support they need to succeed

- 95% either feel their child is not bullied at school or if they are this is dealt with quickly and effectively
- 100% say they would recommend the school to another parent

Child voice:

- 100% say they enjoy school and teachers help them to achieve their best
- 100% say they feel safe in school and have adults in school who they can talk to
- 100% say that bullying is not a problem at IKB
- 93% say that behaviour is good at the school
- 93% say the school encourages children to look after their emotional and mental health
- 100% say the school encourages children to look after their physical health e.g. nutrition, exercise, sleep, self-care, etc
- 100% say they would recommend the school to other children
- 100% children attend having had breakfast or access breakfast through school e.g. breakfast club, nutritional snack stations, etc

Staff voice:

- 100% say they are proud to work at the school
- 100% say pupils feel safe at the school
- 100% say that staff consistently manage behaviour, that behaviour amongst children is at least good and that leaders support behaviour management
- 100% say the school has a culture that encourages calm and orderly conduct and its ambition for all pupils
- 100% say they enjoy working at the school and would recommend it to families

Enrichment:

Clubs on offer for all children include during the 2022-23 academic year include: performing arts, eco club, gymnastics, football, golf, 'Let's Go Read', basketball, craft club, multi-skills sports, Spanish, 'Fizz Pop' Science, performance poetry, fun with phonics, fun with maths, fun with reading, 'Totally RAD' music and dance.

	2020-21:	2021-22:	2022-23:
At least 1 club participated in	All = 81% PP = 60% SEND = 40%	All = 82% PP = 67% SEND = 80%	All = 97% PP = 100% SEND = 88%
2 or more clubs participated in	All = 72% PP = 40% SEND = 40%	All = 74% PP = 67% SEND = 50%	All = 89% PP = 75% SEND = 60%

Attendance:

	2020-21	2021-22	2022-23

Overall %	98.2%	95.2%	96.3%
Disad %	93.8%	94.3%	95.2%
SEND %	98.7%	93.4%	91.9%
PA %	4%	8.5%	5.9%
Disad PA %	20%	12.5%	14.3% (2 chn)
SEND PA %	0%	16.7%	27.3% (3 chn)

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

Further information (optional)

Additional activity

Planning, implementation, and evaluation