

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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	Isambard Kingdom Brunel Primary School (IKB)
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	3/55 from October 2020 census = 5% 7/55 if we include all those who would normally be available at October 2021 census = 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Reception and Year 1
Date this statement was published	7/10/21
Date on which it will be reviewed	Summer term 2022
Statement authorised by	Richard Healey
Pupil premium lead	Richard Healey
Governor / Trustee lead	Aaron Warren + Michelle Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6277 3 children x £1345 x 7/12 (Sept 21 – Mar 22)

	<p>period) based on the Oct 2020 census</p> <p>7 children x £1345 x 5/12 (Apr 22 – Aug 22 period) based on the Oct 2021 census</p>
Recovery premium funding allocation this academic year	<p>It is £145 per pupil premium child with a minimum of £2000 for all primary schools. We are expecting the minimum funding of £2000.</p> <p>IKB is not eligible for the National Tutoring Grant</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£8277

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.
- 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 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, Sarah Watson, 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

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	Reading – fluency and decoding (-9 months below reading age).
2	Lacking a positive start to the day and not having breakfast.
3	Reading – not being on track to pass the Y1 phonics screening check by the end of YR and not passing it at the end of Y1.

4	Speech and language – failing SALT assessment upon entry.
5	Access to enrichment and an engaging curriculum.
6	Regular attendance to school from children below our school target of 97% to children who are persistently absent (PA).
7	Mental health and self-esteem. Behaviour and poor attitude to learning.
8	Outcomes – children not attaining expected outcomes in RWM and more able children only achieving expected levels.

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
<p>1. Additional 1:1 reading with specialist PP TA to support children in their reading where there are limitations holding children back.</p> <p>Gap closing between NPP and PP reading ages through 1:1 daily reading.</p>	<p>PP TA supports identified PP children from EYFS + Y1 to ensure that gaps in reading ages are being closed to national expectations.</p> <p>Accelerated progress for pupils' reading age gaining additional 5 months over the course of a year.</p>
<p>2. Offer breakfast club to identified PP children to ensure they are starting the day having had breakfast, are regulated and are ready to learn. Where this offer is not taken up, ensure snack stations across classrooms are fully stocked each day and that target children are eating fresh fruit and vegetables upon entry to school or during first session.</p>	<p>Breakfast club well attended by 80% PP children.</p> <p>Class teachers to ensure that those PP children not attending breakfast club are eating fruit and veg during the school day.</p>
<p>3. Additional PP phonics group with PP TA to ensure gaps are being closed towards national expectations.</p>	<p>100% of all EYFS PP children will be in line with national expectations by the end of the academic year.</p> <p>100% of Y1 PP children to pass the Phonics Screening Check (PSC) at the end of Y1.</p>
<p>4. Children have access to regular, high quality speech and language provision to meet their level of need.</p>	<p>Speech and language TA and outside agency specialist supports identified PP children from EYFS and Y1.</p> <p>Input data verses output data will show considerable gains in areas of: Understanding spoken language; Understanding and using vocabulary; Sentences; Storytelling and narrative; Social interaction linked to the Talk Boost intervention.</p> <p>Considerable, personal gains for those children working with a speech and language therapist, linked to their bespoke need and relevant programme.</p>
<p>5. A curriculum with rich and varied activities to broaden the children's' experiences.</p>	<p>All PP children attending trips and experiences.</p> <p>80% of all PP children attending after school clubs.</p>
<p>6. To raise PP attendance to reach the whole school 97% target and ensure that PP persistent absenteeism (PA) is below national average.</p>	<p>All PP children will have attendance of 97% or higher and IKB will have PP PA lower than the national average.</p>
<p>7. All children will receive twice daily well-being check-ins, weekly emotion coaching and weekly Jigsaw PSHE learning sessions.</p> <p>Restorative justice behaviour for learning model in line with the IKB Positive Behaviour policy.</p>	<p>Timetabled sessions for well-being check-ins, emotion coaching and Jigsaw PSHE learning.</p> <p>Behaviour for learning monitored termly through restorative justice approach, analysis and evaluation – Headteacher report.</p> <p>Access to support though mental health first aiders trained internally (RH + NF).</p>

<p>Trust SEMH lead and Trust SENCo to provide additional support for our most vulnerable children. Bespoke training for all staff to increase subject knowledge and understanding of identifying and supporting our most vulnerable e.g. BVPT, emotion coaching, zones of regulation.</p>	<p>Most vulnerable children to have planned, bespoke provision to meet need and completion of plans demonstrate success towards bespoke outcomes e.g. Thrive assessments and action plans.</p> <p>Earliest identification of most vulnerable enabling targeted support to be in place and impacting earlier. Overall greater knowledge and understanding of our families.</p>
<p>8. With children coming into YR during the Covid-19 pandemic and having missed great chunks of pre-school, this in turn led to lower than expected baseline levels. There is a strong need to close attainment gaps early to ensure a greater number of PP children begin Y1 at ARE.</p> <p>Closing the attainment gap between PP and NPP in literacy and maths in EYFS and Y1 to ensure a higher % of pupils achieve the expected standard of GLD in EYFS and PSC and end of year expectations in Y1 in these areas.</p>	<p>75+% of children to achieve GLD at end of EYFS. Additional PP TA to support this through working with PP children.</p> <p>75+% of children to achieve PSC at end of Y1. Additional PP TA to support this through working with PP children.</p> <p>PP TA intervention groups to work with specific PP children across literacy and maths to ensure improved literacy and maths PP outcomes and in line with national average.</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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 3, 5 + 8
A curriculum that broadens and enriches the lives of all children and is inclusive of knowledge and skills sequencing that allows children to know more and remember more across a variety of learning contexts.	<p>Arts/ Sport participation accelerates progress on average by 2 months/ 10 months with clear maths programme (EEF 2018).</p> <p>Typically our PP children rarely have the opportunity to visit places outside of the school catchment area. Doing this provides them with context for their subject learning and also enriches their learning experiences.</p> <p>University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning. Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child's birth becomes its destiny. 'The Matthew Effect' suggests the disadvantaged will get more disadvantaged over time.</p>	5

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

Budgeted cost: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pupil premium TA to run and monitor 1:1 reading and phonics interventions (small group and 1:1).	<p>Reading intervention accelerates progress on average by 5 months (EEF 2018).</p> <p>Phonics intervention accelerates progress on average by 4 months (EEF 2018).</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	1 + 3

	<p>Everyday reading will support with accelerated progress. Not all children are listened to or encouraged to read at home which creates and widens the gap between PP and NPP children.</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world views of others (The Reading Agency 2015).</p>	
<p>Use of speech and language TA and Talk Speech (screening, plan, support, assess, repeat) to support identified children in EYFS and KS1.</p>	<p>EYFS intervention accelerates progress on average by 5 months (EEF 2018)</p> <p>Literacy intervention accelerates progress on average by 3 months (EEF 2018).</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all children understand these Tier 2 words (written but not spoken). Vocabulary is a significant predictor of attainment – by age 7 there is a 4000 word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018).</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>IKB S+L progress scores in 2020-21: Understanding spoken language = +2.5 Understanding and using vocabulary = +1.75 Sentences = +5.25 Storytelling and narrative = +7.0 Social interaction = +5.0</p> <p>x2 children seeing Speech and Language therapist saw 6 and 4 steps progress respectively over the year (average is 3 steps).</p>	4
<p>Use of pupil premium TA to run and monitor 1:1 maths and writing interventions (small group and 1:1).</p>	<p>Our progress and attainment of pupil premium children in 2020-21 was greater than national non pupil premium children in maths and literacy: Maths attainment – IKB PP = 75%; National overall = 73% Writing attainment – IKB PP = 75%; National overall = 63% GLD – IKB PP = 75%; National overall = 58%</p>	8

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

Budgeted cost: £1377

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Raising of pupil premium attendance through our IKB strategy, led by attendance lead (RH).</p>	<p>Working with families to build excellent relationships will improve attendance. Regular attendance to school improves outcomes.</p> <p>Parental engagement accelerates progress on average by 3 months (EEF 2018) – all our children rely on their parents/ carers to get them to school.</p> <p>With targeted support IKB run daily first day calls and second day home visits that raised attendance last year (and so reduced PA) for the children involved.</p> <p>Whole school attendance at IKB last year was 98.2% which proves that the approach works and so will continue in 2021-22. Attendance data collected, scrutinised, reported upon and acted upon half-termly and shared with staff inclusive of next-step developments to ensure a whole school consistency for the priority – Headteacher report.</p>	<p>6</p>
<p>Ensure all identified PP children/ families with poor attendance to school have access to key staff, e.g. Educational Welfare Officer, Attendance Officer and Headteacher.</p> <p>Barriers to attending school are identified and a personal attendance plan is completed when necessary.</p> <p>Ensuring that positive attendance patterns are embedded within children and families early in their educational careers.</p>	<p>The national attendance of pupil premium children to school is significantly below national expectations. Many pupil premium children have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>Children with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons – setting standards early is pivotal..</p>	<p>6</p>
<p>Improve family-home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>2 + 6</p>
<p>A curriculum and SEMH strategy that allows all children to have the positive mind-set to access learning opportunities and self-regulate to make positive behaviour choices e.g. twice-daily well-being check-ins, Jigsaw PSHE curriculum, investment in staff SEMH training, etc.</p>	<p>EEF suggest +8 months progress for metacognition and self-regulation.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>7</p>
<p>Use of all staff to positively reinforce attitudes to learning, emotion coaching,</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also</p>	<p>7</p>

restorative justice techniques and bespoke behaviour interventions, in line with the Positive Behaviour Policy.	benefit all pupils in the classroom due to purposeful learning environment.	
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all children. Clear expectations and boundaries for children. EEF Supporting Behaviour in Schools Guidance.	7
Offer bespoke SEMH interventions to children who require it through qualified professionals e.g. Thrive, Play Therapy, accessing provision from the TDPS, Educational Psychologist, etc.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months.	7
Use of reception class TA to run breakfast club from 8:00 – 8:45, when they are dropped off safely and punctually to their classrooms ready for the beginning of the school day.	Parental engagement accelerates progress on average by 3 months (EEF 2018). Children who have breakfast are well prepared for school and will be ready to learn. It ensures an extended opportunity for pupil support and also increases opportunity to self-regulate. This ensures the day begins calmly and any issues can be dealt with before learning beings. Engaging parents in school life encourages higher outcomes for children. Pupils will have higher self-esteem, more positive attitudes to learning. Higher attendance will lead to better outcomes	2

Total budgeted cost: £8277 – Pupil Premium funding and Recovery Premium funding combined

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.

Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk Boost	Talk Speech

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.
What was the impact of that spending on service pupil premium eligible pupils?	Please see separate document available on our website detailing the reviewed Pupil Premium strategy for the academic year 2020-21.

Further information (optional)

Throughout The Castle Partnership Trust all schools work collaboratively through a variety of priority specific groups. As headteacher, I am involved with these and in terms of pupil premium there is a disadvantaged focused group including middle and senior leaders from across the Trust. The aim of this particular group is to look at the disadvantaged strategy in each of our schools, to see how we can streamline our work to positively impact our disadvantaged children. By working together, we pool ideas and resources and commission work that will support all our disadvantaged children across the Trust. The group ensures clear and focussed support for the staff in each setting and reduces time wasted through duplication of work. It has allowed us to: deploy resources for disadvantaged more strategically and more effectively e.g. Speech and Language provision; pool information on the latest successful research based approaches; target the deployment of the Trust SENCo and Trust SEMH lead (linked to the Trust strategies for each); maximise the skill sets of those with bespoke training e.g. Play Therapists; focus on priority transition areas e.g. EYFS to KS1, KS1 to KS2, KS2 to KS3, etc; highlight Trust and specific setting training needs and act upon this.