

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Wolfson Hillel Primary School
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	1.27%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Russell
Pupil premium lead	SENCO - Chloe Sampey
Governor / Trustee lead	Ruth Lessman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,880

# Part A: Pupil premium strategy plan

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that some of our disadvantaged pupils require additional writing support.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures in 2020-2021 to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in core subjects.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic and post-lockdown. As a result of this, we have put in place a range of interventions including therapists, support groups for social and mental wellbeing and every child has the option to take part in the schools' daily after-school enrichment programme. All of our disadvantaged children attend an enrichment during the week.</p>

## 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
To ensure that each pupil makes satisfactory progress in English	Pupils will be tracked termly on a 5-points progress scale to ensure that they maintain or progress. If pupils do not maintain their working level, then additional support will be put in place.
For behaviour to be managed with a trauma informed approach by staff.	Pupils behaviour will continue to be monitored. The senior leadership team will observe to manage the impact.
For every child to have access to wellbeing support where needed.	Pupils are RAG rated regularly to inform teaching team of any wellbeing intervention that the pupil would benefit from. The

	information will also be shared with senior leadership if necessary.
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## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A recently implemented phonics scheme for all EYFS and KS1 pupils encourages in the moment interventions.</p> <p>Staff to interpret data and administer correctly in order to carry out daily interventions for targeted pupils.</p>	<p>Evidence suggests a phonics scheme that mirrors the learning delivered in Literacy lessons and guided reading sessions, is more likely to encourage a better result.</p>	<p>1, 2</p>
<p>Continued implementation of newly developed TWR writing programme</p>	<p>A bespoke programme that provides teachers with the capacity to deliver comprehensive writing instruction in every subject.</p> <p>TWR's evidence-based strategies ensure that all students at all levels can produce clear, coherent, unified, and structured writing. Armed with those strategies, students become better readers, communicators and most importantly, critical thinkers.</p>	<p>1,2</p>
<p>Whole school training will be implemented to move towards a trauma informed approach to supporting pupil's behaviour and well-being.</p> <p>A well-being space is available to help run groups and interventions.</p> <p>Implement an ELSA to carry out 1:1 mentoring with children who most need it.</p>	<p>One person having responsibility to ensure staff are well trained and early intervention is put into place for disadvantaged pupils will improve efficiency and ensure all children receive support.</p>	<p>3</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by refocusing assessment strategies.</p> <p>We will fund teacher release time to ensure training provides high quality teaching and support.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional English sessions targeted at disadvantaged pupils who require further support.</p>	<p>Targeted, bespoke Literacy, reading and spelling interventions have been shown to be more effective when delivered as regular sessions over a period of time. English will be taught in smaller groups where children can receive support from an adult.</p>	<p>1, 2</p>
<p>Training for support staff to run interventions effectively in every year group.</p>	<p>Continuous learning development in small groups will ensure high quality teaching is delivered to disadvantaged pupils.</p>	<p>1,2</p>
<p>We will fund ELSA training and release time for staff to run 1:1 coaching session.</p>	<p>Research shows that children who are struggling emotionally are predicted to have lower academic achievement overall.</p>	<p>3</p>
<p>A 3-teacher model of teaching where each year group has 3 qualified teachers creating a lower pupil to teacher ratio.</p>	<p>Research shows that teaching is more effective in with a lower pupil to teacher ratio. Using this model of teaching ensured that there are smaller groups being led by an experienced teacher.</p>	<p>1,2,3</p>
<p>Additional PPA for teaching staff.</p>	<p>This allows the whole teaching teams to collaborate to ensure a purposeful outcome for the pupils in all subjects and enabling the whole</p>	<p>2,3</p>

	team to support the children's welfare and wellbeing.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on a trauma informed approach to behaviour management and anti-bullying.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's advice.  This will involve training and release time for staff to develop and implement new procedures and appointing well-being leads in each year group to identify and support pupils as needed.	Children who are supported emotionally and those who have their wellbeing cared for are more likely to achieve both academically and socially.	3
After school enrichment is provided to disadvantaged pupils in order to access a range of wider life skills.	A child who is well rounded and has been exposed to a variety of skills, is more likely to achieve success and have a deeper understanding of what makes them happy.	3
Disadvantaged children are provided with hot Kosher meals, texts and uniform to ensure they are able to follow the school's religious ethos.	Children should feel part of the school community and be able to adhere to, and be enriched by, the ethos of the school despite their background.	3

**Total budgeted cost: £ 10,880**

## 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 2023 to 2024 academic year.

At Wolfson Hillel Primary school we strive to ensure all children irrespective of their background or the challenges they face, make good progress in all areas of the curriculum and reach their full potential. It is our aim to provide individualised support to disadvantaged pupils so that each child can achieve success and accomplish their goals. We understand that each child faces a different challenge and within this statement it is our intention to outline how we support these pupils, regardless of their circumstances.

At Wolfson Hillel, we are able to provide high-quality teaching in small groups and 1:1 through our three-teacher model. This allows individual children to obtain extra support from an experienced teacher, in order to close attainment gaps or accelerate learning. We aim to ensure pupil premium students meet age related goals and inspire pupils to raise their standards of achievement. In Key Stage two, each child has a laptop to assist in their learning and develop a wider range of skills. During COVID and as part of long-term absence, pupil premium children were given access to a device at home alongside additional pastoral care to ensure they were able to continue a positive schooling experience at home.

We value the wellbeing of the children at our school and understand that our pupil premium children may face more challenges than others. We are moving toward a trauma informed approach to supporting our children and families in the best way possible. We therefore prioritise our pastoral care for pupil premium children in the following ways:

- All staff training on how to approach and support children
- A dedicated wellbeing center with a focus on nurturing and social skills
- Trained and experienced peer mentors in every year group
- Trained Emotional Literacy Support Assistant to work 1:1 with identified pupils
- External therapists visit weekly with specific children receiving courses of treatment
- Weekly visits from an educational psychologist to assess, evaluate and support those with additional needs

Additionally, we provide an after-school enrichment where children can take part in a number of extra-curricular activities to widen their life experiences and develop a wider

range of skills. We also help cover costs of school trips, workshops, music lessons and school resources. In line with our Jewish ethos, we provide hot Kosher meals for pupil premium children as well as ensuring they are equipped with the necessary uniform.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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