

Pupil premium strategy statement

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	Beis Yaakov Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ellie Bialoglowski
Pupil premium lead	Zippy Myerson
Governor / Trustee lead	Mr Andrew Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£1,957
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	£38,272

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.

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 2021- July 2022

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	Restricted opportunities to develop social relationships was worsened by the impact of Covid19.
3	Our recent tracking data highlights that there has been a significant drop in the HPA group amongst our pupil premium pupils.
4	Restricted opportunities to develop cultural capital was heightened by Covid19.
5	Our recent tracking data highlights that 32% of our school's own disadvantaged pupils do not make 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
Improved writing attainment amongst disadvantaged pupils.	<ul style="list-style-type: none"> • The gap between disadvantaged and non – disadvantaged in writing assessment is narrowed. • Reduce the number of disadvantaged pupils who fall into the lowest 20%. • Internal tracking and monitoring will indicate equal progress between disadvantaged and non – pupil premium peers. • Pupil Premium pupils achieve WGD • Ensuring that interventions run in the early years so that pupils are ready to learn how to write.
To provide disadvantaged pupils with access to cultural capital by widening their experiences in order to enrich the curriculum.	<ul style="list-style-type: none"> • 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.
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"> • Pupils having an increased feeling of improvement in their mental health and wellbeing supported through: <ol style="list-style-type: none"> 1. Pupil voice 2. Reduction in social problems 3. A build-up of resilience and ability to manage feelings.
Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • The gap between disadvantaged pupils and non-disadvantaged pupils in maths is narrowed. • Internal tracking and monitoring will indicate equal progress between disadvantaged and non – pupil premium peers. • A higher proportion of pupil premium and disadvantaged pupils achieve WGD.

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
Moderation sessions	Highlight areas for future interventions and use to set specific targets for vulnerable pupils to help improve writing.	3
<i>Heads- up training CPD</i>	There is significant evidence that pupils with good emotional skills will have improved outcomes educationally.	1 and 2
<i>Maths – intervention training for TA support in maths</i>	Highlight areas for future interventions and use resources and schemes appropriately to help improve the attainment of maths for our most disadvantaged pupils.	5

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

Budgeted cost: £ 23,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency in writing interventions	Interventions targeting specific needs	3
<i>1-1 reading interventions</i>	Regular reading sessions one will increase confidence in comprehension, exposure to good vocabulary and thus improving standards in writing.	3
<i>Maths catch up interventions</i>	Regular interventions will increase confidence in number work and understanding of mathematical concepts.	5
<i>The maths box – carried out by 1:1 support.</i>	Support staff will carry out daily sessions which will improve the standards of maths in the school.	5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing 1:1 sessions and support groups.</i>	Many disadvantaged pupils need added support to help them with emotional development.	1
<i>External visits and onsite visits</i>	Many pupils do not have access to activities which promote cultural capital.	1

Total budgeted cost: £ £38,272

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.

Due to Covid -19, performance measures have not been published since July 2019. Therefore the information below refers to internal assessments for 2021. Our internal assessments during 2020/21 suggested that although the data of our Pupil Premium pupils indicated that they were achieving the expected standard in English and maths, the number of pupil premium pupils achieving WGD was significantly lower than previous years.

As a school we also acknowledged that a number of pupils who were not eligible for pupil premium became disadvantaged as a result of school closures and changes in family circumstances. This affected our overall data and there was a significant drop in pupils working at the expected standard in both English and maths. The impact of Covid-19 on these children saw that they were not able to benefit from targeted interventions to the degree we had intended. The impact was mitigated by our organisation of support staff to provide, wherever possible, in-person group or online video support. Pupils were contacted regularly by phone. IT equipment was provided to enable pupils to access teaching. Those pupils without Internet access were invited to join our Key worker provision. Our observations indicated that disadvantaged pupils' wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. On our return to school, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. These continue in the current academic year as detailed above