

Pupil premium strategy statement



Bury & Whitefield Jewish Primary School

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	Bury & Whitefield Jewish Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 11 th 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Claire Simon Headteacher
Pupil premium lead	Claire Simon Headteacher
Governor / Trustee lead	Harvey Jacobson Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,830
Recovery premium funding allocation this academic year	£9,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30, 430

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to 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	Internal and external (where available) assessments indicate that maths attainment among some disadvantaged pupils is 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 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.
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.
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.

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
Pupils with SEN/D make expected progress in writing by end of year.	Individual targets for each pupil show progress, as do their individualised programmes of support, which is monitored on the school's SEN/D provision map and in the termly report from the SENCO.
Improved maths attainment for identified disadvantaged pupils at the end of KS2.	Assessments and observations indicate some progress among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing – begun in 2020 – demonstrated by: <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

To enable access to wider enrichment activities for all children, particularly our disadvantaged pupils.	Private music lessons offered to pupil premium children, free of charge. Virtual trips accessed by all children throughout school closures to enable access to enrichment activities e.g. Chester zoo visits. Paid visits to the pantomime and the Y5/6 trip to Ghyll Head.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of licenses that provide children with learning opportunities using programmes online.</p> <p>Provide lap tops or tablets for children who are eligible for FSM or PP.</p>	<p>Pupil voice has taught us that our children – including disadvantaged pupils, enjoy the chance to use programmes such as Bug Club, Mathletics & Purple Mash to enhance their learning. Disadvantaged pupils have been issued with lap tops or Kindles to enable them to use such programmes at home alongside their peers.</p> <p>Funding will be made available to buy any lap tops or tablets that FSM or PP children need to ensure they have access in line with their peers.</p>	1, 2

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Century Tech	Century is a programme that assesses a child's personal knowledge and then plans learning to move them forward. Teachers can set specific tasks for the children linked to learning in school and the children can also follow personal	1,2

	pathways. This software has won a variety of awards and has testimonials available on the website as to how effective it can be.	
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.	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, 5
To pay remaining balance for 1:1 tuition	Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	2, 5

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a mindfulness teacher	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. It has been recognised by many services including CAMHS, All Party parliamentary group, school nursing and Mental Health charities.	3
Funding for extra curricular activities for children in receipt of free school meals or pupil premium.	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	4

	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.	
Funding for a Sport Coach to work with children at lunchtime.	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. Please see EEF outdoor learning benefits.	3

Total budgeted cost: £ 30500

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.

A.	Pupils with SEN/D make expected progress in reading, writing and maths by end of year (EOY). All eligible pupils will have an individualised programme of support, which will be monitored on the school's SEN/D provision map.	Most pupil premium children made expected progress in reading, Those in Year 6 made slightly more and those in Years 1 & 5 made just less than in writing. A Year 6 pupil premium child made less than expected progress in maths. Children in Years 1 & 5 made more or just slightly less than expected progress.
B.	A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. One to one mentoring or Mindfulness interventions will be provided to affected pupils including additional support at lunchtime to reduce impact in afternoon sessions.	Fewer reported lunchtime incidents. Improved outcomes for pupils needing Mindfulness support. Pupil and parent voice collected were positive.
C.	Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year.	Attendance data in July 2021 will show that the gap has closed.
D.	Eligible pupils experience a wide range of enrichment activities.	Due to school closures, there weren't as many enrichments activities available. However, some pupils had private musical instrument lessons; children were invited to sports clubs in the summer term; and a range of virtual activities were offered e.g. virtual Chester Zoo trip and Space Escape sessions. A virtual holiday club was also offered, showcasing a variety of activities.
E.	Children from disadvantaged background will be fully supported with their learning, whether at home or in school.	Those children who could not access home learning were invited to attend school to improve their mental and emotional wellbeing, as well as secure academic achievement. Technology (tablets and laptops) was purchased and provided to those who needed. Online learning programmes were purchased to provide instant feedback; ensuring attainment was maintained.

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
Century Tech	Century Tech