

# 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	Data
School name	Broughton Jewish Primary School
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	04/09/2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rabbi Yehuda Pearlman
Pupil premium lead	Nicola Taylor
Governor / Trustee lead	David Bondt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,968.75
Recovery premium funding allocation this academic year	£978.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,947.50

# Part A: Pupil premium strategy plan

## Statement of intent

As an Orthodox Jewish school we promote respect and treat all pupils equitably, irrespective of their background or the challenges they face to promote good progress and endeavour to achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for stage and age where children are underachieving as well as for those children who are already high attainers.

We carefully consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers as well as those children who may be vulnerable due to economic deprivation. (As a school with larger than average families we also consider the economic backgrounds of these where they may not qualify for PP). The actions we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach and this remains a priority in our school development and CPD. Through this we focus on areas in which disadvantaged pupils require the most support. This has proven to have a wider impact both closing the disadvantage attainment gap and as well as benefitting 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 School-led 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 as well as meeting with staff to illicit areas of concern for the PP children in their year group. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all children have access to quality first teaching
- ensure disadvantaged pupils are challenged and supported effectively to make progress
- support individuals with specific needs including mental health
- intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes 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	Under developed oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths attainment has taken a step backwards for disadvantaged pupils as well as whole school.
4	Well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
5	Lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved oral language skills and vocabulary as well as written language.	<p>Assessments, pupil progress data and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Children will be able to acquire, use and apply vocabulary in a range of contexts including written vocabulary.</p> <p>Evidence will include engagement in lessons through a robust monitoring cycle, book scrutiny and ongoing summative and formative assessment.</p>
Improved phonics and reading attainment among disadvantaged pupils.	<p>Assessments, pupil progress data and observations indicate significantly improved phonics scores and reading scores among disadvantaged pupils.</p> <p>Children will be able to read for a varying contexts and a range of text types with fluency and increased speed.</p> <p>Evidence will include engagement in lessons through a robust monitoring cycle, book</p>

	<p>scrutiny and ongoing summative and formative assessment.</p> <p>End of key stage outcomes shows improved data for disadvantaged pupils and aims to be higher than national data.</p>
Improved maths attainment for disadvantaged pupils.	<p>Assessments, pupil progress data and observations indicate significantly improved maths scores among disadvantaged pupils.</p> <p>Children will be able to apply mathematical skills to varying contexts.</p> <p>Evidence will include engagement in lessons through a robust monitoring cycle, book scrutiny and ongoing summative and formative assessment.</p> <p>End of key stage outcomes shows improved data for disadvantaged pupils and aims to be higher than national data.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Children will feel positive about their experiences in school.</p> <p>Children will feel safe in school and will be ready to learn.</p> <p>School maintains robust pastoral meetings and referrals when needed.</p> <p>Evidence found through:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour related incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To provide quality enrichment activities for all pupils especially disadvantaged pupils.	<p>Improved enrichment opportunities for pupils through clubs and access to specialist teachers in Music, PE, Computing and MFL.</p> <p>Child led clubs and assemblies.</p> <p>Access to inspirational job roles (visitors/parents) through the curriculum, STEM project and Kodesh.</p>

## 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

Budgeted cost: £8,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new writing units. High Quality Writing Resources, including reading, spelling & grammar and Staff CPD embedded throughout school. Writing strategy using high-levels of modelling, vocabulary and sentence level work	EEF Literacy Guidance Point 1 – Speaking and Listening Improved by developing language Point 4 – Teaching of composition through modelling Point 5 – Extensive Practice of Sentence Skills	1 & 2
Purchase of additional reading units. Consistent reading pedagogy supported by in-school CPD and coaching.	EEF Literacy Guidance Point 1 – Speaking and Listening Improved by developing language Point 2 – Fluent reading through guided and modelled oral reading instruction Point 3 – Teaching comprehension through modelled practice	1, 2 & 5
Consistent maths pedagogy, including Concrete, Visual & Abstract modelling, supported by in-school CPD and coaching.	EEF Maths Guidance KS1 & KS2 guidance states that the use of manipulatives and representations are essential Build upon children's prior knowledge Use of problem solving	3
Upskill support staff and teachers with appropriate approaches and pedagogy through CPD focused on curriculum design.	A whole school approach to curriculum development will ensure that a high-quality, well-planned curriculum providing good subject coverage and encouraging sticky knowledge in place and taught to a high standard through quality first teaching. (Ofsted Curriculum Research assessing intent, implementation and impact 2017)	1, 2 & 3
Purchase of a Read, Write Inc. resources to secure stronger	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early	1 & 2

phonics teaching for all pupils, including CPD for staff.	reading skills, particularly for children from disadvantaged backgrounds (Phonics, Education Endowment Foundation)	
Contribution towards TA's across school to complement catch-up.	Starting points for pupils are low and small group interventions led by specially trained support staff demonstrate acceleration in progress as recommended by the EEF.  Research has shown that TAs who are sufficiently trained and used correctly within the classroom – for example, as a supplement to teachers and not a replacement – can have a positive impact on pupil engagement and attainment. (Deployment of TAs in Schools, DfE: 2019)	1, 2, 3, 4 & 5

## Targeted academic support

Budgeted cost: £9,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMT to identify children requiring support in academic areas. Use of specific structured interventions.	EEF Guidance on Best Use of Teaching Assistants states that TAs are best utilised completing 1:1 or small group structured interventions EEF Maths Guidance emphasises the use of structured interventions	1, 2 & 3
School-led tutoring	EEF Small Group Tuition Research EEF report slightly lower impact than 1:1 although significantly better value for money (4 months learning for children vs 6 months for 1 child)	1, 2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Also purchase of resources to support this RWI.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (Phonics, Education Endowment Foundation)	1 & 2
CPD opportunities to further improve quality first teaching. Staff to take part in peer teaching and modelling within school.	Effective CPD will ensure consistently good teaching that will impact on pupil progress and attainment. Quality first teaching is fundamental to the pupils' progress and attainment. Effective feedback involving metacognitive and self-regulatory approaches has a greater impact on disadvantaged pupils	1, 2 & 3

	and lower prior attainers than other pupils as researched by the EEF.	
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## Wider strategies

Budgeted cost: £ 5,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being training for all staff and resources to teach this consistently and with progression.	There has been a focus in enhancing and protecting wellbeing and SEMH in school. Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. (Public Health England 2014) In all year groups, children will be identified for sessions with our support and therapists with a focus on SEMH needs. "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." (Social and emotional learning, Education Endowment Foundation)	1, 2, 3, 4 & 5
Understanding of different cultures is celebrated through a variety of additional experiences.	Subsidised trips & visits An increase of cultural capital and experiential learning will support children's learning and SEMH. Increased enjoyment of school and experiences	4 & 5
Staff to provide a range of sporting after school clubs and pupils to experience competitions within the EIP cluster.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). EEF research suggests that it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.	4 & 5

**Total budgeted cost: £24,389**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during 2019/20, the outcomes we aimed to achieve in our previous strategy by the end of this year were therefore not fully realised – this is the same for the end of academic year 2020/21.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online teaching via online sessions, Google Classroom, distribution of high-quality resources to assist with remote learning, weekly phone calls to homes and regular contact with pupils via Google Classroom.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### Pupil premium strategy outcomes LAST PUBLISHED DATA

Detail	Data		
	ARE	GD	Pupil Premium
Phonics	88%	N/A	100%
KS1 results			
Combined	67%	9%	N/A
Reading	72%	28%	N/A
Writing	72%	15%	N/A
Maths	73%	25%	N/A
KS2 results			



<b>Combined</b>	76%	16%	
<b>Reading</b>	81%	29%	100% (40% GD)
<b>Writing</b>	89%	39%	100% (60% GD)
<b>Maths</b>	89%	39%	100% (60% GD)

## Externally provided programmes

Programme	Provider

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

### Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged children to have access to social groups and specific interventions where relevant i.e. personalised learning programmes or one-to-one intervention.	100% of disadvantaged children had an opportunity to access an extra-curricular club, one-to-one intervention or a social group last year. Before lockdown and extra-curricular offered during lockdown.
Resources to meet individual children's needs.	Safe Zone implemented to support disadvantaged children.
During lockdown regular communication	100% phoned on a fortnightly basis and 51% accessed places in school.
Access to food vouchers during lockdown	Vouchers posted to homes.

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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*