

Pupil premium strategy statement – Leeds Jewish Free School

This statement details our school’s use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Dec 2022-Dec 2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sep 2025
Statement authorised by	Susy Hardacre
Pupil premium lead	Susy Hardacre
Governor / Trustee lead	Dan Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26592
Recovery premium funding allocation this academic year	£7452
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34044

Part A: Pupil premium strategy plan

Statement of intent

Our current pupil premium strategy is to increase the academic outcomes for students that are pupil premium. Although there has not been a significant difference in performance in previous years, there are individual students that could be better supported by a package of measures to support learning. These are listed below.

We would like all students and particularly Pupil Premium Students to feel able and strongly encouraged to take the Ebacc and have added an additional language choice- Spanish to support this option.

We would like to ensure that Pupil Premium students that perhaps have other responsibilities at home to benefit from tuition and intervention and be able to access this from home.

We also want students on Pupil Premium to have access to opportunities to develop cultural literacy and experience a broad curriculum alongside a wide experience of trips and visits.

Finally, we would like to continue to provide aspirational pathways for our students in the future. To enable them to experience opportunities, promote their wellbeing and help them to flourish in their post 16 choices.

Challenges

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

Challenge number	Detail of challenge
1	<i>Lack of engagement</i>
2	Lower levels of literacy or no evidence of a love of reading
3	More gaps in learning and attendance through COVID or behaviour
4	Less support and engagement from home

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
<i>Increase level of engagement and motivation</i>	Improved ATL scores, less behaviour markers and improved performance in assessments
Improved literacy and love of reading	More confidence when reading, book ownership, evidence of literacy lessons and work and improved assessment outcomes
Increased attendance and catch up- to support across the curriculum	Evidence of work, no gaps and improved attendance scores
Parental support to increase engagement	More regular communication with parents, openness and honesty about resources and increased access to tutoring. Improved grades

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional English teaching resource to support literacy and students.</i>	EEF research on literacy	2
<i>Training for all staff through CPD on literacy and training a literacy lead (DHT)</i>	EEF research on improving literacy and research during the NPQLTD for the literacy lead	2
<i>Pastoral support for Resilience and learners that are struggling to overcome barriers to learning</i>	SENCO input, parental and student feedback	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra time for English teachers to deliver pre-teaching, reading and EAL support	Supporting students to access the curriculum- EEF research and previous grades	2
<i>National tutoring programme- external providers</i>	Provides more personalised learning and improves outcomes for catch up	3
<i>National Tutoring Programme- internal provision outside of school</i>	Provides more personalised learning and improves outcomes for catch up	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia reading scheme</i>	A 3 year programme that includes monitoring in house	2
<i>Booktrust reading scheme- the purchase of a book for all students to read at home and own at their own pace</i>	Book trust scheme figures and previous pupil voice feedback	2
<i>Literacy and reflection in form time around emotions and key ideas; developing resilience and empathy</i>	EEF research suggests that this will increase ability to access the full curriculum and improve motivation	1
<i>All students provided with devices to access learning; study materials that they can</i>	Students make greater progress when they have the resources to study at home independently	4

<i>keep and use; equipment and uniform</i>		
<i>Support parents through uniform provision, equipment and school trips</i>	Parents are more willing to adhere to systems that support learning when there are fewer financial implications	4
<i>School trips- local- and visits to support learning across the curriculum and career pathways</i>	Students have memory and learning supported more effectively when they have access to cultural experiences and can develop cultural literacy	1

Total budgeted cost: £ 36000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022, 5 of our 28 students were Pupil Premium. All of these have taken a pathway into Higher education. The Average grade achieved by these students was 5.4 and the non pupil premium was 5.8. All students took a minimum of 9 GCSEs.

The value added score for Pupil Premium was +2.0 against a none pupil premium value added score of +0.1

In English- which had been an area of concern the value added score for Pupil premium was +2.5 and in Maths +1.7- both higher than non pupil premium.

One student of the 5 joined in Year 11 and had poor attendance but the other 4 students achieved an average grade of 5.5 to 7.6

We would have preferred more of these students to have obtained Ebacc, however, their choice of subjects suited their preferences at the time of entry to Year 10.

All of these students had additional tutoring support, access to devices and subsidised activities at school.

Externally provided programmes

None

Further information (optional)