

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) over the 3 year period from September 2021 to July 2024 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 Autumn 2022 - 608 Autumn 2023 - 612
Proportion (%) of pupil premium eligible pupils	4.3% Autumn 2022 - 5.3% (32) Autumn 2023 - 4.2% (26)
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	December 2024
Statement authorised by	Julia Kaye
Pupil premium lead	Julia Kaye Autumn 2022 onwards - Gemma Cowen
Governor lead	Deborah Azagury- Slattery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,457.50
Recovery premium funding allocation this academic year	£ 4,350
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	£46,807.50

Part A: Pupil premium strategy plan

3 Year 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>1. 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 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>2. 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>
<p>3. Improved attendance of disadvantaged pupils</p>	<p>Attendance of disadvantage pupils is above 96%</p> <p>Attendance of individual pupils increase</p>
<p>4. Improved wellbeing and behaviour of all pupils</p>	<p>Reduction of behavioural incidents in class</p> <p>Reduction of behavioural incidents outside class (playground, transitions)</p> <p>Children can identify emotions and strategies to help them deal with their emotions.</p>

Activity in this academic year 2023-24

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>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: £10,000

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>Pupil Premium lead to hold termly meetings with class teachers of PP children to identify additional needs</p> <p>1:1 support for identified child</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: £22,000

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 wellbeing groups by Unlocking Potential ● Thrive ● Soft start breakfast club ● Opal playground strategy ● Art therapy ● Boxall Profile for Wellbeing assessment ● Zones of regulation ● Mindfulness groups 	<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>Children who are active at break time are more prepared to achieve in their lessons and less likely to argue with peers. It has been found that children who have slow start to the day, with a reminder of their timetable and teachers, while eating breakfast have a calmer start and are more prepared to learn.</p>	1,2,3,4,5

<ul style="list-style-type: none"> Staff CPD and SENCo support 	<p>Consistent practice across the school both in and out of the classroom with behaviour and attitudes will increase pupils' 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 clubs and activities</u></p> <ul style="list-style-type: none"> Lunchtime clubs - football, netball, dance, drama, chess, dodgeball etc by external providers Music lessons by external providers – guitar and violin Breakfast and after school club Funding for Visitors and workshops Funding for school trips, residential, swimming lessons, uniform, books 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: £ 44,000

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 2022 to 2023 academic year.

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

- Additional Reading and Phonics support
- Increased focus on Wellbeing support
- School led tutoring
- Payment of school trips
- Purchasing of school uniform and equipment
- Chromebooks for all PP children
- Increase parent engagement through ongoing communication
- More children engaged in extracurricular activities such as sports, chess and guitar lessons, paid for through PP funding
- Workbooks sent home to allow families to continue to support in specific areas of need

Progress towards outcome 1:

Improved progress and attainment in Writing and Maths

Increasing % of children achieving greater depth

-Teachers ensured that PP children are part of focus groups in class and in intervention groups where required.

-School led tutoring successfully focused on closing the gaps between the whole cohort and pupil premium children in reading and writing. Significant improvements were seen in the children targeted. Gaps were identified and this allowed children to catch up with their peers and achieve more in class.

Progress from 2022 baseline to Summer 2023

Reading

100% progress

40% significant positive progress

1 yr 4 child progressed from PKS to EXS

Writing

100% progress

70% significant positive progress

1 yr 4 child progressed from PKS to EXS

1 yr 2 child progressed from PKS to WTS

1 yr 6 child progressed from PKS to WTS

-Chromebooks available for all PP children to support them. This particularly helps those who found writing more challenging as they were able to get their ideas written for longer pieces of writing.

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using KS1 and KS2 performance data. We found that our disadvantaged children have performed in line with the rest of the cohort in KS2 in maths and reading. Writing was lower and continues to be a focus. In KS1 there was only one child.

- One child who sat the KS1 standardised assessments is disadvantaged. They achieved the expected standard in maths. They did not achieve the expected standard in reading and writing.
- 70% of KS2 disadvantaged children achieved the expected standard in reading, writing, maths combined.
- 90% of KS2 disadvantaged children achieved the expected standard in maths (whole cohort 88.5%).
- 90% of KS2 disadvantaged children achieved the expected standard in reading (whole cohort 88.5%).
- 70% of KS2 disadvantaged children achieved the expected standard in writing (whole cohort 88.5%).
- 10% of KS2 disadvantaged children achieved greater depth in writing (whole cohort 13.8%).

Progress towards outcome 2:

All children have access to curriculum enrichment in line with their peers.

We have continued to ensure that as many children as possible are attending extra curricular clubs. Parents were invited to sign their child up for a club each term and individual families spoken to encourage participation. Clubs range from sports clubs including football, dodgeball and netball to choir, coding, art, chess and guitar lessons. 76% of children attended a club each term in 2022-2023.

We have partially or fully funded all pupil premium children to attend all trips and residential outings. 100% of children have attended these opportunities. We have hosted visitors in school too to educate the children where outings have not been possible, including pupil and parent lessons on online safety.

Preparation for secondary school is vital for every child. We provided equipment, folders and guidance to ensure that he had a smooth start at secondary school for our disadvantaged year 6 leavers. We liaised with secondary schools to share what was effective for these specific children and any support that was provided for home in order to allow this support to continue.

Progress towards outcome 3:*Improved attendance of disadvantaged pupils*

Attendance for pupil premium children is up to 96% this term from 92% this time last year. This is due to working closely with families to encourage more regular attendance. Support from all of the leadership team and class teachers has helped lead to this improvement. Quick communication when children are off school and daily check ins has helped these children to return to school more quickly than they might have done previously.

Progress towards outcome 4:*Improved wellbeing and behaviour of all pupils*

Wellbeing is an important focus for all of our children and we have prioritised our disadvantaged children for the additional wellbeing opportunities that we have in our school.

Thrive - a social, emotional and mental health group for children to learn to manage their feelings and emotions in a better way. This includes lessons and breakfast club, as well as small group and 1:1 support. We encourage teachers to refer children and to always consider the needs of their disadvantaged children first. 7 of our disadvantaged children attended Thrive sessions in 2022-2023.

Unlocking Potential therapists support the mental health and wellbeing of our children from check ins, to group work to regular therapy. Two disadvantaged children were seen in 2022-2023.

Wizard Theatre use 'the power of drama' to strengthen the confidence, self-esteem, literacy and listening skills. Fifteen children attended these sessions in 2022-2023.

Ralph, the therapy dog, comes into school once a week to work with a range of children, building up their confidence, reducing anxiety and developing social skills. Four disadvantaged children have seen Ralph.

Overall these wellbeing support initiatives have been used by 70% of our disadvantaged children. Some have attended more than one group over the course of the year.

We continue to use zones of regulation to help the children to recognise their feelings and to understand what helps them in different situations. One place that the children can go to self regulate is the sensory room which is a calming environment.

We have introduced a new playground initiative (OPAL) and have found that when the children are active and entertained they are happier on the playground and less issues occur. The more equipment we add to the playground the more active the children are which results in fewer issues arising.

In conjunction with the United Synagogue, we provided care packages for families in need with weekly deliveries of food and household products. The United Synagogue and Jewish charities also offer additional generous donations around the school and religious holidays, with vouchers being sent as well as gifts for Chanukah (December) and honey cake for the Jewish New Year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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

- Additional Reading and Phonics support
- Wellbeing support
- School led tutoring
- Payment of school trips
- Purchasing of school uniform and equipment
- Chromebooks for all PP children
- Increase parent engagement through ongoing communication
- More children engaged in extracurricular activities such as sports, chess and guitar lessons, paid for through PP funding

Progress towards outcome 1:

Improved progress and attainment in Writing and Maths

Increasing % of children achieving greater depth

-Teachers ensured that PP children are part of focus groups in class and in intervention groups where required which led to an improvement in their progress both for those children working towards age related expectations as well as those who were working at greater depth.

-School led tutoring successfully focused on closing the gaps between the whole cohort and pupil premium children specifically in writing. Gaps were identified and this allowed children to catch up with their peers and achieve more in class.

-Chromebooks available for all PP children to support them. This particularly helps those who found writing more challenging as they were able to get their ideas written for longer pieces of writing.

We have analysed the performance of our school's disadvantaged pupils during the 2021-22 academic year using KS1 and Ks2 performance data. We found that our disadvantaged children have continued to catch up in most areas and are in line with the whole school cohort in many areas. We put in support for all individuals this down to our procedures during the disruptive lockdowns, with 1:1 sessions, small group zooms and inviting out disadvantaged children into our school provision. Once we returned to school

- 75% of KS1 disadvantaged children achieved the expected standard in reading, writing, maths combined. This is the same proportion as the whole year two cohort (74.4%)
- 25% of KS1 disadvantaged children achieved greater depth in reading, writing, maths combined. Higher than the whole cohort at 18.9%
- 100% of KS1 disadvantaged children achieved the expected standard in maths.

- 75% of KS1 disadvantaged children achieved the expected standard in reading and writing.
- 66.6% of KS2 disadvantaged children achieved the expected standard in reading, writing, maths combined.
- 100% of KS2 disadvantaged children achieved the expected standard in maths.
- 100% of KS2 disadvantaged children achieved the expected standard in reading.
- 66.6% of KS2 disadvantaged children achieved the expected standard in writing.
- 22.2% of KS2 disadvantaged children achieved greater depth in writing (higher than the whole cohort at 19.1%)

Progress towards outcome 2:

All children have access to curriculum enrichment in line with their peers.

We have focussed on this and this term we have worked closely with external agencies to ensure that all pupil premium children are attending clubs, these range from sports clubs including football, dodgeball and netball to chess and guitar lessons.

We have partially or fully funded all pupil premium children to attend all trips and residential outings. 100% of children have attended these opportunities. We have hosted visitors in school too to educate the children where outings have not been possible, including pupil and parent lessons on online safety.

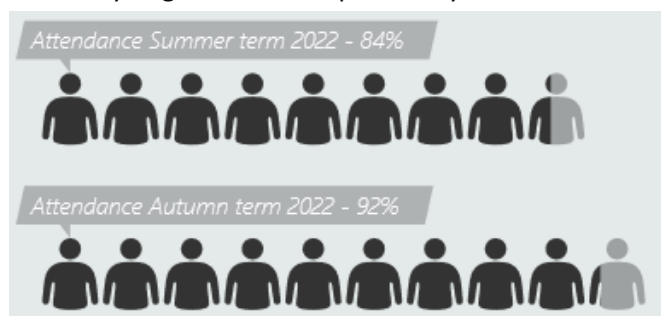
Where outings have taken place we have put emphasis on their educational value as well as the cultural capital, including a trip to the orchestra.

Preparation for secondary school is vital for every child. For one child we provided equipment, folders and guidance to ensure that he had a smooth start at secondary school.

Progress towards outcome 3:

Improved attendance of disadvantaged pupils

Attendance for pupil premium children is up to 92% this term from 84% in the summer term. This is due to working closely with families to encourage more regular attendance. Support from all of the leadership team and class teachers has helped lead to this improvement. Quick communication when children are off school and daily check ins has helped these children to return to school more quickly than they might have done previously.



Progress towards outcome 4:

Improved wellbeing and behaviour of all pupils

Wellbeing is an important focus for all of our children and we have recently introduced Thrive - a social, emotional and mental health group for children to learn to manage their feelings and emotions in a better way. This includes lessons and breakfast club, as well as small group and 1:1 support. We encourage teachers to refer children and to always consider the needs of their disadvantaged children first.

Across the school we use zones of regulation to help the children to recognise their feelings and to understand what helps them in different situations. One place that the children can go to self regulate is the sensory room which is a calming environment.

We are developing a new playground strategy in order to ensure that all children have their needs met on the playground as well as in the classroom. When the children are active and entertained they are happier on the playground and less issues occur.

In conjunction with the United Synagogue, we provided care packages for families in need with weekly deliveries of food and household products. The United Synagogue and Jewish charities also offer additional generous donations around the school and religious holidays, with vouchers being sent as well as gifts for Chanukah (December) and cheesecake baking parcels for Shavuot (May).

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
-
- 100% of Disadvantaged children passed the KS1 Phonics Assessment
 - 100% of KS2 Disadvantaged children achieved the expected standard in Reading, Writing and Maths

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	