

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Al-Noor Voluntary Aided Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	24% (15.2% figures on allocations document which lists 64 pupils as eligible vs the 101 that are actually eligible)
Academic year/years that our current pupil premium strategy plan covers	3 years (2024-2027)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Someera Butt, Headteacher
Pupil premium lead	Nusrat Abdulla, Deputy Head
Governor / Trustee lead	Akhter Raouf, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,432.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,432.50

Part A: Pupil premium strategy plan

Statement of intent

The school intends for its disadvantaged pupils to make progress that is at least on par with their peers and wishes to equip them with the knowledge and experiences they need to achieve the very best outcomes at the end of their primary education.

The school's current pupil premium strategy plan works towards achieving those objectives by supporting pupil progress in oracy, reading, writing and maths. It also aims to do this by raising the quality of the school's curricular provision for Foundation subjects. High quality teaching and curricular provision that promotes the learning of all pupils at the school will be a focus of the school's endeavours, alongside specific measures targeted at pupils who require further support, both the disadvantaged and those most in need of recovery.

The key principles of the school's strategy plan are to:

- ensure teaching is of a high standard*
- ensure curricular provision is of a high standard*
- ensure disadvantaged pupils are challenged in the work that they are set*
- act early to intervene at the point need is identified: identify those that are behind age related expectations in core areas, provide effective interventions on a small group and one to one basis to plug learning gaps to accelerate progress; and to monitor progress and the impact of the interventions used.*
- adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress: Assessments, observations and discussions with pupils indicate that our external data is very good, and shows that disadvantaged pupils are achieving higher than local and national averages across reading, writing and maths. There are however some disadvantaged pupils who struggle with their progress in reading writing and maths across the school.

2	<p>Parental Support and Engagement:</p> <p>Parents with lower educational attainment are usually unable to provide their children with the support they need to excel. Those that suffer from a deep-rooted sense of inadequacy and/or poverty of aspirations for their children also have limited capability to assist their children’s academic learning.</p> <p>Equally, parents with low levels of English are unequipped to support their children with the development of their reading and writing, or support them to complete their homework.</p> <p>Many parents are too busy to support their children or engage with school and thereby are not able to support their children.</p> <p>These parents also rarely attend parental workshops at school intended to help them to support their children’s progress and development. A minority also have poor attendance at Parents’ Evenings.</p> <p>A lack of high-quality parental support leads to poorer outcomes for children. The ability of pupils to acquire the core knowledge they need to access the rest of the curriculum at primary and beyond at secondary, is adversely impacted by this. Children fail to complete homework and establish independent learning routines. They thus lag behind their peers and do not fulfil their potential. Interventive support in core subjects is vital to help overcome this substantial hurdle.</p>
3	<p>EAL:</p> <p>The school’s EAL contingent is almost 100% of pupils (though parents self-report 73% - September 2025). EAL impacts pupils’ acquisition of wider English skills beyond decoding and comprehension. EAL pupils often struggle with constructing articulate sentences and compositions, mentally, verbally and in writing. Pupils therefore need additional support in achieving the highest levels in Oracy, reading and writing. These areas of learning are vital foundations for them to access all other areas of the curriculum.</p>
4	<p>Poverty:</p> <p>As the school has been growing since 2018 to a full school for the first time in September 2023, official figures for the school’s FSM and PP pupil contingent have annually lagged 1-2 years behind actual figures due to a lag between actual pupil numbers in September and the numbers included in school census figures. (This also means that the school has not received funds for the full complement of FSM and PP pupils it has since it first opened. Judging from the lag, the school won’t start to receive the full figure it is due for its actual pupil numbers until September 2026/7.)</p> <p>This year 101 pupils qualify for pupil premium, 24% of pupil population. The DfE collects data for 64 pupils who qualify for PP funding which is 15.2% of all pupils. This proportion is growing year on year and is reflective of the local demography in which poverty is higher than in most other parts of the borough.</p> <p>In particular, since the start of the ‘cost of living crisis’, we have had a rising number of families reporting difficulties with making ends meet. A number have failed to qualify for FSM but have asked for support with school lunches due to reduced incomes and job losses.</p> <p>Many families additionally are struggling with housing costs, several have become homeless. Many more families don’t have the financial means to</p>

	<p>provide adequate housing and enough room for independent study. A fair number also struggle to afford enriching cultural and learning experiences outside of school.</p> <p>A rich curriculum with great provision for foundation subjects and extended learning opportunities are vital to provide the cultural experiences and knowledge these pupils need to break down barriers to achievement.</p>
5	<p>Emotional Wellbeing:</p> <p>It is nationally recognised that the lockdowns in response to the Covid pandemic, had a sizeable impact on the mental health of many children. The demand for children’s mental health services vastly increased as a result. The mental health of adults and parents too suffered, leading to reduced parenting capacity. Pupil attendance and achievement took a down turn as a result. The number of pupils with SEND rose too. The government recognised the need, setting up or funding initiatives to help tackle these problems. However, the demand usually outstrips services available. The school has to continue its work to address pupils’ mental health needs in innovative ways to ensure pupils overcome their difficulties and thrive in all aspects of their wellbeing as well as their social and educational achievement.</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
<p>Attainment and Progress:</p> <p><i>The school intends for its disadvantaged pupils to make progress that is at least on par with their peers and wishes to equip them with the knowledge and experiences they need to achieve the very best outcomes at the end of their primary education.</i></p>	<p><u>Promote pupil achievement in oracy:</u> Pupils’ daily speech uses sophisticated vocabulary. Pupils’ daily speech uses linguistic, cognitive and social-emotional features such as body language, confidence, active listening, self-regulation, clarifying and summarising. Pupils’ daily speech uses a variety of linguistic structures and opening expressions. Pupils’ daily speech has a high level of grammatical accuracy. Pupils thinking skills have been enhanced which is demonstrated in higher outcomes across the curriculum. For example, answers to questions requiring enhanced critical and creative thinking skills.</p> <p><u>Promote pupil achievement in reading:</u> All pupils to complete school’s phonics programme by end of 1st term of yr 2. All pupils completing daily whole class reading from start of yr 3. All pupils pass phonics test at end of yr 1. Pupils’ KS2 scores are at or above local and national averages.</p> <p><u>Promote pupil achievement in writing:</u> Pupils including those who are disadvantaged have GLD scores are above local and national averages. Pupils’ KS1 scores in writing are at least at local and national averages. Gap between cohort performance in reading and writing at KS1 is in line with national and local levels and narrows annually. Pupils’ KS2 scores in writing are at least at local and national averages and rise annually, at EXS and GDS. Gap between cohort performance in reading and writing at KS2 is in line with national and local levels and narrows annually.</p> <p><u>Promote pupil achievement in maths mastery:</u> Class teachers are confident and effective in delivery of school’s maths strategy, in particular in teaching and raising standards of fluency. High fidelity rate to school’s maths strategy, in particular for fluency. Pupils’ achievement in maths fluency and mastery is clearly notable in their work. Pupils’ KS1 scores in maths are at least at local and national levels. Pupils’ KS2 scores in maths are at least at local and national levels. Pupils’ scores in annual MTC at or above local and national averages, rising annually.</p>
<p>Parental Engagement:</p> <p><i>The school intends for parents to be more engaged with their children and to offer more support and encouragement</i></p>	<p>Offering a wider range of parental workshops will engage parents to be more confident and involved with their children’s learning. This will specifically help disadvantaged pupils to have more parental involvement in their learning.</p>

<i>throughout their journey at the school.</i>	
<p>Emotional Wellbeing:</p> <p><i>The school intends to promote and sustain improved wellbeing for all pupils at the school, specifically those who are disadvantaged.</i></p>	<p>All pupils social, emotional, and wellbeing needs are supported to ensure they reach their full potential, specifically our disadvantaged pupils through ELSA and any interventive strategy.</p> <p>Sustain high levels of wellbeing by 2027 demonstrated by:</p> <ul style="list-style-type: none"> - a significant increase in participation in enrichment activities, such as clubs and trips particularly among disadvantaged pupils. - qualitative data from student voice, parent surveys and teacher observations.
<p>Attendance and punctuality:</p> <p><i>The school intends to achieve and sustain good attendance for all pupils, particularly those who are disadvantaged.</i></p>	<p>Sustained and high level of attendance and punctuality for all pupils including those who are disadvantaged by 2027 demonstrated by:</p> <ul style="list-style-type: none"> - monitoring the unauthorised absence rate for all pupils including those who are disadvantaged. - monitoring the persistent absences.

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: £51,372.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching is supported through high quality CPD in developing teachers' skills and pedagogy in supporting pupils from disadvantaged backgrounds.</i>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015). The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school hours' (page 4)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> <p>The EEF also evidences the importance of using high quality teaching to support and encourage all pupils in the classroom.</p> <p>1. High-quality teaching EEF</p>	1,3,5
<i>CPD:</i>	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment,	1,3

<p>Writing Oracy Maths PE Geography DT Leadership Safeguarding Adaptive teaching SEND</p>	<p>including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	
<p>Recruitment and Retention:</p> <p>Tutors LSAs English leader Maths leader Art leader DT leader Geography leader Music leader History leader Library lead</p>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Recruiting, retaining, and supporting teachers EEF</p>	1,3,5
<p>Teaching resources (subscriptions):</p> <p>Ruth Miskin & E library Cracking Comprehension Wordsmith Maths Seeds Reading Eggs Power Maths & new Maths resources Reading Owl</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	1,2,3,5

<p>The Comprehension Box</p> <p>Active JAM</p> <p>KS1 resources</p> <p>Other curriculum resources</p> <p>Quizlet</p> <p>Zoom</p> <p>Kahoot</p> <p>Maths.co.uk KS2</p>		
<p>AMS UK subscription</p> <p>REP subscription</p>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	<p>1,2,3,4,5</p>
<p><i>subscriptions</i></p> <p><i>IT devices</i></p> <p><i>Desktop PCs</i></p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £49,667.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group and one to one intervention</i></p>	<p>EEF studies have shown that one to one and small group intervention/tutoring have the greatest impact on pupil progress, albeit at a high cost. Internally this was also borne out by its use the previous academic year when all the pupils receiving the school's then new tuition</p>	<p>1,2,3,4,5</p>

<i>in: reading, writing, maths and phonics</i>	provision, demonstrated accelerated progress and good achievement against the programme of study set out for them in the sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	
<i>Lexia</i>	https://educationendowmentfoundation.org.uk/news/eef-blog-lexia-reading-core5-what-does-the-research-tell-us?utm_source=/news/eef-blog-lexia-reading-core5-what-does-the-research-tell-us&utm_medium=search&utm_campaign=site_search&search_term=lexia The findings indicate that at the end of Year 2, children who received the Lexia programme excelled in reading, making two months of additional progress in comparison with their peers in the control group. Also, children eligible for Free School Meals (FSM) who took participated in the programme made an additional three months of progress compared to children eligible for FSM who did not receive the intervention.	1,2,3,4,5
<i>Targeted daily intervention in: phonics, writing and maths; weekly targeted intervention in: handwriting, times tables and spellings</i>	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996 Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5

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

Budgeted cost: £28,383.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA 3 hrs a week</i>	It found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care. Social and emotional learning EEF	1,5
<i>Peer mediation TA one hour a week</i>	https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2715&context=etd Results concluded that 92% of students who responded to the survey instrument reported that the mediation experience was somewhat successful or very successful in resolving their conflict. Furthermore, almost one-third of students responded that they would have acted out physically if mediation had not been available.	1,2,3,4,5
<i>Milk for PPG pupils</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	4

	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.	
<i>Free trips 1 per year & Free clubs 1 per term</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	4,5
<i>Lunchtime football coaching</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	4,5
<i>Circle time (in-class mediation)</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	5
<i>Parental engagement</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	1,2,3,4,5

Total budgeted cost: £129,432.50

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 2024 to 2025 academic year.

- Increased pupil confidence, enjoyment, progress and attainment, including in targeted subjects.
- Increased quality of teaching, including in targeted subjects.
- Improved curricular provision, including in targeted subjects.
- EYFS GLD scores were much higher than local and national averages in 2025. 100% of disadvantaged pupils had a good level of development.
- Yr 1 phonics results were higher than local and national averages in 2025. 70% of pupil premium pupils passed their phonics screening check.
- Reading scores were higher than local and national averages in 2025. 94.1% of pupil premium pupils achieved reading expected standard in KS2 tests which was much higher than local and national scores.
- A book-based curriculum has facilitated increased and effective writing opportunities throughout the school, which have in turn aided higher writing standards at KS2 in comparison to the local and national averages. 88.2% of pupil premium pupils achieved writing expected standard in KS2 results which was higher than local and national results.
- A mastery maths curriculum has facilitated for increased KS2 maths scores which were higher than local and national averages in 2025. The pupil premium pupils average point score for MTC was higher than Redbridge overall. 88.2% of pupil premium pupils achieved the maths expected standard in KS2 tests which was higher than local and national scores.
- Pupils with entrenched emotional difficulties were observably happier after sessions with the ELSA and also reported enjoying the sessions and finding them beneficial.
- Pupils who are mediators intervene in playground problems to avoid escalation. Pupils address concerns with peer mediators directly too.
- Pupils receiving milk receive enriched nutrition that has an impact on their overall health.
- Pupils that would otherwise not have attended trips or clubs, participate and gain the benefits.
- Increased parental engagement which has a direct impact on pupil wellbeing and achievement.

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
Lexia	Lexia Learning Systems LLC

Read, Write Inc	Ruth Miskin
Power Maths	Pearson
White Rose	Trinity MAT
Cracking Comprehension subscription	Rising Stars
Wordsmith	Pearson
Maths Seeds subscription	Blake eLearning, 3P Learning
Reading Eggs subscription	Blake eLearning, 3P Learning
The Comprehension Box	Prim-Ed Publishing Ltd
School JAM subscription	Pearson
Maths.co.uk subscription	Maths.co.uk
Language Nut subscription	Languagenut.com
Doodle Maths and English	Doodle Learning