

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	Sinai Jewish Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julia Kaye
Pupil premium lead	Julia Kaye
Governor lead	Deborah Slattery-Azagury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,590
Recovery premium funding allocation this academic year	£ 3,770
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	£33,360

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure ALL pupils are able to read and write fluently to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world, preparing pupils for their next stage in learning

We aim to do this through:

- Providing all teachers with high quality CPD to ensure that pupils access effective high quality teaching
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Targeting funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Providing opportunities for all pupils to participate in enrichment activities including art, sport and music
- Providing support for pupils with their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will support through specific interventions which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across writing and maths
2	Increasing % of children achieving greater depth
3	Ensuring children in receipt of the Pupil Premium grant receive the same opportunities as other children and access to curriculum enrichment.
4	Attendance
5	SEMH needs, including anxiety

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
<p>Improved progress and attainment in Writing and Maths</p> <p>Increasing % of children achieving greater depth</p>	<p>Narrowing the attainment gap between disadvantaged pupils and non-disadvantaged pupils in Writing and Maths</p> <p>Lessons are carefully planned to enthuse and engage pupils.</p> <p>There is a clear progression of knowledge and skills.</p> <p>Targets are ambitious and progress is monitored regularly so that provision and individualised instruction can be put in place to support each child</p>
<p>All children have access to curriculum enrichment in line with their peers.</p>	<p>Children will be fully equipped with the knowledge and cultural capital needed to prepare themselves for their next stage of education</p> <p>Appropriate provisions are made to meet the needs of all pupils</p> <p>Increased uptake in school clubs by disadvantaged pupils</p> <p>All disadvantaged pupils will attend residential trips and outings and extra curricular activities such as the book fair</p>

Improved attendance of disadvantaged pupils	Attendance of disadvantage pupils is above 96% Attendance of individual pupils increase
Improved wellbeing and behaviour of all pupils	Reduction of behavioural incidents in class Reduction of behavioural incidents outside class (playground, transitions) Children can identify emotions and strategies to help them deal with their emotions.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils with targeted individualised instruction</p> <p>Maths and English are high priority on the School Improvement Plan and CPD plan. Subject</p> <p>Purchase of new phonics scheme and resources, including CPD for all staff (ELS Essential Letters and Sounds)</p> <p>Daily timetable adapted to address gaps in learning, prioritising reading, phonics, maths fluency</p> <p>Maths Mastery Curriculum Rec - Y6</p> <p>CPD programme in place for all teaching staff and support staff, including seminar lessons</p> <p>Chrome books to enhance the curriculum, for use in the event of remote learning, and support children to develop key skills</p>	<p>Evidence states that high quality teaching and effective professional development improves pupil outcomes.</p> <p>All staff will receive high quality CPD which will enable them to have more confidence in delivering quality first teaching. This will impact upon attainment and progress for all pupils across the school.</p> <p><i>EEF guide to Pupil Premium - tiered approach- teaching is the top priority, including CPD</i> <i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i></p> <p>Additional evidence: <i>EEF guided to individualised instruction</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction <i>Sutton Trust - quality first teaching has direct impact on student outcomes</i> <i>EEF guide to mastery learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence shows that addressing the digital divide for disadvantaged pupils will give them greater opportunities</p>	<p>1,2</p>

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly data analysis tracks progress of disadvantaged children and appropriate and timely interventions are put into place.</p> <p>1:1 and small group interventions in place to support identified children</p> <p>1:1 support for children remote learning</p> <p>Pupil Premium lead to hold termly meetings with class teachers of PP children to identify additional needs</p> <p>School Led Tutoring 25%</p>	<p>Having analysed school data, individual children have been identified that need additional support in writing and maths where gaps could be effectively addressed through intense tuition or 1:1 and small group support.</p> <p>Tuition targeted at specific needs to support low attaining pupils or those falling behind.</p> <p><i>EEF Guide to 1:1 tuition and small group tuition - 'one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas'</i></p> <p>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind... Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching'</p>	1,2

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellbeing support</u></p> <ul style="list-style-type: none"> 1:1 and well being groups by Mental Health Champions and Mental Health first aiders and Well being lead Art therapy 1:1 therapy (Unlocking Potential) 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Consistent practice across the school both in and out of the classroom with behaviour and attitudes will increase pupils'</p>	1,2,3,4,5

<ul style="list-style-type: none"> ● Boxall Profile for Wellbeing assessment ● Zones of regulation ● Mindfulness groups ● Lego club ● Staff CPD and SENCo support 	<p>confidence and behaviour for learning will be positive.</p> <p><i>EEF guide to Social and Emotional learning</i> https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	
<p><u>Extra curricular sports clubs and activities</u></p> <ul style="list-style-type: none"> ● Additional weekly early morning clubs led by PE leader ● Lunchtime clubs - football, netball, dance by external providers ● Breakfast and after school club ● Funding for Visitors and workshops ● Funding for school trips, residentials, swimming lessons, uniform and equipment 	<p>All pupils will have access to trips and school visits, a wide range of extra curricular activities in order to enrich and enhance provision.</p> <p><i>EEF Guide to Physical Activity</i> ‘participating in sports and physical activity is likely to have wider health and social benefits...such as improved attendance’</p> <p>OFSTED research (2019) places an emphasis on improving cultural capital particularly for disadvantaged pupils</p> <p>Breakfast and after school clubs are available to help support the attendance of pupils and provide children with a nutritious breakfast before school.</p> <p><i>EEF guide to Physical activity</i> - ‘participating in sports and physical activity is likely to have wider health and social benefits...such as improved attendance’</p> <p><i>EEF guide to School Uniform</i> - ‘School uniform policies are thought to compliment the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf ‘Learning through arts and culture can improve attainment in Maths and English’ ‘Learning through arts and culture develops skills and behaviour that lead children to do better in school.’</p>	1,2,3,4,5
<p><u>Increase Parental Communication and engagement</u></p> <ul style="list-style-type: none"> ● Attendance officer and Pupil Premium lead to communicate with parents ● Weekly care packages 	<p><i>EEF guide to Parental Engagement</i> Parental engagement has a positive impact..it is crucial to engage with parents to avoid widening attainment gaps.</p> <p>Sutton Parent Power 2018 ‘Schools should support parental engagement in their child’s education.’</p> <p>Evidence from internal Parent Voice shows that regular communication between home and school impacts children’s wellbeing and enables parents to support their children at home with their learning.</p>	

Total budgeted cost: £ 34,000

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.

At Sinai Jewish Primary School, due to Covid, the following provisions were put into place to support Disadvantaged pupils:

- Daily Live lesson in English and Maths by Class Teacher
- Additional Daily 1:1 30 minute online sessions by Teaching Assistants focusing on English and Maths
- Additional weekly online sessions delivered by Class Teacher focusing on English and Maths
- Additional online sessions delivered by Jewish Studies teachers to support children with Hebrew Reading
- Key Worker daily provision for Disadvantaged pupil
- Devices provided for all pupils without access to technology
- Weekly care packages (food, stationery and work packs) delivered to families
- Regular well being checks by Wellbeing and Inclusion team and Pupil Premium Lead

On return to school after lockdown the following provision was implemented:

- Adaptations to timetable to implement Recovery Curriculum: additional English and Maths daily
 - Senior Leadership team delivering group intervention
 - Purchasing of chrome books for each Disadvantaged pupil
 - Additional Reading and Phonics support
 - 1:1 live lessons provided to Disadvantaged children isolating
 - 1:1 wellbeing sessions
 - Payment of clubs, once they commenced, for individual pupils
 - Purchasing of school uniform and equipment
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- 100% of Disadvantaged children passed the KS1 Phonics Assessment
 - 100% of KS2 Disadvantaged children achieved the expected standard in Reading, Writing and Maths

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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
N/A	