

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Zaytouna Primary
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	64.1% (268 Pupils)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
	September 2025
Statement authorised by	Aaron Bird
Pupil premium team	Curtis Jordan
Governor / Trustee lead	Abdul Bassit Jabbar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,960
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years	£0
Additional school contribution	£
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

‘The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary.’ (EEF 2025)

We know that “exceptional success required exceptional circumstances.” It is our intent that all pupils, regardless of background or disadvantage, achieve the very best outcomes they can.

Our ultimate objectives are in line with our whole school development plan and can be summarised by the following:

- To have a curriculum that is consistently well implemented.
- To have a writing curriculum that allows all children to be effective writers.
- To have an enrichment curriculum that provides for the broader development of all children, enabling them to develop and discover their interests and talents.
- To ensure children’s attendance is better than national expectations to minimise disruption to learning and to ensure children are in school on time to minimise disruption to learning.

At Zaytouna, the approaches we adopt or adapt are always underpinned on the basis of strong educational research and evidence. This evidence demonstrates how effective the approach has been for other schools.

The majority of our pupils are from minority ethnic backgrounds and a high proportion speak English as an additional language (EAL). Drawing from areas of significant deprivation, the proportion of disadvantaged pupils is above the national average and growing, meaning our children are entitled to an education that tackles the issues of social and cultural deprivation.

‘Schools must endeavour to do ‘fewer things better’. In doing so, they can take a step closer to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education.’ (Sonia Thompson, Director of St Matthew’s Research School)

We have carefully constructed a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the cultural capital they need to succeed in life. Our curriculum considers the fact that our children, in 10 to 15 years, will be entering a workplace where the jobs have not been invented yet or even anticipated. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Our curriculum is the universal entitlement for all children; we add challenge and support to ensure equal access for everyone.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children live in house where they are not surrounded by books, reading or immersed in the English language. 86.6% of our children are identified as speaking English as an Additional Language (362 children) (Well above average). 55% of our children are both EAL and PP (229 children), which is well above the national average. 9% (38 children) are new to English or in the early stages of English language acquisition. Our children arrive with oracy skills that are below the expected standard. Some have little or limited language skills and this makes accessing the curriculum difficult for them. Therefore, the exposure to consistent quality first teaching of oracy, phonics/early reading and writing is essential, as is a vocabulary rich enabling environment.
2	Prior attainment of those in receipt of the Pupil Premium Grant in RWM is below national averages. Pupils who have missed school during Coronavirus lockdowns have been impacted the most. The attainment for disadvantaged pupils has been affected most in comparison to their peers.
3	The social and emotional development of some children in receipt of the Pupil Premium Grant is below their age-related expectation. Their levels of wellbeing and involvement are inconsistent. These needs must be met in order for effective learning to take place.
4	The knowledge of the wider world is limited for many of our children in receipt of the Pupil Premium Grant. They have limited enrichment opportunities. This lack of tacit knowledge impact adversely on their educational experiences. Our curriculum is designed to develop every child's mind, body and soul: extensive enrichment opportunities are essential in this development.
5	Attendance and punctuality for pupils in receipt of the Pupil Premium Grant is below that of their peers. This is as a result of many factors including a lack of awareness around the impact of missing education, health and family circumstances. Mobility has been historically high but has now stabilised: only 47.4% of those in receipt of the Pupil Premium Grant (75 pupils) joined in reception.

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 linked to challenges	Success criteria
1	Progress in reading and writing	- All teachers will be graded as at least good. - All teachers will be effective in the delivery of evidence-based teaching strategies for Reading and Writing. - All children who are new to English will make accelerated progress in the language proficiency scales. - All interventions demonstrate pupils make good progress in Reading skills. - Read Write Inc assessment data indicates accelerated progress in the teaching of phonics.
2	Improved attainment and progress for all pupils through a curriculum offer which ensures our most vulnerable children make accelerated progress from their starting points	- The number of disadvantaged pupils attaining the expected standard in Reading, Writing and Mathematics (combined) has increased to closer to their non-disadvantaged peers. - Children's cultural capital is enhanced through curriculum enrichment and immersive experiences which support and engage learning. - The gap is diminished for disadvantaged pupils within writing to <10%.
3	Promote and support emotional health and wellbeing	- Pupils are supported with their emotional health and well-being to access their learning on daily basis, and make progress across the curriculum. - Pupils are able to articulate positive emotional health and wellbeing.
4	To provide an enrichment curriculum that provides for the broader development of all children, enabling them to develop and discover their interests and talents.	- A broader range of high-quality enrichment opportunities are available for all children. - There will be an increase in attendance of enrichment opportunities. - Stakeholder voice will be consistently positive
5	Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring children are in school on time to minimise disruption to learning.	Disadvantaged pupils' attendance will improve from 94.5% to closer to the national average and punctuality will improve also.

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: £132,512.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching with targeted TA Support	The EEF Toolkit highlights the pivotal role of quality first teaching within the classroom. It emphasizes high quality inclusive teaching to all children within the class. The DfE have also addressed the crucial role of QFT stating that 'Successful schools have a clear vision for what all their pupils will achieve through HQT, with an ethos that reinforced aspirations and attainment for all. A number of interventions that have been proven to accelerate progress can be accessed: • Inference support • Pre and post teaching • Precision teaching	1, 2
Instructional Coaching	The best available evidence indicates that exemplary teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Instructional coaching is the most research backed method of teacher improvement with coaches identifying bespoke, granular action steps that can have an instant impact on performance. By using the Steplab platform, SLT can ensure consistency of feedback and	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	compile coaching points to develop wider CPD for the school.	
Effective high-quality teaching of phonics and early reading.	The EEF Toolkit states that “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” Educationalists such as Doug Lemov advocate reading as “the gateway to all other curriculum offers” Which means to read, signifying its importance.	1, 2
EAL provision to support those pupils have English as an additional language and are also pupil premium.	Support those pupils with English as an additional language alongside quality first teaching • EAL Intervention • EAL resources • EAL Training Research shows that targeting pupils with speech and language difficulties and low confidence on entry, or those with limited functional literacy can boost attainment by 8+ months (EEF)	1, 2
Make effective use of the digital platforms and technologies to enhance the teaching and learning experience.	The evidence suggests that technology should be used to supplement rather than replace more traditional teaching approaches. By training teachers and TAs in effective use of digital technology, children can be exposed to not only a suite of adaptations that would not otherwise be possible, but their learning can be enhanced through virtual reality trips and immersive, interactive experiences.	1, 2
Sustain leadership capacity to strengthen QFT	Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
	developing teachers' capacities for leadership. (The Impact of School Leadership on Pupil Outcomes, Day et al., 2009)	
Highly effective, quality first teaching of writing throughout school using clear models	EEF guidance to improve literacy in Key Stage 2 suggests that using modelling and supported practice is one of seven effective ways to improve writing composition, as well as developing sentence construction.	1, 2
Highly effective, quality first teaching of reading throughout school	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction (EEF)	1, 2

Targeted academic support

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

Budgeted cost: £40,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach interventions	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching minimises experiences of 'failure' in the lesson, whereas re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).	1, 2
Talk Boost	Talk Boost are targeted interventions for children with delayed language helping to boost their language skills to narrow the gap	1, 2

	between them and their peers. They can help children improve their speaking and understanding, with almost two thirds catching up with their peers after just eight to ten weeks.	
Physical Literacy	There is growing evidence that poor physical development is becoming a universal problem. Children with poor physical development may demonstrate the following characteristics: • Inability to sit still, • Poor concentration, • poor writing skills, • poor behaviour, • low self-esteem, • poor coordination. All of which lead to children becoming disinterested and less likely to participate in physical activity. The referrals to physiotherapy services were increasing to unsustainable levels. Children were not achieving their normal developmental milestones due to poor core stability and general physical literacy skills.	

Wider strategies

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

Budgeted cost: £101,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Attendance Team to support in diminishing the difference between attendances of disadvantaged children compared with their peers.	Our main mission as carers of PP and non PP children, is to ensure that the children come to school every day to enable them to access the all support provided. The EEF explores a tiered approach to spending and identifies those 'Wider Strategies' which includes attendance.	5
Provide free bus service to those in receipt of the PPG	Getting children to school can be the first barrier for those families who do not live within walking distance of school.	5

Music Provision through Derby Music Service	Research shows that achievement in music can raise self-esteem and have a positive impact on academic achievement	3, 4
Breakfast Club Extra-curricular Clubs	PP children gain the same experiences and support outside of the classroom as non- PP children. Breakfast club is very important to ensuring a child's basic needs are met in readiness for learning to take place.	3, 4, 5
Subsidised trips and visits	When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018)	3, 4
Enrichment	Participation in enrichment approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF, 2021)	4
Sport and Physical Development Coaching	The Youth Sports Trust report <i>The Link Between Physical Activity and Attainment in Children and Young People 2022</i>, highlighted the following headlines: 1. Physically active children achieve higher levels of academic attainment than their less physically active peers. 2. Physical activity means that children are better able to concentrate, which can enhance learning. 3. Physical activity supports better health and wellbeing among young people, which in turn	3, 4, 5

	means they are more likely to achieve better academically. 4. Physical activity can enhance the cognitive health of young people to support effective learning. 5. Physical literacy can support school readiness. 6. Organised sports and after-school clubs are associated with higher levels of attainment.	
Inclusion Team Family Link	Research shows that the role of a dedicated family contact empower parents/carers to take an active role in their child's social, emotional and educational development. The role also supports parents regarding a range of issues that could impact on their ability to parent effectively as well as to encourage good relations and effective dialogue between parents and teachers about a child's progress.	3, 5
Link2ICT	The Free School Meals Eligibility Checking Service provides an online form, accessible through any device, which enables parents, carers or schools on their behalf to check their eligibility for FSM and therefore Pupil Premium funding. By linking to the Department for Education's (DfE) Eligibility Checking Service (ECS), the Free School Meals Eligibility Checking Service: • Offers a faster, simpler, and more convenient application process • Delivers fast response of the notification of entitlement • Reduces application errors through computer assisted validation • Removes the need for reapplication where eligibility continues • Removes potential stigma as parents can apply direct • Saves administrative time - no more manual form filling and copying of documentation • Encourages reluctant parents to register for FSM entitlement allowing your school to maximise funding through Pupil Premium	All

ELSA	Research has shown that ELSA sessions has a range of positive impacts upon young people ranging from them having more friends, improved emotional regulation and increased confidence. ELSA has been found to improve young people's well-being and increase overall happiness (Burton, 2008; Krause, 2019)	
Classroom and Library Reading Material		

Total budgeted cost:	£279,821.31
Total allocation:	£258,727
Additional commitment:	£21,094.31

End of Year One Review

At the end of Year 1 (2023/24), at the end of key stage 2, PP pupils outperformed non-PP in Reading and Writing, but not at greater depth. It was within line in maths between PP and Non-PP. There was clear progress for those pupils who had been at Zaytouna from Y2 particularly for reading and vocabulary development, demonstrating that the longer pupils are at Zaytouna, the better they do.

In terms of attendance, PP attendance (94.5%) has remained roughly in-line with non-PP all year, demonstrating that the measures put in place in the pupil premium strategy are having an impact and thus should continue. PP attendance is also well above national average (88%).

Moving forward into 2024/25, additional elements to be included in the strategy include: the increased use of Steplab as an effective tool to ensure quality first teaching through regular coaching; the purchase of a comprehension scheme to aid pupils in understanding and applying reading strategies and therefore improve reading data; the purchase of Grammarsaurus – an approach to grammar and English that will provide teachers with model texts to use in class and the tools to ensure quality grammar teaching and progression throughout school that can not only support our EAL pupils but lead to better writing outcomes for all.

End of Year Two Review

Academic Performance

Whole School Summer 2025 Headlines

EYFS – 68% achieved GLD compared to 79% non-PP.

Year 1-Year 5 – 68% EXP+ for reading, 56% EXP+ for writing and 67% EXP+ for maths.
Non-PP – 83% EXP+ for reading, 67% EXP+ for writing and 73% EXP+ for maths.

Year 6 Outcomes

	Zaytouna (EXP+)			National (EXP+)		
	PP	All	Non-PP	PP	All	Non-PP
Reading	61%	62%	65%		75%	
Writing	61%	63%	65%		72%	
Maths	64%	66%	70%		74%	
RWM	53%	54%	55%		62%	

National Disadvantaged Headlines

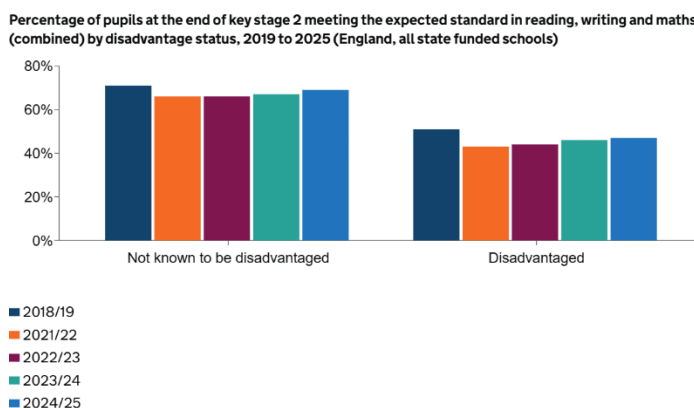
In 2025, 32% of pupils at the end of key stage 2 were considered disadvantaged.

In reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points.

In 2025, 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard.

Attainment in reading has increased compared to 2024 for both groups. Attainment in writing increased for disadvantaged pupils but remained at the same level as 2024 for non-disadvantaged pupils, whilst attainment in maths increased compared to 2024 for both groups. Only in reading is attainment above levels seen before the pandemic in 2019 (with an increase of 3 percentage points for non-disadvantaged pupils and 1 percentage point for disadvantage pupils).

The disadvantage gap in 2025 is similar across subjects, ranging from 17 percentage points in reading and science, 19 percentage points in writing and grammar, punctuation and spelling and to 20 percentage points in maths.



Footnotes

1. Data is not available for 2020 and 2021 as assessments were cancelled in these years due to the COVID-19 pandemic.
2. Writing teacher assessment and reading, writing and maths (combined) measures from 2018 onwards are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

[Show 2 more footnotes](#)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the gap between our PP and non-PP children are narrowing and when PP are compared to all children the gaps are even more narrow. This is particularly positive

due to the increase in pupil premium children from 2023/2024 (227 pupils) to 2024/2025 (266 pupils). The data also outlined that we have work to do when increasing our PP children achieving the 'Greater Depth' standard in Reading, Writing and Mathematics.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at national and to results achieved by our non-disadvantaged pupils and our all-children data (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that we are the right trajectory for a gap between disadvantaged and non-disadvantaged diminishing completely. It also demonstrates that our teachers deliver high-quality first teaching to all pupils no matter whether they are disadvantaged or not.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our attendance from our pupil premium children (95.4%) are well above the national attendance data for all children (93.46%). This shows our disadvantaged children want to come to school and feel safe here at Zaytouna.

Based on all the information above, the performance of our disadvantaged pupils met our expectations of continuing the upward trend for diminishing a gap, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. Even though they met our expectations for narrowing the gap, we recognise more needs to be done to ensure our disadvantaged children are meeting the 'Greater Depth' standard in Reading, Writing and Mathematics.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.