

Pupil Premium Strategy Statement Beis Yaakov Primary School 2024 – 2025



This statement details our school's use of pupil 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	457
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ellie Bialoglowski
Pupil premium lead	Zippy Myerson
Governor / Trustee lead	Andrew Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£14,800

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

- Intervention support
- Staff training
- Adequate provision within the classroom
- Personal Development opportunities
- Wellbeing
- Clubs and extra-curricular activities

We are focused on providing a balanced curriculum with high quality teaching enabling all our pupils including our most disadvantaged to be successful in line with our school motto 'respect, resilience and a love of learning'. This strategy plan aims to detail the provision to how the Pupil Premium budget will be used from September 2024 – July 2025.

Targets and aims for our Pupil Premium Grant budget:

Provide additional one to one intervention support outside normal classroom provision

Support the emotional wellbeing of our most vulnerable pupils through support groups and therapy sessions

To support the families of our most disadvantaged pupils

To ensure that all our pupils have access to clubs and extra-curricular activities, which are either heavily subsidised or free of charge.

Challenges

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

Challenge number	Detail of challenge
1	Inability to engage with learning
2	Obstacles in reaching age related expectations in Maths and English.
3	Emotional and mental Health complications
4	Access to extra-curricular activities and opportunities to develop cultural capital.
5	Factors outside of the classroom which affect learning

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. To create a positive and structured learning environment where pupils feel engaged and supported helping pupils to concentrate and enjoy learning.	Pupils are able to learn more effectively boosting their academic success
2. Recognise the needs of our most disadvantaged pupils and remove the barriers to learning.	Supportive strategies and implemented interventions enable pupils to catch up, build confidence and meet or exceed ARE.
3. All pupils to have access to wellbeing and mental health support	Pupils will be able to regulate, talk about their feelings and know how to find the correct support when necessary.
4. To establish good working relationships with parents of our most disadvantaged pupils to build collaboration and trust – enabling the best outcomes for our pupils.	By working closely with parents, we will see improvements in attendance, motivation and ability to tackle challenges more effectively. To help foster a supportive environment which will help our pupil's confidence, behaviour and engagement.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Heads up training and wellbeing INSET – building positive relationships</i>	Teachers to be more aware of how positive relationships affect mental health and impact pupils' learning.	1, 3
<i>Miranda Perry – how do I move learning forward</i>	Staff have opportunities - what needs to be in place to create an effective learning environment for all pupils.	1, 2, 5

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

Budgeted cost: £7150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre teaching	When pupils are exposed to key concepts or vocabulary before the lesson, they demonstrate greater engagement and active participation during the actual lesson – feeling more prepared and confident. Pupils are more likely retain information and understand it more deeply.	1,2
<i>Maths booster sessions</i>	Targeted maths interventions provide extra support in key areas – effective at closing the gap bet for pupils with limited access outside school.	1,2
<i>Maths 5 min box</i>	Quick, focused activity designed to engage learners in mathematical thinking and practice key skills within a short time. Builds fluency and speed, boosts confidence and enhances focus.	1,2

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

Budgeted cost: £ 7150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time to talk</i>	A successful approach to building resilience and independence.	1,2,3
<i>Lego club</i>	Lego clubs have significant impact on the well-being of Pupil Premium pupils: improved interaction, building relationships and meaningful friendships whilst cementing cognitive and problem-solving skills.	1,2,3
<i>Drawing and talking</i>	Helps pupils with self -esteem. By articulating their thoughts and feelings, they are able to enhance language and communication skills.	1,2,3,4

<i>Clubs and extra curriculum.</i>	These extra-curricular activities provide opportunities for personal development, social interaction, and academic enrichment, all of which contribute to improving well-being, engagement, and long-term outcomes.	1,2,3
<i>Parent school support</i>	By providing parents with the tools to help their pupils – helps to create confidence and resilience.	1,2,3,4

Total budgeted cost: £ 14,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our strategies to target disadvantaged pupils were evidenced below in our end of KS2 SATs results – specifically in reading and writing where the targeted interventions and high expectations led to excellent progress. This is particularly evident with pupil A who went from not achieving ARE to working above ARE.

Pupil	Reading		Writing		Maths	
	Sept 2023	July 2024	Sep 2023	July 2024	Sep 2023	July 2024
A	EXS	WGD	WTS	WGD	WT	WT
B	WGD	WGD	EXS	WGD	WGD	WGD
C	B	WTS	B	WT	B	WT

Whole school Pupil Premium Data analysis

Reading -At the start of the year 85% of pupils were working at or above ARE, of which 15% were working above. Now 77% are working at or above ARE, of which 38% are working above. At the start of the year we had 8% of pupils working below ARE, now there are none.

Writing -No longer any pupils working below ARE and whereas 62% were working at or above ARE at the start of the year, now 77% are. At the start of the year, there were no pupils working above ARE, now 15% are.

Maths- Increase in the percentage of pupils working below ARE from 8% to 15%. However, there is also an increase in the percentage of pupils working at or above ARE from 54% to 62%. This is still below the percentage working at or above ARE at the start of the year when it was 69%. The percentage working above ARE remains constant at 23%

Our budget last year was reduced as a result of our low FSM figures which means we are having to use in-school resources to finance much of the intervention support for our recognised disadvantaged pupils who do not meet the threshold for funding – this included many of our SEN pupils.