

Pupil premium strategy statement – 2024-25

Beit Shvidler Primary school

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	207
Proportion (%) of pupil premium eligible pupils	3.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs L Glick Head teacher
Pupil premium lead	Mrs B Blake SENDco
Governor / Trustee lead	Mrs D Grossman Governor

Funding overview

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

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, as well as those with SEND needs. Outlined in this statement is how we intend to support our pupils' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap, while at the same time also benefitting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our school's approach is to always be responsive to common challenges and individual needs. This becomes clear through assessment and not through lazy assumptions about the impact of disadvantage. The approaches we adopt complement each other to help pupils excel. To ensure they are effective we:

- Ensure disadvantaged pupils are challenged in the work that they're set like any other pupil in our school;
- Act early to intervene at the point a particular need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing and mental health of pupils
2	Extra curriculum and enrichment activities
3	Correct and appropriate school equipment such as well-fitting uniform
4	Progress in Phonics and early reading skills

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
<i>All children including disadvantaged to have a language of emotional wellbeing and mental health, and access to the school's ELSA when needed.</i>	Children will be able to identify and discuss their feelings, regulate their emotions and seek support when needed.
Our disadvantage children are able to attend at least one extracurricular school club and all in school enrichment activities	Children gain from the rich cultural capital offered by the school by attending all trips and activities available.
All children have access to the school's uniform that fits well and is in good condition.	Children don't feel disadvantaged by their appearance.
Disadvantaged children make progress in their phonics through Phonic intervention groups, in line with their peers.	All children make expected progress in phonics and early reading enabling them to access the full range of education.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Widgit visual resource to ensure curricular access for all pupils who are still developing phonics skills and benefit from visual communication.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	4

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

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapies; such as SALT, OT and specialist literacy support	The Intervention Specialist will carry out assessments to provide reliable insights into the specific strengths and weaknesses of identified pupils to help ensure they receive the correct additional support through interventions and teacher instruction.	1,4
Quality first teaching training for staff	Adaptation of the curriculum for pupils across the range of ability	

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

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly outings and in house experiences for all pupils, which provide exposure to educational and enjoyable opportunities beyond the classroom environment. An extensive range of trips and experiences for Year 6 post SATs, including a residential trip.	Activities and interactive tasks add an element of excitement to learning, which are especially effective in engaging visual or hands-on learners. Trips support and enhance the curriculum, whilst providing new perspectives, skills and wider context for pupils to consider.	2
Well-being training for staff	Train teachers to be more aware of mental health issues impacting on learning	
Improve the quality of social and emotional learning through a session	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	1,2

with or schools ELSA, Pastoral lead, including Lego therapy sessions and early drop off club	(e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
Art therapists are brought in to school and work on a 1:1 basis with pupils who are struggling with SEMH needs.	Studies around art therapy have concluded that it is helpful to children in terms of quality of life, self-esteem, and social, emotional, and mental health.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £14,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Dfe data shows through the phonics screening and the KS2 Stats data that disadvantaged children have been making good progress and achieving their targets in these assessments. Those whose progress is still lagging, have been monitored and supported to ensure that they have had the correct interventions in place to help them close the gap in their levels of progress. Small intervention groups as well as pre-teaching groups enable children to have targeted support and make steps of progress in their learning.

Our evaluation of the approaches delivered in the past academic year which includes tracking intervention groups on a termly basis and pupil tracking meetings, highlights early problems for us to address, both on an academic, personal development as well as Mental health and wellbeing level.

The children have participated in the full range of activities, with funds being made available to ensure that the children attended the residential trips in line with their peers.

Absence among disadvantaged pupils was 1% higher than non-disadvantaged pupils in the 2023-24 academic year. This is a gap that we recognise so

monitoring and managing the attendance of our disadvantaged pupils is a focus for our school in the current academic year.

The children from disadvantaged backgrounds are well supported in school and come to school ready to learn, displaying good attitude to learning. Behaviour across the school is generally very good, with all children buying into the school cultures of trying ones best both in lessons and in all areas of behaviour. Should behaviour deteriorate teachers are well trained and are open to notice and act on this. Knowing our families well and having built a good rapport with them, helps with having prompt, honest and open conversations where we can support the child and their needs, resulting in behavioural issues being settled quickly.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Trauma informed training	PaJes
Mental health and wellbeing training	Jamiuk.org
Beanstalk Reading intervention	Coram Beanstalk
Art therapy	Jewish child's day
Specialist Literacy support	Legadel Therapies

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.