

Pupil premium strategy statement – Update to the 3 year strategy

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 following 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	411
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2024
Date this statement was published	15/11/2022
Date on which it will be reviewed	October 2024
Statement authorised by	Rabbi Yehuda Pearlman
Pupil premium lead	Nicola Taylor & Michelle Deacon
Governor / Trustee lead	David Bondt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,165
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,165

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 endeavour to close the gap and ensure that pupil premium children are monitored throughout school for interventions.

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 – this covers families where the parent's wages will struggle to meet the needs for all their children). The actions we have outlined in this statement are intended to support their needs.

High-quality teaching is at the heart of our approach and this remains a priority for our 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 throughout school.

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 continue with the same aims throughout the three years:

- 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	Phonics has a disadvantaged pupil gap.
3	Maths attainment was impacted by the pandemic and parental engagement with the subject content.
4	Well-being remains a focus as more children are struggling with anxiety and SEMH.
5	Lack of enrichment due to 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.	Assessments, pupil progress data and observations indicate significantly improved phonics scores and reading scores among disadvantaged pupils.

	<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 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>
<p>Improved maths attainment for disadvantaged pupils.</p>	<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>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour related incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To provide quality enrichment activities for all pupils especially disadvantaged pupils.</p>	<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>
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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: £12,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Writing Training, 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 resources. Consistent reading pedagogy supported by in-school CPD and coaching. Parental engagement with streamlined homework.	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. Parental engagement through maths cafes.	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 review and 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.	1, 2 & 3

	(Ofsted Curriculum Research assessing intent, implementation and impact 2017)	
Purchase of further Read, Write Inc. resources to secure stronger phonics teaching for all pupils, including CPD for staff. (Including phonics flash cards and spelling resources)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (Phonics, Education Endowment Foundation)	1 & 2
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: £15,215

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 Middle leaders used to focus on bottom 20% of readers.	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) Middle leaders target key children along with TA's in Spring term following first set of data.	1, 2 & 3
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1 & 2

who require further phonics support. Also purchase of resources to support this RWI additional phonics resources.	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)	
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 and lower prior attainers than other pupils as researched by the EEF.	1, 2 & 3

Wider strategies

Budgeted cost: £ 8,555

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) Training for EFS and action planning time in school.	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	Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive	4 & 5

<p>after school clubs and pupils to experience competitions within the EIP cluster.</p>	<p>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.</p>	
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Total budgeted cost: £40,165

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils were not in line with non-disadvantaged pupils apart from the case of two children in Year 1 Phonics. KS1 data from the previous year shows that the children have not achieved as well as in previous years with other key data being reasonably positive. Covid continues to have an impact. 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. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted as a result of 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	90%	N/A	100%
KS1 results			
Combined	33%	0%	(1 child)
Reading	63%	13%	0%
Writing	39%	0%	0%
Maths	70%	17%	0%
KS2 results			
Combined	69%	15%	(10 children)
Reading	87%	39%	60% (30% GD)
Writing	77%	18%	50% (20% GD)
Maths	74%	24%	30% (0% 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.	Learning Hub implemented to support disadvantaged children.