

Pupil Premium report 2020-2021.

At Beis Yaakov, all members of staff and governing body, accept responsibility for the emotionally 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.

This report aims to detail the provision to how the PP budget has been used from September 2020- July 2021

Summary Information

School	Beis Yaakov Primary School				
Academic Year	2020/21	Total Pupil Premium Budget	£44,385	Date of most recent PP review.	2019-2020
Total number of pupils in the school.	493	Number of pupils eligible for PP.	28	Date for next internal review of this strategy.	2021/2022

BARRIERS FOR LEARNING

1	Parents / Carers of PP children often struggle to meet some of the financial contributions asked of them to enhance their child's educational experience outside the classroom.
2	Lack of technical resources in the home especially during the school closure.
3	Disadvantaged pupils with identified social, emotional or mental health need to be supported.
4	Disadvantaged pupils need to at least maintain the standard of attainment they achieved at KS1 and those who have made 'slow progress' should be given the opportunity to 'catch up'.

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Internal Barriers	Action	Spending	Outcome
<p>1. Parents / Carers of PP children often struggle to meet some of the financial contributions asked of them to enhance their child's educational experience outside the classroom.</p>	<ul style="list-style-type: none"> • Provide financial support to help pay towards school trips and onsite educational activities. • Provide sports equipment including balance bikes. • Duck eggs and butterflies to be purchased to help provide an interesting and stimulating environment for pupils to benefit from. 	<p>£1,524</p>	<ul style="list-style-type: none"> • Pupils were able to experience a wide range of activities including, dance, art, cookery and sport. • Helped to promote active lifestyle amongst those pupils who do not have access at home. • Helped to give PP pupils confidence and develop a positive attitude to school therefore having a direct impact on their learning. • Pupils continue to enjoy high end experiences within and beyond the school day.
<p>2. Many disadvantaged pupils experienced difficulties during school closure as a result of lack of technical resources and classroom stimulation.</p>	<ul style="list-style-type: none"> • School provided headphones and other equipment • Provision of emotional support for parents during the school closure • Intervention 1:1 support and catch up groups to be offered regularly by zoom sessions. • Webcams 	<p>£3,020</p>	<ul style="list-style-type: none"> • Pupils continue to make progress and maintain their standard. • Parents continue to feel supported and encouraged to support their children from home. • Pupils are given the opportunity across the subjects to experience one to one provision enabling them to make good or rapid progress.
<p>3. Disadvantaged pupils with identified social, emotional or mental health need to be supported.</p>	<ul style="list-style-type: none"> • To give disadvantaged pupils regular access to sessions with our Mental Health Lead • To provide therapy sessions with our mental health lead to support disadvantaged pupils. • SEND department to offer support to families of 	<p>£10,000</p>	<ul style="list-style-type: none"> • Confidence and security begins with good mental health. • Sessions aim to encourage 'zones of regulation' and help to give pupils skills in resilience and determination. • The social and emotional needs of disadvantaged pupils are met.

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	<p>disadvantaged pupils to enable them to work together for the benefit of the pupils.</p> <ul style="list-style-type: none"> • Play therapy 		
<p>4. Disadvantaged pupils need to at least maintain the standard of attainment they achieved at KS1 and those who have made 'slow progress' should be given the opportunity to 'catch up'.</p>	<ul style="list-style-type: none"> • English and maths leads to use the Data to ensure that support is allocated to those disadvantaged pupils who are not maintaining or meeting the standards. • Increase pupil to adult ratios to support PP pupils by deploying support staff in the relevant classrooms. • Teaching Assistant support used to increase provision of intervention sessions for targeted pupil premium children who are making slow progress in reading, writing or maths. These include: <ul style="list-style-type: none"> • Spelling groups • Power of 2 • Handwriting support • Reading groups • Writing support focus intervention groups. <p>Teaching assistants to be deployed during lessons to help support PP pupils to achieve the lesson objectives.</p>	£29,823	<ul style="list-style-type: none"> • The impact of support staff led interventions is imperative to ensure at least 'good progress is made' • Regular feedback is important for PP children to understand their next steps and targets. • Quality of teaching is good or better. • Support staff have regular training to ensure that provision in the classroom enables pupils to make good or rapid progress. • Pupils feel supported and engaged.