

# Pupil premium strategy statement – Bury and Whitefield Jewish Primary School

This statement details our school’s use of pupil 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
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs M Kobak
Pupil premium lead	Mrs M Kobak
Governor / Trustee lead	Mr H Jacobson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,240

# 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.

“Poor teaching hampers the progress of disadvantaged children, on average, by six months per year, disproportionately holding back these learners, and is therefore a major contributory factor in the gap that exists between the attainment of disadvantaged learners and others.”

(Sutton Trust 2011)

Fortunately, the evidence also shows that excellent teaching disproportionately helps disadvantaged learners. The elimination of poor teaching and the provision of excellent teaching for disadvantaged children are, therefore, vitally important components of the pupil premium strategy and we will be relentless in ensuring that the funding will support the very best teaching across school. High-quality teaching 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.

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. Using research and evidence (from the Sutton Trust and the EEF toolkits); meetings with educational experts (to gain advice and support) and knowledge of the context of the school (through the analysis of internal data, ASP & IDSR), we propose to use the funding to:

- 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 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
- Have a trauma informed approach in school
- Work to become an 'Emotionally Friendly' setting

## 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 – the percentage of PP pupils reaching ARE is inconsistent across school. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils needs to be addressed.
2	Behaviour, social and emotional mental health and well-being needs - some of our children and families have challenges with routines, mental health, managing emotions and managing finances. The cost of living crisis has compounded this for some of our families.
3	Enrichment – some of our children do not have access to a range of enrichment experiences outside of school. The cost of living crisis has

	worsened this as many families simply cannot afford extras, such as school trips and visits.
4	Mobility and stability – many in-year admissions with pupils frequently moving in and out of the area. This also includes children with additional needs and those with unmet SEMH needs who are struggling to access NHS support services.
5	SEND register – 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
The progress gap between disadvantaged and non-disadvantaged children has significantly reduced.	<ul style="list-style-type: none"> <li>• Pupil progress meetings produce clear action points for staff to ensure the progress of each child is maximised.</li> <li>• Specific targets set for disadvantaged children, where appropriate.</li> <li>• Engaging and adaptive teaching is clearly evident in all lessons.</li> </ul>
To assess new arrivals at the earliest opportunity to ensure they make the best possible progress.	Monitoring will show new arrivals are supported and make good progress.
To achieve and sustain improved levels of emotional regulation and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being – begun in 2022 and is to be further developed through:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• engagement with ‘Emotionally Friendly’ settings – to work towards achieving the status.</li> <li>• reduction in incidents and instances of crisis in school.</li> </ul>

	<ul style="list-style-type: none"> <li>• trauma informed approach used across school evidenced by the way staff deal with emotional dysregulation.</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To enable access to wider enrichment activities for all children, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Private music lessons offered to pupil premium children, free of charge.</li> <li>• School trips funded for disadvantaged children to ensure full engagement. This includes residential visits, access to workshops in school and after school provision.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 10,000**

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. It allows children to access learning at their level and fill any gaps identified.</p> <p>We have also purchased maths.co.uk &amp; SPAG.com as a way to motivate pupils and allow staff to quickly conduct gap analysis without increasing workload. This enables them to then plan lessons to target key areas of misunderstanding.</p> <p><b><u>Evidence –</u></b> see IDL <a href="https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research">https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</a></p>	1, 4, 5

	Times table rock stars - <a href="https://trockstars.com/page/features">https://trockstars.com/page/features</a>	
Staff collaboration in developing teaching and learning to ensure adaptive teaching is consistent across school.	<p>Further 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. A higher focus on adaptive teaching will improve outcomes for all. Research shows that pupil engagement in the curriculum supports narrowing the gap for disadvantaged pupils.</p> <p>We are further developing our lesson delivery using 'a model for great teaching' as the base for lesson planning and delivery.</p> <p><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• EEF - High-quality teaching The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</li> <li>• EEF blog: Moving from 'differentiation' to 'adaptive teaching'</li> </ul>	1, 2, 4 & 5
TA support in the classes with the highest number of disadvantaged pupils to support with learning, emotional regulation and build independence.	<p>This will help children access an already adapted curriculum with greater confidence. It will support children to become more independent learners. They will be used to enhance learning alongside well-planned, adaptive lessons.</p> <p>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><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• EEF Making Best Use of Teaching Assistants</li> </ul>	1,2,4,5
Whole staff training on 'Emotionally Friendly setting' (EFS), followed	Half a day of staff training will be given to introduce the EFS principles and resources. Team of 4 released twice a term to create, implement and share action plans.	2,4 & 5

<p>by release of key team to move the project forward.</p>	<p>Part of the foundation of Emotionally Friendly Settings is the concept of resilience. Resilience has been defined as “overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity” (Hart et al., 2016).</p> <p>When we think about resilience it is important to consider the impact of the environment around children and take into account both the internal and external factors.</p> <p><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.emotionallyfriendly.co.uk/about-efs/theory-and-research-that-efs-is-based-on/">https://www.emotionallyfriendly.co.uk/about-efs/theory-and-research-that-efs-is-based-on/</a></li> </ul>	
<p>Release time for Senior Mental Health Lead to oversee the development and embedding of the 8 key principles in school.</p>	<p>The DFE have made funding available for training for a Senior Mental Health Lead. To do this, we needed to release our SENCO to complete the training. We have then built in time where she is covered to implement plans and provide targeted support. This is especially important with some of our disadvantaged children, who may not have access to well-being and SEMH support outside of school.</p> <p><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• DFE - Promoting and supporting mental health and well-being in schools and colleges.</li> </ul>	<p>2 &amp; 5</p>

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

Budgeted cost: **£ 5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of IDL</p>	<p>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</p>	<p>1 &amp; 5</p>

	<p>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.</p> <p><b>Evidence –</b>  <a href="https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research">https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</a>   <a href="https://idlsgroup.com/numeracy">https://idlsgroup.com/numeracy</a></p>	
To run after school study groups & homework clubs to support children and families.	Research (John Hattie, Sutton Trust toolkit) has shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	1 & 3

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

Budgeted cost: **£ 7000**

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. This will be partially funded by a grant from a community trust and partially from Pupil premium funding.</p> <p><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>It has been recognised by many services including CAMHS, All Party parliamentary group, school nursing and Mental Health charities.</li> </ul>	2 & 3
Funding for extra curricular activities for children in receipt of	Children from all socio-economic backgrounds should have the same opportunities. We will never allow a child to miss activities because of	2 & 3



<p>free school meals or pupil premium.</p>	<p>family income. Breakfast clubs and after school clubs are also funded to ensure wrap around care for working parents. Any school trips, additional after school sports clubs and music tuition are funded for those parents who meet free school meal and pupil premium criteria.</p> <p><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• EEF teaching and learning toolkit – arts participation, physical activity &amp; breakfast interventions.</li> </ul>	
<p>Funding for a Sport Coach to work with children at lunchtime.</p>	<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><b><u>Evidence –</u></b></p> <ul style="list-style-type: none"> <li>• Please see EEF outdoor learning benefits.</li> <li>• Youth sports trust research found that: <ul style="list-style-type: none"> <li>• Greater sports participation in school is associated with higher levels of wellbeing.</li> <li>• Sports participation is also a significant predictor of self-belief and mental toughness, key life skills for young people</li> </ul> </li> </ul>	<p>2 &amp; 3</p>

**Total budgeted cost: £ 22,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.</p> <p>It is the culmination of a previous three-year plan and shows that the intended outcomes have, on the whole, had a positive impact. Where there is further development required, this current plan ensures these steps are taken.</p>	
Intended Outcome	Outcomes and Impact
<p>The progress gap between disadvantaged and non-disadvantaged children has significantly reduced.</p>	<ul style="list-style-type: none"> <li>• EYFS GLD in 2024 showed 100% of disadvantaged and PP children achieving good level of development.</li> <li>• Figures for phonics results are based on a small cohort and do not reflect the progress made.</li> <li>• KS1 data shows that the gap is being closed with 100% of children achieving expected progress.</li> <li>• KS2 data was not comparable to KS1 data due to Covid. The progress shown in-year was very positive, with 100% of children making expected or better progress on R/W/M.</li> </ul>
<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"> <li>• Formative and summative assessments and observations indicate that although SPAG results are at national levels, staff and families report this not being consistent in independent writing.</li> <li>• ‘Back to basics’ weeks have been incorporated into yearly planning to support all children, including disadvantaged children, to settle back into the routines and expectations of school.</li> <li>• SPAG.com has also been purchased and is utilised in school to engage children in their SPAG learning, especially those who are disadvantaged.</li> <li>• We will continue to develop this through the new strategy.</li> </ul>

<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pupil voice, through 'Emotionally Friendly Schools' questionnaires, student council and conversations with pupils, show that children feel well supported in school.</li> <li>• Children can identify emotionally friendly adults to speak to when they require support.</li> <li>• Incidents of crisis in children have reduced. Adults are trauma informed and as such respond to children using the PACE model.</li> </ul>
<p>To enable access to wider enrichment activities for all children, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The opportunity to take up private music lessons has been utilised and lessons are provided free of charge to our children in receipt of pupil premium.</li> <li>• School trips have been accessed by all children throughout the year.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
IDL	IDLS group
Times table rock stars	Maths circle LTD
Mindfulness	Love my life therapies
My Happy mind (until July 2024)	My Happy mind (NHS backed)
Maths.co.uk & Spag.com (from Dec 2023)	Maths.co.uk & spag.com