

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Bury & Whitefield Jewish Primary School
Number of pupils in school	104 (Oct 2022 Census)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 (completed) July 2023
Statement authorised by	Melanie Kobak Interim Headteacher
Pupil premium lead	Melanie Kobak Interim Headteacher
Governor / Trustee lead	Harvey Jacobson Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,515
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,515

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged pupils have access to and take up a wide set of experiences which develop their
- interests and talents
- To support our children's health and well-being to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Provide suitable support where required, for pupils who need access to pastoral services to enable them to better access learning and improve personal well-being.

Some of the strategies provided may include:

- 1-1 support
- Providing pupils with support and skills to overcome personal barriers
- Additional learning support
- Support for payments for activities, educational visits and residential visits.
Ensuring children have a range of wider curriculum opportunities and first-hand experiences to use in their learning
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that attainment and progress scores among some disadvantaged pupils are below that of non-disadvantaged pupils.
2	Assessments, observations and book looks indicate significant gaps in basic writing skills. These are evident from Reception through to KS2 and in general, are prevalent among some of our disadvantaged pupils.
3	Our assessments (including wellbeing survey & emotional diagnostic assessment), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils in terms of their well-being and education.
4	Our internal assessments and observations indicate that the education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations, especially in writing.
5	Our internal and external SEN monitoring shows that a high proportion of children on the SEND register are disadvantaged. Some of these children are at school support level and require additional support and adaption to move their learning forward.

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>The progress gap between disadvantaged and non-disadvantaged children has significantly reduced.</p>	<ul style="list-style-type: none"> • Pupil progress meetings produce clear action points for staff to ensure the progress of each child is maximised. • Specific targets set for disadvantaged children. • Targeted support from appropriately trained staff documented including NTP groups in classes where need is greatest.
<p>Basic writing skills improve and children are able to apply SPAG skills across a range of subject areas. Analysis of the books of disadvantaged and non-disadvantaged show progress.</p>	<ul style="list-style-type: none"> • Formative and summative assessments and observations indicate progress among disadvantaged pupils. • End of Key stage results show a reduction in the gap between progress scores of disadvantaged and non-disadvantaged children.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing – begun in 2020 and continued to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils • fewer reported lunchtime incidents and instances of crisis
<p>To enable access to wider enrichment activities for all children, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Private music lessons offered to pupil premium children, free of charge. • School trips accessed by all children throughout the year to enable access to enrichment activities e.g. Trip to the pantomime, Shabbaton and the Y5/6 trip to Ghyll Head.

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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of licenses that provide children with learning opportunities using programmes online.	<p>Pupil voice has taught us that our children – including disadvantaged pupils, enjoy the chance to use programmes such as times table rock stars and IDL to support their learning.</p> <p>Evidence – see IDL https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research Times table rock stars - https://trockstars.com/page/features Also shine case study</p>	1, 2
Staff collaboration in improving our school curriculum	<p>Development of whole school curriculum using knowledge of pupils and families to offer rich, broad, aspirational and exciting learning opportunities for ALL children and is reflective of our school and global community. Research shows that pupil engagement in the curriculum support narrowing the gap with disadvantage.</p> <p>Evidence - Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p>	1, 2, 4 & 5
Coaching, team planning and teaching lead by expert subject leads and quality CPD in teaching of writing	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Evidence – EEF Effective professional development</p>	1,2 & 5
TA support in the classes with the highest number of disadvantaged pupils	<p>This will help the children to access an already adapted curriculum with greater confidence. Relationships can be built more closely and a greater understanding of a child’s barriers to learning can be achieved along with any emotional issues children are dealing with.</p> <p>Evidence – EEF Making Best Use of Teaching Assistants</p>	1,2,3,5

Teacher employed a day a week to support groups of children including the disadvantaged	A highly skilled teacher will work with groups of children to close the gap, increase confidence and plan alongside teachers for a pathway forward. https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant	1,2 & 5
Purchase on 2 nd year of 'My happy mind' programme	Backed by NHS research as dictated on website. https://myhappymind.org/programmes/school-programme/	3

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IDL	IDL is a dyslexia and dyscalculia friendly programme, supported by the dyslexia association, that allows children to progress at their own pace through a scheme that uses a multi – sensory approach to learning reading and writing skills. Progress reports can be created at any point and show children make accelerated progress when using it consistently at home and at school. IDL has a research based approach and all this can be viewed on the website. Evidence – https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research https://idlsgroup.com/numeracy	1,2
To run after school study groups to support children.	Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	2, 4
To pay remaining balance for 1:1 tuition	Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff	2, 4

	are effective in promoting pupil progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a mindfulness teacher	<p>Mindfulness is widely recognised as an excellent tool for young people to develop to support them to be 'in the moment' and help self soothe when emotions are high.</p> <p>Evidence – It has been recognised by many services including CAMHS, All Party parliamentary group, school nursing and Mental Health charities.</p>	3
Funding for extra curricular activities for children in receipt of free school meals or pupil premium.	<p>Children from all socio-economic backgrounds should have the same opportunities. We will never allow a child to miss out on activities because of family income. Breakfast clubs and after school clubs are also funded to ensure wrap around care for working parents. Any school trip, additional after school sports clubs and music tuition are funded for those parents who meet free school meal and pupil premium criteria.</p>	3, 4
Funding for a Sport Coach to work with children at lunchtime.	<p>This provides opportunities for children to develop team building skills, build self-esteem and take part in a range of different activities during the school day.</p> <p>Evidence – Please see EEF outdoor learning benefits.</p>	3

Total budgeted cost: £ 31000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please also review to previous pupil premium strategies and review.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1.	Internal and external (where available) assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.	Maths attainment for disadvantaged pupils was above national levels for attainment. This shows the interventions and programmes in place to support these children and the other children in our school are working and will continue to be embedded.
2.	Assessments, observations and book looks indicate significant gaps in basic writing skills. These are evident from Reception through to KS2 and in general, are prevalent among some of our disadvantaged pupils.	Although gaps are still evident when completing book scrutiny, progress in writing has been rapid for many children. The KS2 results for 2022 showed that 80% of the class were working at expected or above. This was well above national.
3.	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.	The well – being of children in school is an improving picture. This can be shown through the reduction in incidents logged on our internal monitoring systems. As a school community we are committed to this remaining the same and this will be continued and further developed in 2022/23 with the introduction of the NHS backed 'My Happy Mind' programme.
4.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including, for some, their attainment.	Children have been able to take part in musical based activities, sporting after school activities, study sessions and have all opportunities available to the whole school. Parents have felt able to discuss this with school and this has meant there have been some very happy faces.
5.	Research and our assessments, observations and discussions with pupils and families have identified a wider gap in cultural capital for those from disadvantaged backgrounds. School closures widened this gap as there was little to no access to enrichment activities.	Feedback from children following visits and experiences shows the wonderful impact of such things on the children. They experience a much wider world and get the opportunity to see things that they normally wouldn't. It built relationships between staff and children and this led to more conversations taking place.

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
IDL	IDLS group
Times table rock stars	Maths circle LTD