

Pupil Premium strategy statement 2024-25

Pardes House Primary School

This statement details our school's use of Pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of Pupil Premium eligible pupils	4.5% (16 pupils)
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Rabbi Joel Sager,</i> Headteacher
Pupil Premium lead	<i>Mrs Rosanne Bernstein,</i> Inclusion Leader
Governor lead	<i>Mr David Deutsch,</i> lead for disadvantaged pupils

Funding overview

Area	Specific	Amount
Pupil Premium funding allocation this academic year		£30,555
Pastoral	Cost of Supervision 2024/25	£300
	Pastoral TLR	£3,391
	Supervision Cover for ELSA 6 half days	£600
Swimming	3 Yr 6 students for 1 term (summer) 1 student Yr 3 1 term	£400
Trips/Experiences	16 students * 12.5 for Lag B'Omer	£200
	Year 6 after SATs 2023/24 x3	£570
	Year 6 after SATs 2024/25 x7	£1,750
Intervention Specialist	3 Pupil Premium Students 5 sessions out of 15 sessions a weeks (1/3 of her week)	£12,681
Boxing therapy	£100 a session *11 per term	£3,300
	Balance left Over	£488

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, should 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.

At Pardes House 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for some of our disadvantaged pupils. These are evident from Reception through to KS2 and are particularly noticeable among our disadvantaged pupils.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have noticeable difficulties with phonics. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities out of school (although we do engage them with enrichment opportunities in school). These challenges particularly affect disadvantaged pupils, including their attainment.
4	Teacher referrals for support remain relatively high. Some of our disadvantaged children currently require additional support with social and emotional needs, or small group interventions and the school is disadvantaged by a shortage of staff.
5.	Less support from Local Authority and its services. Impact of this is that children who would benefit from such interventions cannot access these due to a lack of resources.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Key Stage 2 reading outcomes in 2024/25 will show that interventions are having a positive affect and incremental progress is evident.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Key Stage 2 maths outcomes in 2024/25 will show that disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing in 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations.

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities among disadvantaged pupils, monitored by the school.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Run by Interventions Specialist, teachers and teaching assistants.	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:	2
Continued improvement in quality of social and emotional (SEL) learning. Range of activities to support SEL run by or Pastoral lead, including Lego therapy sessions, Nurture sessions and a 'Not Just Breakfast Club'.	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): See below.	4

Wider Wellbeing strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly swimming sessions for Year 3 pupils who walk to and from a local pool, accompanied by staff and security.	Swimming supports cardiovascular health. Group swimming also develops social skills for pupils, including how to act appropriately around other people, how to respect other	3

	people's space and that everyone has a different body and learns at a different rate.	
<p>Termly outings and in house experiences for all pupils, which provide exposure to educational and enjoyable opportunities beyond the classroom environment.</p> <p>An extensive range of trips and experiences for all pupils, including Year 6 post SATs, with a residential trip.</p>	<p>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.</p>	3
<p>Boxing sessions with a registered coach to provide an outlet for SEMH needs.</p>	<p>All research indicates that physical activity benefits mental health and emotional wellbeing. Additionally, group sport can provide a safe space for young people to develop social skills, and feel a sense of inclusion and belonging. Regular sport therapy specifically aids concentration and alertness.</p>	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year using Key stage 2 performance data, phonics check results, Year 4 multiplications check and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments informs us that the attainment of the school's disadvantaged pupils in 2023/24, 33% passed all their SATs at the end of Year 6.

For the other pupils in the school on Pupil Premium, their attainment at the

Absence among disadvantaged pupils was 1.6% higher than non-disadvantaged pupils in the 2022-23 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.

Our observations and assessments demonstrate that there are no discernible differences in behaviour between disadvantaged pupils and their peers.

Externally provided programmes

Programme	Provider
Heads Up	Norwood with PaJeS