



Bury and Whitefield
JEWISH PRIMARY SCHOOL

BURY & WHITEFIELD JEWISH PRIMARY SCHOOL PUPIL PREMIUM STRATEGY

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of the pupils covered by the Premium.

Diminish the difference

At Bury & Whitefield Jewish Primary, we pride ourselves on having high aspirations and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed.

We have high expectations for all our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential. We strive to create the best opportunities and experiences for every single pupil at the school. Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils.

A number of these key strategies are resourced from the school's main budget such as educational support staff. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils. The key objective is to narrow the gap between pupil groups.

The achievement of some children who are eligible for FSM is lower. While we recognise that this is a national trend, we are committed to doing everything we can to close this achievement gap, particularly in reading and writing at the end of Key Stage 2. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress.

The use of targeted support is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore quality social experiences in and outside school can also have a significant impact. It must also be remembered that there can be children, who whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

Funding is allocated within the school budget by financial year. This budget enables the school to plan its support. Expenditure is therefore planned and implemented by academic year as shown.

As an inclusive school, Bury & Whitefield strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the school's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

Principles

- We ensure that the teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Allocated Amount 2017-2018

This figure is comprised of Ever 6 Pupil Premium (pupils who have been eligible for free school meals within the last 6 years) and all children currently on the FSM register. The school does not have any Looked after Children or post LAC pupils. The school received £22, 440 for 17 children for the Financial Year 2017-2018.

Bury & Whitefield Jewish Primary School	2016-17
Total number of pupils: 166 including Nursery	Total number of pupils eligible for Pupil Premium: 17, 10.2%, well below National.
	Total Pupil premium Budget: £22,440

Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years.

Summary of the barriers to learning:

Deprivation - The school serves a community which reflects some social and economic challenges. 10.2% of children are eligible for free school meals (ever 6). The school's deprivation indicator is 0.1, which is slightly below the national average of 0.2.

Social Care needs - 1 of our families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs- Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Starting Points – Assessment on entry to the foundation stage, or on entry to the school, 10.1% are below age related expectations.

Mobility-78% below National at 85.7% (the figures for 2017 have not been released).

How the allocation will be spent:

- Fund a part time qualified teacher to work as a teaching assistant for small group work/ individual interventions three mornings a week.
- Teaching Assistant to work with Gifted and Able students receiving FSMG in order to accelerate their progress and attainment
- Educational visits and workshops.

- Extra-curricular clubs
- Music lessons
- Training and support from professionals e.g. Educational Psychologists.
- Purchasing particular resources.

All our work through pupil premium will be aimed at accelerating progress and breaking down barriers to learning that have been identified in order to move children to age related expectations. This will initially be in Maths, English and communication.

Pupil Premium resources will also be used to improve outcomes for the more able disadvantaged pupils in order to diminish the difference against outcomes nationally.

How Impact will be measured:

- Teachers will use individual Access, Plan, Do, Review (APDR), to measure the progress towards meeting outcomes set through EP reports as well as other agencies, and targets set within the classroom.
- Evidence based Gifted and Able children-before and after impact.
- Pupil Progress meetings each term will inform impact on progress and attainment through classroom interventions, 1:1 etc. and will inform next steps.
- End of Year standardised tests will also inform teacher assessment throughout the year.

Review date –July 2018

Reporting

It will be the responsibility of the Headteacher to produce regular reports to the Governing Body. The Governors of the school will ensure that there is an annual statement to parents via this website on how the pupil premium funding has been used to address the issue of 'diminishing the difference' for disadvantaged pupils.

Pupil Premium- September 2016-April				
Barrier to learning	Pupil Premium provision	Cost of provision	Total cost	Evidence of impact
SEN & GAT	<p>Additional support staff throughout school targeting groups and individuals both in class and in accelerated learning groups</p> <p>To provide quality first teaching to accelerate the progress of pupil premium children.</p> <p>Research(John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>	3 mornings a week in Years 4, 5 & 6	£4,850	Tracking & pupil progress
Self Perceptions	Sports coach to provide opportunities for pupil premium children to engage in sports activities at lunchtime at no cost	1 lunchtime a week	£2,000	Increase children's Team building with a love of cross country running. Reduce any incidents of negative. Improved work ethic to the start of the afternoon.
Social Involvement	To provide opportunities for pupil premium children to engage in curriculum enhancement activities at school at no cost Eg: Stone age workshop, Shofer			Appreciation of the arts, British Values, Jewish values. Help to increase emotional resilience and social for vulnerable children that may

	Factory, Chanukah activities, Matzo Workshop etc. The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.		£550	not have opportunity to experience these visits any other way
Social Involvement	To provide a contribution towards educational opportunities for pupil premium children to engage in curriculum enhancements. Eg. Shabbaton in North Wales	3 days	£800	Help to increase emotional resilience and social for vulnerable children that may not have opportunity to experience these visits any other way
SEN & GAT	Resources bought for school: Computer Software-Licences New IT Hardware Mathletics, BUG Club Twinkl software subscription. 2 simple software Pearson Education Abacus subscription Purple Mash subscription Literacy Shed Grammar & punctuation books Oxford Uni online resources, Read, Write Inc		£2,189.94 £67.08 £1,890 £689.47 £930 £466.64 £360 £36.75 £310 £810 £108 £51.75 £180 Total: £8,089.63	To diminish the difference in attainment for disadvantaged pupils and to increase boys as well as girls attainment in maths & reading in KS2.
Work Ethic	Incentives for children- voucher		£300	To improve rate of progress in

	scheme. This is linked to reading miles which are displayed in every classroom.			reading for Years 3-6.
Poor Attendance Poor Punctuality	Incentives for children- for 100% attendance each term & at the end of the school year.		£250	Attendance data analysed weekly. Report to Governors. % of disadvantaged pupils who are PA to reduce from 6% and to be lower than national average.
Extra curricular Provision	.Before school & After school provision for vulnerable children	Before School cost £2.30 per session After school provision £7 for 2 hours.	£5, 616	Ensure families have breakfast & punctual start to the day. Care after school with a snack & help with homework.

Total spend £22,455.63