al-noor
PRIMARY SCHOOL
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"Individuals, families and communities that truly understand and accept their purpose of being in this world, confidently live and work together for a just, responsible and compassionate society"

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (school has grown from Reception & Yr 1 in 2018 to full in Sept '23, so official figure is lower due to time lag between census dates and actual pupil numbers in September)
Proportion (%) of pupil premium eligible pupils	17.14% (but 14.44% figures on allocations document which lists 52pupils as eligible vs the 72 that are actually eligible)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Someera Butt, Headteacher
Pupil premium lead	Someera Butt, Headteacher
Governor / Trustee lead	Akhter Raouf, Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,070

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're 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	Quality of parental support 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. 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.

		Successive lockdowns meant that teachers and school leaders became intimately aware of families that struggled to provide their children with the support they needed to focus on completing the work they were set, often due to a lack of technical knowledge in the use of IT.
		This impacted younger children more than older children as they needed more support with accessing the remote learning opportunities the school delivered online during lockdowns. This resulted in the learning and knowledge of younger pupils being set back more than their older peers.
		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.
2		Frequency of parental support
		Parents too busy to support their children or engage with school and thereby learn how to support their children
		Successive lockdowns meant that teachers and school leaders became intimately aware of families that struggled to provide their children with the support they needed to focus on completing the work they were set.
		This impacted a number of pupils who did not have the support they needed to join lessons punctually, avoid distractions and complete tasks.
		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.
		A lack of 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.
3		EAL
		The school's EAL contingent is almost 100% of pupils (though parents self-report 63% - Jan 2023). 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.
4		Poverty
		As the school has been growing from Reception & Yr 1 only in 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 2025.)
		This year 72 pupils qualify for pupil premium, 17% of pupil population. 67 pupils qualify for FSM which is 16% 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.
		In particular, since the star 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.
		Many families additionally are struggling with housing costs, several have become homeless. Many more families don't have the financial means to provide adequate housing and enough room for independent study. A fair number also struggle to afford enriching cultural and learning experiences outside of school.
		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.
5	Mental health	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.
6	Stretched budget	The 'cost of living crisis' has impacted school budgets significantly with the cost of utilities as well as goods and services, continuing to rise above levels that small schools, in particular, can absorb. Even with the Recovery Premium and the National Tutoring Programme, the school's budget doesn't stretch to provide enough personnel to deliver all the interventive support children need to overcome all the challenges they face. The school struggles to fund the special educational needs of its pupils and have the funds left to part-fund the tutoring schemes available.

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
1. Promote pupil achievement in Oracy	• 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.
2. Promote pupil achievement in reading	• All pupils complete school's phonics programme by end of 1st term of yr 2. • All pupils completing daily whole class reading from start of 2nd term of yr 2. • All pupils pass phonics test at end of yr 1. • Pupils' KS1 scores are at or above local and national averages. • Pupils' KS2 scores are at or above local and national averages.
3. Promote pupil achievement in writing	• Gap between ELG score in reading and writing narrowed annually by 1.5%. • 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.
4. Promote pupil achievement in maths mastery	• 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.
5. Ensure scheme of work promotes maths	• Scheme of work promotes maths mastery.

mastery and is supplemented to challenge the fastest and more able pupils.	• The fastest and more able pupils are challenged by the schemes used and work set. • Pupils achieve at or above national and local levels at KS1 at Greater Depth in Maths. • Pupils achieve at or above national and local levels at KS2 at Greater Depth in Maths (from July 2024). • Pupils enjoy and are confident in Maths demonstrating a sound grasp of foundational principles and core concepts.
6. Acquire maths resources to promote mastery	• Concrete Maths resources and props to support teaching and learning are acquired and used daily in teaching. • Pupils enjoy and are confident in Maths demonstrating a sound grasp of foundational principles and core concepts. • Pupils pass the Year 4 times tables tests at or above national and local averages.
7. Improve MTPs: connections across subjects and to Harmony are clearer, opportunities for revisiting and consolidating topics taught earlier are embedded, knowledge and skills relevant to subject are explicit, success criteria clear for Foundation subjects.	• Relevant connections across the curriculum are clear in lessons. • Connections to Harmony are clear. • Pupil develop a deeper understanding of the topics and subjects being studied. • Pupils know more and remember more as attested to by KWL-grams and topic check-lists in books. • Pupils develop subject specific knowledge and skills. • Pupil develop a deeper understanding of the topics and subjects being studied. • Success criteria are in books and detail these clearly.
8. Subject leaders to enhance their subject knowledge and pedagogy and coach all teachers to raise standards of teaching.	• Subject leaders have attended subject training. • Subject leaders participate in other forms of CPD. • Subject leaders coach teachers via conversations, advice, feedback from monitoring, observation and through joint planning and team-teaching. • New resources/schemes/materials in place.

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: £ *50,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

CPD: *Writing* *Oracy* *Maths* *PE* *Geography* *DT* *Leadership* *Safeguarding* *Adaptive teaching* *SEND*	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, 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 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	1.2.3.4.5.
Recruitment and Retention: *Tutors* *LSAs* *English leader* *Art leader* *DT leader* *Geography leader* *Music leader*	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	1.2.3.4.5.
Teaching resources (subscriptions): Ruth Miskin & E library Cracking Comprehension Wordsmith Maths Seeds Reading Eggs Power Maths & new Maths resources Reading Owl The Comprehension Box Active JAM	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 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	1.2.3.4.5.

KS1 resources Other curriculum resources Quizlet Zoom Kahoot Maths.co.uk KS2		
AMS UK subscription REP subscription	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	1.2.3.4.5.
SONAR subscription *IT devices* *Desktop PCs*	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	1.2.3.4.5.

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

Budgeted cost: £14,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one tuition in: reading, writing and maths	EEF studies have shown that one to one and small group tuition 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 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	1.2.3.4.5.
Lexia	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	1.2.3.4.5.

	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.	
Targeted daily intervention in: phonics, writing and maths; weekly targeted intervention in: handwriting, times tables and spellings	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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor *7.5 hrs a week*	https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/ 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.	4. 5.
Peer mediation *TA one hour a week*	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.
Milk for PPG pupils	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 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.	4.
Free trips 1 per year & Free clubs	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	4.5.

1 per term	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.	
Lunchtime football coaching	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.
Circle time (in-class mediation)	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.
Parental engagement	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: £84,070

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 2022 to 2023 academic year.

1) Increased pupil confidence, enjoyment, progress and attainment, including in targeted subjects.
2) Increased quality of teaching, including in targeted subjects.
3) Improved curricular provision, including in targeted subjects.
4) EYFS GLD scores were much higher than local and national averages in 2023.
5) Yr 1 phonics results were much higher than local and national averages in 2023.
6) Pupil performance in KS1 tests and assessments was much higher than local and national averages in 2023
7) Pupil performance in the yr 4 MTC test was much higher than local and national averages in 2023.
8) Children at the school won first place in three different categories of a national Arabic speaking competition held by the British Council in 23.
9) Pupils with entrenched emotional difficulties were observably happier after sessions with the counsellor and also reported enjoying the sessions and finding them beneficial.
10) Pupils who are mediators intervene in playground problems to avoid escalation. Pupils address concerns with peer mediators directly too.
11) Pupils receiving milk receive enriched nutrition that has an impact on their overall health.
12) Pupils that would otherwise not have attended trips or clubs, participate and gain the benefits.
13) 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

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