

# Pupil premium strategy statement – Beis Yaakov Primary School 2023 -2024

This statement details our school's use of pupil premium (and recovery 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	465
Proportion (%) of pupil premium eligible pupils	2.7%
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> )	2023- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sheiny Lebrett
Pupil premium lead	Zippy Myerson
Governor / Trustee lead	Mr Andrew Cohen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1885
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£22,225

# Part A: Pupil premium strategy plan

## Statement of intent

At Beis Yaakov, all members of staff and governing body, accept responsibility for the emotional and academic welfare of our most disadvantaged pupils. We are committed to meeting their pastoral, social and academic needs within our school environment. The funding which we receive helps the school to 'bridge the gaps' to enable all our disadvantaged pupils to reach their potential. We have prioritised the spending through

- Resourcing
- Intervention support
- Staff training
- Adequate provision within the classroom
- Personal Development opportunities

We firmly believe that good and outstanding teaching together with providing resources for good mental health and wellbeing is key to improving the outcomes of our most disadvantaged pupils and therefore our strategy will be rooted strongly in CPD in these areas for all staff.

This strategy plan aims to detail the provision to how the Pupil Premium budget has been used from September 2023 – July 2024

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils require additional social and emotional support so they can develop self-regulation strategies which will support their learning.
2	Many Pupil Premium and disadvantaged pupils do not make age related expectations in reading and in KS1 and KS2
3	Restricted opportunities to develop cultural capital.
4	Many of our Pupil premium and disadvantaged children in KS1 do not reach age related expectations in maths

## 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
1. Improved reading attainment amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>• The gap between disadvantaged and non – disadvantaged in reading assessment is narrowed.</li> <li>• Reduce the number of disadvantaged pupils who fall into the lowest 20%.</li> <li>• Internal tracking and monitoring will indicate equal progress between disadvantaged and non – pupil premium peers.</li> </ul>
2. To provide disadvantaged pupils with access to cultural capital by widening their experiences in order to enrich the curriculum.	Opportunities taken to improve children’s cultural capital is reflected in their writing and daily learning which will impact on the % of pupils reaching the expected standard and WGD.
3. To achieve and sustain improved wellbeing for our disadvantaged pupils, through being aware of taking care of our ‘mental health’ and developing positive friendships.	<ul style="list-style-type: none"> <li>• Pupils having an increased feeling of improvement in their mental health and wellbeing supported through:               <ol style="list-style-type: none"> <li>1. Pupil voice</li> <li>2. Reduction in social problems</li> </ol> </li> </ul> <p>A build-up of resilience and ability to manage feelings.</p>
4. Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• The gap between disadvantaged pupils and non-disadvantaged pupils in maths is narrowed.</li> <li>• Internal tracking and monitoring will indicate equal progress between disadvantaged and non – pupil premium peers.</li> <li>• A higher proportion of pupil premium and disadvantaged pupils achieve WGD.</li> </ul>

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA training to support lowest 20%</i>	Highlight areas for interventions and use resources and schemes appropriately to help improve the attainment of maths and reading for our most disadvantaged pupils. Continue to use plus 1 in maths and power of 2.	1, 3 and 4
<i>Heads- up training CPD</i>	There is significant evidence that pupils with good emotional skills will have improved outcomes educationally.	1 and 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 reading interventions - RWI programme</i>	Regular reading sessions one will increase confidence in comprehension, exposure to good vocabulary and thus improving standards in writing.	3 and 4
<i>Maths catch up interventions</i>	Regular interventions will increase confidence in number work and understanding of mathematical concepts.	2 and 4
<i>Plus 1 maths interventions</i>	Regular maths interventions will help narrow the gaps in maths fluency.	2 and 4

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

Budgeted cost: £2,225

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Drawing and talking</i>	By giving disadvantaged pupils additional support to promote well-being, pupils will achieve better academic success.	3
<i>Time to talk</i>	Many disadvantaged pupils need added support to help them with emotional development.	3
<i>External visits and onsite visits</i>	Many pupils do not have access to activities which promote cultural capital	2
<i>Therapy sessions</i>	Disadvantaged pupils have access to one to one sessions to support wellbeing.	3

**Total budgeted cost: £ 10,000 + 10,000 + 2,225 = 22,225**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The pupil Premium strategy was largely successful.

CPD and training enabled staff to develop their own knowledge and skills enabling pupils to have access to quality lessons and provide support for interventions.

Our targeted Mental Health and Wellbeing support continues to have a positive impact on many disadvantaged pupils and regular sessions with our onsite trained therapist has given them strategies to support self- regulation and better mental health.

Pupil Premium pupils engaged with extracurricular activities both in and out of school and participated in educational visits, broadening their knowledge, experience and self-confidence, which helped them to remove barriers to learning.

Although we saw improvements in the data, there are still gaps in attainment in reading, writing and maths although the pupil premium data is in line with the rest of the school. We therefore feel that many of the interventions which we put forward in last year's strategy should largely remain the same and we have adapted the strategy where there were particular changes in the data.

The data below shows that the % of PP achieving the standard in reading, writing and maths increased as a result of the rigorous interventions put in place. We do recognise however that PP pupils are still not achieving WGD and are still not in line with Pupils who are not PP. We will continue to put in the additional support needed to target those specific pupils and other pupils who as a school we recognise as being disadvantaged.

