

Pupil Premium strategy statement: 2025-26

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 | 3.7% (13 pupils) |
| Date this statement was published | December 2025 |
| 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 | | £19,695 |
| Pastoral | Cost of Supervision 2025/26 | £300 |
| | Pastoral TLR | £3,391 |
| | Supervision Cover for ELSA 6 half days | £600 |
| Swimming | 4 Yr 6 students for 1 term (summer) | £200 |
| Trips/Experiences | 13 students | £360 |
| Educational | Magic Link – 2 pupils | £625 |
| | Year 6 after SATs 2024/25 x7 | £570 |
| | Year 6 after SATs 2025/26 x4 | £660 |
| Intervention Specialist | 3 Pupil Premium pupils 5 sessions out of 15 sessions a weeks (1/3 of her week) | £9,781 |
| Boxing therapy | £100 a session *11 per term | £3,300 |
| | Balance | -£108 |

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 (Priority 2 in the 2025-26 School Improvement Plan). These are evident from Reception through to KS2 and are particularly noticeable among our disadvantaged pupils. |

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| 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 | Outcomes |
|---|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. *This is a priority 2 in the 2025-26 School Improvement Plan. | 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 – as seen in PPMs. | Disadvantaged pupils have opportunity to give public presentations to the whole school and/or in class on subjects of their choice. Improving quality of language has been evident in their exercise books. PPMs with senior leaders reflect their progress. |
| Improved reading attainment among disadvantaged pupils – the school is currently broadly in line with the national average. | Key Stage 2 reading outcomes in 2025/26 will show that interventions have a positive effect on attainment outcomes and that progress is evident. | 4 pupils in Year 6 on PP in 2025-26. Reading outcomes in SATs will show how many have passed the Reading SATs paper. |

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|---|---|---|
| | | <p>7 pupils in Year 6 on PP in 2024-25:</p> <p>Reading outcomes in SATs show:</p> <p>In 2025, five of the seven passed, with two at Greater Depth. One pupil did not pass and one was not working at a level to participate in SATs.</p> |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>Key Stage 2 maths outcomes in 2025/26 will show that disadvantaged pupils will meet the expected standard.</p> | <p>4 pupils in Year 6 on PP in 2025-26.</p> <p>In 2025, five of the seven passed, with two at Greater Depth. One pupil did not pass and one was not working at a level to participate in SATs.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Continued and sustained high levels of wellbeing in 2025/26, which will be demonstrated through:</p> <ul style="list-style-type: none"> ▪ Interactions with the Pastoral leader. ▪ Through interventions and other therapies. ▪ Selection to take part in special programmes/activities/events. ▪ More effective use of school resources to support wellbeing e.g. Sensory Room. ▪ Pupil surveys. ▪ Participation in clubs. ▪ Communication with parents. | <p>Pupil Premium pupils take part in a variety of school activities, programmes, clubs etc, all monitored by the school.</p> <p>They continue to be selected for participation in selective outings as part of the school 'Pardes Politics Programme' or through the school's 'Classical Music Appreciation Society'.</p> <p>These pupils are chosen for additional education enrichment activities, such as social skills group, drama group, boxing therapy and Magic Link.</p> |

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 |
|---|---|-------------------------------|
| <p>Opportunities for public speaking, both in class and out, such as in pupil-led assemblies.</p> <p>*Linked to Priority 2 in the 2025-26 School Improvement Plan.</p> | <p>Opportunities to speak enable increased use of full sentences and topic vocabulary. This can effect more pupil contributions in class, improved clarity, vocabulary and confidence in speaking.</p> | 1 |
| <p>Bringing in an additional Learning Support Assistant to support children with their academic learning, including those that are on Pupil Premium</p> | <p>Having an additional member of the support staff can only help individual and small groups of pupils in their learning, thereby positively impacting on their progress and attainment.</p> | 2 and 3 |
| <p>Continued focus on quality of social and emotional (SEL) learning.</p> <p>There are a number of activities to support SEL. These are led by our Pastoral lead and others, including external therapists and facilitators. Activities include drama, social skills group, lego therapy, nurture sessions and our 'Not Just Breakfast Club'.</p> | <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> | 4 |

Wider Wellbeing strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Drama sessions, social skills group, lego therapy, sensory</p> | <p>Research shows how a range of opportunities and activities – both physical, mental etc have</p> | 4 |

| | | |
|--|--|---|
| <p>circuits, boxing, sensory room and other pastoral interventions (including the 'Not Just Breakfast Club') provide a range of outlets for SEMH needs.</p> | <p>a positive impact on mental health and emotional wellbeing.</p> <p>Group activities also provide safe spaces for children to develop social skills, with a sense of inclusion and belonging. Physical therapy opportunities also aid concentration and alertness.</p> | |
| <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.</p> <p>Trips support and enhance the curriculum, whilst providing new perspectives, skills and wider context for pupils to consider.</p> | 3 |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We analysed the performance of our school's disadvantaged pupils for the 2023-24 and 2024-25 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.

Data from tests and assessments informs us that the attainment of the school's disadvantaged pupils in 2024/25, 58% (4/7 pupils) passed all their SATs at the end of Year 6. Excluding the child working below NC levels, the figure is 67% (4/6).

Attendance (PP):

2024-25: 94.4% (national: 92.2%)

2023-24: 93.8% (national: 91.9%)

2022-23: 94.8 (national: 91.3%)

While the attendance of our pupils on Pupil Premium is **consistently higher** than national averages, we continue to monitor and manage the attendance of our disadvantaged pupils, in liaison with the Local Authority Education Welfare Officer.

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 |
| GIFT life programme | StreetWise |
| Bikeability | |

Key highlights at end of 2024-25 school year:

1. Year 1 PP passed Phonics check.
2. 58% (67%) of Year 6 pupils passed all their SATs and with Greater Depth achieved 5 times.
3. Pupils on PP engaged in a variety of clubs across the year.
4. Pupils on PP selected for special enrichment outings along with their peers.
5. Pupils on PP accessing different therapies and interventions.