

LEEDS JEWISH FREE SCHOOL

PUPIL PREMIUM PROVISION

Every student is an individual at LJFS. This is reflected in our curriculum planning, our provision and our assessment.

Assessment is ongoing throughout the year. Every half term our class teachers meet with the Deputy Head to review the progress of every child in the school.

During the course of this review we identify any pupil's progress that has either slowed or could be further improved and agree strategies and interventions that will be used to bring this about. These strategies are then incorporated into planned activities by the class teacher and individual or small group interventions are delivered.

When reviewing the progress of the students we give regard to a number of vulnerable groups within our context, as well as broader specific groups. These include:

1. Boys
2. Girls
3. Highest attaining students
4. Lower attaining students
5. Minority Ethnic Groups
6. Lesbian/Gay/Transgender students
7. Young Carers
8. Children with medical conditions
9. Special Education Needs
10. Free School Meals/Pupil Premium
11. Looked After Children
12. Low attendance
13. New to English
14. Children with different religions and beliefs

We are required to report on the progress of those students linked to Pupil Premium (Including Looked After/Former Looked after & Services Children) funding on our website.

What is Pupil Premium Funding?

Students who currently received/eligible for Free School Meals, or have received/been eligible for them in the last 6 years, are allocated an amount of funding to be used within the school budget to help ensure they make strong progress.

How much Pupil Premium Funding does the school receive?

This changes each year as the numbers change and the amount per student changes. Below is a table showing the funding received in the last three years. We cannot include figures for this year as they will be fully assessed in April and we will then have the correct figures for this year.

Year	2013/2014	2014-2015	2015-2016
Funding	£2267	£7400	£18700
PP numbers	3	8	20
Number on roll	9	53	82

Pupil Premium Allocation 2017-2018

The pupil premium funding for academies is slightly complicated in so far as the allocation to the school is not the same financial period as the free school's financial period. Pupil Premium is allocated April to March and paid quarterly in arrears. As the school's financial period is September to August it means the amount of pupil premium in the current financial period is an estimate based on the April 17 to March 18 allocation.

The table below illustrates how the pupil premium allocation funding unwinds for a free school. The effect is that 5 months of the potential funding (April to August) is an estimate as it is part of the 2018-2019 allocation. The expectation/assumption is that the amount will not be less than the 2017-2018 allocation.

	2017									2018							
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Allocation Yr 17/18																	
LJFS Fin Yr 17/18																	
Total Allocation	£25,245																
Funds Received						*	£6,311.25		£6,311.25								
Estimate													£6,311.25		£4,207.50		
LJFS Qtr Allocation	£6,311.25		£6,311.25			£6,311.25			£6,311.25		2018-2019 Allocation						

* = £2,103.75

The current position is as follows. It must be emphasised that Apr – Aug 2018 may go down.

LJFS Pupil Premium from 17/18 Allocation Sept 17- Apr 18	£14,726.25
Estimate LJFS Pupil Premium 18/19 Allocation Apr 18 – Aug 18	<u>£10,518.75</u>
	<u>£25,245.00</u>

We have employed an HLTA to support and deliver more intervention

New HTLA allocation 2017-2018

Current HLTA Payroll Costs	£1,956.83
New HLTA	£2,612.75
Additional Monthly Cost	£655.92
Additional allocation to Pupil Premium	£6,559.20
Total allocation to Pupil Premium	£16,559.20
The £16,559.20 is 53% of the new HTLA's salary	

What is the Pupil Premium Funding used for?

We use the funding in a number of ways and this changes every year. The majority of the funding is used to purchase adult support either through teachers, teaching assistants, HLTA and intervention staff.

Every class teacher writes a specific action plan for any student whose progress or emotional needs need further improvement. All Pupil Premium pupils are considered as part of this action plan.

Funding also aids keeping teacher numbers as high as possible to keep classes as small as is possible.

However we also use it to purchase specific resources that help us support pupils. In 2016/2017 we used the funding in the following ways.

All students including Pupil Premium students benefit from iPads which are provided by LJFS to every individual student to further enhance learning both in and out of the classroom.

Students also have access after school to 'The Zone' which is a Jewish youth club based on our Campus, which offers a whole range of extracurricular activities, some of which are funded by school for Pupil Premium students.

Strategy	PP students supported?
1:1 Maths Intervention	1 student
Small Group Support Literacy and Numeracy	8 students
MFL Interventions	2 students
Business studies Interventions	5 students
Additional Teaching Time – Maths	5 Students
School trips and residential	23 students
Support For Uniform Purchase	8 students
Provision of extra Learning resources for home use	1 student
Homework club	3 students

What impact does this provision have on pupil progress?

Pupil Premium allows us to provide support and resources for children who would otherwise struggle to access various areas of the curriculum, particularly in English and Maths. A number of children who receive Pupil Premium are also targeted for provision with a Learning Mentor in order to develop their emotional well-being. There has been a noticeable impact seen by class teachers where children have developed life skills such as self-esteem, anger management and ability to manage relationships with peers which all have a positive impact on their readiness to learn in the classroom. Evidenced by Data analysis Pupil Premium provision over time has allowed some students to now work at a higher level who were in previous years working Below Expectations.

Our data for English and maths summer 2017

English

Y7 %age	All (24)	PP(8)
Outstanding	58.3(14)	62.5(5)
Good	37.5(9)	37.5(3)
Expected)	4.2(1)	0
Below	0	0

Y8 %age	All (22)	PP(8)
Outstanding	27.3(6)	25(2)
Good	50(11)	25(2)
Expected	18.2(4)	37.5(3)
Below	4.5(1)	12.5(1)

Year 9 %age	All (12)	PP(1)
Outstanding)	8.3(1)	0
Good	25(3)	0
Expected	50(6)	100(1)
Below	16.7(2)	0

English Language		
Year 10 %age	All (17)	PP(7)
Outstanding	0	0
Good	82.35(14)	85.71(6)
Expected	5.88(1)	0
Below	11.76(2)	14.29(1)
English literature		
Year 10 %age	All (17)	PP(7)
Outstanding	23.53(4)	14.29(1)
Good	52.94(9)	85.71(6)
Expected	11.76(2)	0
Below	11.76(2)	0

Maths

Year 7 %age	All (24)	PP(8)
Outstanding	29.2(7)	62.5(5)
Good	62.5(15)	37.5(3)
Expected	8.3(2)	0
Below	0	0

Year 8 %age	All (22)	PP(8)
Outstanding	40.9(9)	12.5(1)
Good	40.9(9)	50(4)
Expected	18.2(4)	37.5(3)
Below)	0	0

Year 9 %age	All (12)	PP(1)
Outstanding	33.3(4)	0
Good	33.3(4)	0
Expected	25(3)	100(1)
Below	8.3(1)	0

Year 10 %age	All (17)	PP(7)
Outstanding	23.5(4)	14.3(1)
Good	11.8(2)	0
Expected	47.1(8)	57.1(4)
Below	17.6(3)	28.6(2)

This analysis clearly shows that at LJFS we are generally in line with our PP but in a small number of areas students linked to Pupil Premium funding did not make enough progress and we need to reconsider the strategies used, especially in outstanding progress in Maths higher up the school. Targeted interventions will be put in place to close the gaps

The progress in the subsequent cohorts will be tracked very carefully to ensure that this is not repeated.

Actions for 2017-2018 to close the gaps

The timetable has been altered so we can include targeted intervention for all(not solely PP students) to include a period 8 at the end of the day and further more flexible arrangements for individual students to have more targeted intervention throughout the day.

All class teachers are developing class action plans for all students who can be considered to have a vulnerability either through national criteria, or those specific to the school or class.

Each teacher has created an action plan to improve the progress of any vulnerable student who needs the support and individual interventions are happening regularly across the school
e.g. before school, after school, breaks, lunchtimes, during lesson time or alternative

lesson times.

These action plans are being monitored and evaluated by the Deputy Head/Executive Head half termly who will ensure any issues are acted on.