

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Zaytouna Primary
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	122
Academic year/years that our current pupil premium strategy plan covers	2 (+ work from last year)
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Amy Storer
Pupil premium team	Zahra Nisar Lisa Kilpatrick Mohammad Haroon Richard Jones
Governor / Trustee lead	Jon Fordham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141, 225
Recovery premium funding allocation this academic year	£12, 383
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£153, 608

Part A: Pupil premium strategy plan

Statement of intent

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 in line with, or better than, national expectations to minimise disruption to learning and to ensure children are in school on time to minimise disruption to learning.

Almost all 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.

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. 80% of our children are identified as speaking English as an Additional Language (308 children) (97th Percentile). 8% (31 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 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 is high: only 39.3% of those in receipt of the Pupil Premium Grant (48 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 oracy	- All teachers will be graded as at least good. - All teachers will be effective in the delivery of evidence based oracy teaching strategies - All children who are new to English will make accelerated progress in the language proficiency scales. - All SHINE interventions demonstrate pupils make good progress in Reading skills. - RWI 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 R, W and M (combined) has increased from 48% to closer to their non-disadvantaged peers (71% last academic year) - 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 92.7% 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: £63, 750

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 teach	1, 2
Team teaching and observations	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.	1, 2
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	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	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)	
Embed bespoke system for the teaching of writing which is tailored to the needs of our children – especially the most vulnerable.	The Writing Revolution transforms instruction across the curriculum through a proven, coherent method that enables all students, and especially those from low-income families, to develop the literacy and critical thinking skills they need to engage productively in society.	1, 2, 4
Make effective use of the Showbie platform to support the link between school and home learning and to extend digital fluency.	The evidence suggests that technology should be used to supplement rather than replace more traditional teaching approaches. Showbie does exactly this, creating an effective workflow between home and school, providing children with the opportunities to extend and develop their knowledge, skills and understanding.	1, 2
Increase 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 developing teachers' capacities for leadership. (The Impact of School Leadership on Pupil Outcomes, Day et al., 2009)	All

Targeted academic support

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

Budgeted cost: £39, 083

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; Trundley, 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
Shine reading and maths interventions	The EEF says that "small group tuition is most likely to be effective if it is targeted at pupils' specific needs." They can have a moderate impact of 4+ months. A Shine learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.	1, 2
Talk Boost	Talk Boost are targeted interventions for children with delayed language helping to boost their language skills to narrow the gap 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.	1, 2
School based tutoring	According to the EEF, on average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1, 2, 4

Wider strategies

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

Budgeted cost: £51, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Attendance Officer 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
PASS Questionnaire	PASS Questionnaire will provide a baseline of pupils views and opinions on reading, From data it will provide us with targeted interventions which are strategy driven. Questionnaire focusses on 9 key areas and provides interventions to support that child according to their results. This is not solely focussed on attainment, it helps develop a child's mind, body and soul which is a pivotal part of our school ethos.	3
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.	4

	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)	
Young Gentleman's Project	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3, 4
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

Total budgeted cost:	£154, 133.00
Total allocation:	£153, 608.00
Additional commitment:	£525.00