

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 2024 to 2025 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	336
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2026
Date this statement was published	15/11/2024
Date on which it will be reviewed	October 2025
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	£35520
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	£35520

Part A: Pupil premium strategy plan

Statement of intent

As an Orthodox Jewish school we promote Jewish and British Values with an emphasis on respect. We 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 all vulnerable children including pupil premium are monitored throughout school for interventions.

We carefully consider the challenges faced by our vulnerable pupils, those with social worker involvement and young carers as well as those children who may be vulnerable due to economic deprivation. (As a school with larger than average family size 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 the needs of all our vulnerable pupils.

High-quality teaching is at the heart of our approach and we continue to improve this with high quality 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 disadvantaged 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 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. (Early learning goals, phonics and end of KS2)
2	Phonics has a disadvantaged pupil gap.
3	Maths has a disadvantaged pupil gap.
4	Lack of enrichment opportunities outside school

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>National Wellcomm 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 scrutiny and ongoing summative and formative assessment.</p>

	End of key stage outcomes shows improved data for disadvantaged pupils and aims to be higher than national data.
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 provide quality enrichment activities for all pupils especially disadvantaged pupils.	<p>Improved enrichment opportunities for pupils through clubs and access to high quality provision for the wider curriculum</p> <p>Child led clubs and assemblies.</p> <p>Access to inspirational job roles (visitors/parents) through the curriculum, Careers day, STEM and art projects.</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: £15,130

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	<p>EEF Literacy Guidance</p> <p>Point 1 – Speaking and Listening</p> <p>Improved by developing language Point 4 – Teaching of composition through modelling</p> <p>Point 5 – Extensive Practice of Sentence Skills</p>	1 & 2

and sentence level work		
Purchase of additional reading resources. Consistent reading pedagogy supported by in-school CPD and coaching. Parental engagement.	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 & 4
Consistent maths pedagogy, including Concrete, Visual & Abstract modelling, supported by in-school CPD and coaching. Parental engagement	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 in place and taught to a high standard though quality first teaching. (Ofsted Curriculum Research assessing intent, implementation and impact 2017)	1, 2 & 3
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

Targeted academic support

Budgeted cost: £12395

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	1, 2 & 3

	EEF Maths Guidance emphasises the use of structured interventions Intervention targeted and reviewed.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 and lower prior attainers than other pupils as researched by the EEF.	1, 2 & 3

Wider strategies

Budgeted cost: £ 7,995

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
Understanding of different cultures is	Subsidised trips & visits	4

celebrated through a variety of additional experiences.	An increase of cultural capital and experiential learning will support children's learning and SEMH. Increased enjoyment of school and experiences	
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

Total budgeted cost: £35520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria
<p>Due to the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils we worked at improving oral language skills and vocabulary as well as written language.</p>	<p>This was done through quality writing CPD for all staff as well as interventions by both teaching assistants and members of SMT using the school-led tutoring money.</p> <p>Wellcomm data in Nursery improved from 40% PP achieving (2023) to 66% PP achieving (2024).</p> <p>Improved writing outcomes monitored by school improvement partner, cluster moderation and school to school learning triads.</p> <p>KS2 writing results have improved with 20% PP achieving (2023) to 67% PP achieving (2024).</p>
<p>Due to the gap in phonics results for disadvantaged pupils, work was carried out to improve phonics and reading attainment among disadvantaged pupils.</p>	<p>This was done through quality writing CPD for all staff as well as interventions by both teaching assistants and members of SMT using the school-led tutoring money. Purchase of further reading texts was carried out and staff received phonics training to be able to provide quality interventions.</p> <p>Reading results in Reception improved from 50% PP achieving (2023) to 100% PP achieving (2024).</p> <p>Phonics and reading have remained a similar picture in that the number of PP children who did not achieve ARE is very similar. (1 child out of the group of PP).</p>

<p>Due to a dip in maths data, work was carried out to improve maths attainment for disadvantaged pupils.</p>	<p>This was done through quality maths CPD for all staff as well as interventions by both teaching assistants and members of SMT using the school-led tutoring money. Purchase of further manipulatives was carried out and the long term maths plan had opportunities for mastery embedded from high quality resources.</p> <p>Maths results at the end of KS2 have improved from 20% PP achieving (2023) to 78% PP achieving (2024). As well as an improved average scale score up from 99 to 101.</p>
<p>As school has seen an increase of SEMH need in school, school has tried to sustain the improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>School have trained members of staff using Nurture UK to provide emotional support and interventions for vulnerable pupils in school including those who are PP.</p> <p>Children have access to soft starts, quiet lunches, sensory diets, therapies and time out passes where relevant and necessary.</p>
<p>School have financed quality enrichment activities for disadvantaged pupils.</p>	<p>All PP children's trips have been subsidised. PP children have access to clubs and music lessons.</p> <p>95% PP children accessed a club or extra curricular activity.</p> <p>85% PP children accessed well-being intervention.</p>

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

