

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. **This is the 3rd year of our plan covering the period 2022/2023 to 2025/2026. Additions are reflected in green font.**

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	Kobi Nazrul Primary School
Number of pupils in school	206 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	36% (75 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Belinda King (Head Teacher)
Pupil premium lead	Catherine Burns (Deputy Head Teacher)
Governor / Trustee lead	Ben Sperring (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,000
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	£125,322

Statement of intent

The Staff and Governors of Kobi Nazrul Primary are committed to ensuring that provision is made which ensures that the learning and teaching opportunities meet the needs of all children so that all make maximum progress and reach their potential.

To ensure our use of Pupil Premium has maximum impact on improving outcomes for all children we will:

- Ensure that all day-to-day teaching is of the highest quality and meets the needs of each learner
- Use data and outcomes from Pupil Progress meetings to analyse underachievement of individuals, cohorts and any patterns in underachievement in the school as a whole and identify the reasons for this.
- Consider, and plan to address, a range of barriers to children's learning, including attendance, behaviour, family circumstances, language and access to resources to support learning at home
- Use funding to support identified target groups of children
- Have high aspirations for every child, including those who are disadvantaged to achieve their full potential
- Use achievement data, observations and discussion with staff to ensure that chosen interventions, adaptations and approaches are working well and make adjustments accordingly
- Ensure support staff are given the training and support required to lead identified programmes to enable target groups to realise their potential
- Use data and discussions in pupil progress meetings to ensure all staff teams know which children are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- Continue to provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to a child's learning in line with current local and national guidance
- Have clear and robust performance management systems for all staff, and include discussions about pupils eligible for the Pupil Premium in professional development meetings
- Demonstrate the impact of each aspect of our spending on outcomes for children through careful monitoring and evaluation
- Implicit in the actions and intended outcomes detailed below, is the intention that non-disadvantaged children's attainment and progress will be sustained alongside progress for those identified as disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with staff, pupils and families have identified social and emotional issues for some children and families
2	A reduction in enrichment opportunities, particularly during school closure, has impacted on children's attainment across the curriculum
3	Over 60% of children with SEND have communication difficulties which impacts on progress and attainment
4	Observations, assessments and discussions with children suggest that disadvantaged children have greater difficulties with phonics which impacts on their development as readers
5	Assessments and observations suggest that maths attainment amongst some disadvantaged children is below that of non-disadvantaged children
6.	Observations and external professionals have identified a growing proportion of children with SEND (predominantly ASD) requiring specific curriculum adaptations

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 children in our school, particularly our disadvantaged children	Data from child, staff and parent surveys show an increasingly high level of well-being Records show a comprehensive level of targeted support for medical, special educational and pastoral needs Identified children show increased confidence because of the support they have received Children identified through pupil progress or parental concern have been allocated the appropriate support
Review and enhance our 'E' curriculum for all Children particularly for those in receipt of Pupil Premium	Outcomes and pupil voice show a positive impact on children's skills, knowledge and understanding across the curriculum of the carefully selected educational visits, enrichment activities and visitors
Improved oral language, communication and vocabulary skills	Initial assessments completed and target children identified Assessment and identified speech and language needs are addressed

Raised attainment in Reading of target children, particularly those in receipt of pupil premium Accelerated progress of identified pupils	Termly assessments show an increase in the number of target children 'on track' in phonics KS2 reading outcomes in 2024/25 show that all target children met the expected standard
To accelerate progress and raise attainment for target children in maths, particularly those in receipt of pupil premium	KS2 maths outcomes in 2024/25 show that all target children met the expected standard
All staff have the training needed to deliver appropriate interventions or adapt their teaching for identified	Observations by external professionals show that the provision for all identified children is improving access to the curriculum for all

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: £67,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure consistent high quality teaching of oracy activities across the school curriculum, including the pre-teaching of identified vocabulary. These will support children to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing Teacher/Assistant training and release time.	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 Toolkit Strand Education Endowment Foundation EEF	3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Purchase of additional resources, including additional decodable books, to support the teaching of phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	4

Purchase of additional decodable books for EYFS and KS1 to ensure that there is sufficient variety for both home reading and guided reading Purchase of additional decodable books across KS2 to motivate and support identified children needing a phonics programme	Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub/ White Rose resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5
Identify SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Ongoing training on 'Learning village' online resource to support language acquisition of new arrivals Training for x1 additional teacher and x2 support staff in the implementation and delivery of the programme	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 Toolkit Strand Education Endowment Foundation EEF	3
Team Teach training for x8 staff members to support identified children in EYFS and KS1		6
X3 ATs trained in delivery of Bucket time intervention	There is a strong evidence base that suggests oral language interventions, including	3

Resources purchased to support teaching	dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
X2 Nursery nurses trained to deliver 'Early Talk boost' speech and language programme	There is wider evidence that approaches similar to those used in the Early Talk Boost programme can support children's language development and a small trial of Early Talk Boost led by the programme developer previously found positive impacts on children's language development. As a result, the EEF collaborated with the East of England Early Years Stronger Practice Hub, Early Years South West Stronger Practice Hub and Thrive Together Early Years Stronger Practice Hub to fund settings' access to Early Talk Boost and commissioned an evaluation of the programme. (EEF) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-2023-trial	3

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

Budgeted cost: £41,511.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued speech and language support, including small groups for identified children	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 Toolkit Strand Education Endowment Foundation EEF	3
Targeted parental EYFS, KS1 and KS2 workshops to support children's development of reading and phonics skills and increase parents' understanding of these	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Targeted parental EYFS, KS1 and KS2 workshops to support	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	5

children's development of maths skills and increase parents' understanding of these	Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Engaging with the National tutoring programme to provide school-led tutoring for children whose education been most impacted by the pandemic. A proportion of these will be disadvantaged, including those who are high attainers	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,5
Additional Phonics sessions targeted at identified children who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Additional Reading sessions for identified children including the implementation of an intensive reading programme X1 AT and x1 teacher trained and able to teach, track and adapt the programme		4
Adapted maths curriculum for identified children	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5
Adapted curriculum for identified children (adapted resources and additional staffing where appropriate)		6
Year 6 additional reading and maths sessions targeted at identified children a proportion of	The EEF guidance is based on a range of the best available evidence:	5

these will be disadvantaged, including those who are high attainers	Improving Mathematics in Key Stages 2 and 3	
Identified children have access weekly to a sensory circuit Resources purchased to support implementation		6

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

Budgeted cost: £15,980.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from Inclusion and wellbeing assistant for children with identified social, emotional and behavioural needs	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Subsidised educational visits, including residential visits for identified children	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2

Total budgeted cost: £125,322

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 2023 to 2024 academic year.

In year data across groups shows that there is very little difference between PP and non PP children.
(And in fact non PP outperforms PP by a very small amount in some areas.)

Data summary Year 6

2023- 2024

Targets:

Combined: 21/29 (72%)

Reading: 23/29 (79%)

Writing: 22/29 (75%)

Maths: 23/29 (79%)

First set of figures- expected+

Second set of figures- greater depth

Subject 29 children	Target @ +	Target W@GD	SATs @+	SATs W@GD	Local provisional @+ 2024	% difference	National provisional @+ 2024	% difference
Reading	23/29 (79%)	8/29 (28%)	23/29 (79%)	8/29 (28%)	80%	-1%	74%	+5%
Writing (Teacher assessment)	22/29 (75%)	5/29 (17%)	25/29 (86%)	1/29 (3%)	79%	+7%	72%	+14%
SPAG			26/29 (90%)	13/29 (45%)	81%	+9%	72%	+19%
Maths	23/29 (79%)	8/29 (28%)	26/29 (90%)	10/29 (34%)	82%	+8%	73%	+17%
Combined	21/29 (71%)	5/29 (17%)	22/29 (76%)	1/29 (3%)	70%	+6%	61%	+15%

Year 2 data for cohort:

Data was not published for this cohort in 2019-2020 due to the Covid pandemic and a prolonged period of lockdown

Commentary:

Our results are higher than local and national in all but reading, with a 1% difference to the local average. Data for those working at GD shows we are above national and local averages in both GPS and maths.

We have met or exceeded the targets we set for the cohort in all but GD in writing. 8 children were identified at the start of the year as children not on track to reach the expected standard in all of the 3 of Reading, maths and writing. 6 out of the 8 achieved this.

Of the 5 children identified as being on track in any subject:

X1- achieved expected in maths

X1- achieved expected in GPS, writing and reading

X1- achieved expected in GPS and maths

Teacher assessment shows that above expected progress was made by x2 children, particularly in reading and maths.

X2 children not on track in Autumn term achieved the combined based on focussed intervention in the Spring Term in maths and reading.

Enrichment:

11/23 (48%) of the year 6 children who participated in the residential were eligible for pupil premium funding. Parents have said that without substantial support from the school these children would not have been able to attend.

Training for x 2 nursery nurses has taken place and groups have been established. The impact of these will be tracked throughout the 2024-2025 academic year.

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
Early Talk Boost	Speech and Language UK

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The Pupil Premium funding has been 'topped up' from school budget as outcomes from pupil progress meetings, SEND teacher meetings and discussions with colleagues identified that additional resourcing and staffing were needed to support adaptations in the curriculum and provision for identified children. As in previous years, the school will continue to implement a range of intervention programmes according to individual, class and year group needs. Provision will be overseen by the class teacher and Phase Leaders who will report progress and attainment termly. Intervention programmes are reviewed on a half-termly basis to ensure that planned interventions have a positive impact on pupil progress and attainment.

Impact of work to date:

- Teachers are adapting and accessing planning specialist planning for identified children. Impact of this can be seen in outcomes for these children and through observations of the children
- X1 specialist assistant teacher continues to have allocated time to support other staff and resource lessons for specific children. This has up-skilled other support staff and impacted positively on children's progress.