

Pupil premium strategy statement: Leeds Jewish Free 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	133
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Charlie Kelsey
Pupil premium lead	<i>Charlie Kelsey</i>
Governor / Trustee lead	<i>Cllr Dan Cohen</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39, 775
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£39, 775

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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. We will ensure that no child is disadvantaged from activities related to growing cultural capital.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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

Challenges

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

Challenge number	Detail of challenge
1	Challenge: Many disadvantaged pupils enter secondary school with below age-related expectations in reading, writing, and maths, which hinders access to the wider curriculum.
2	Challenge: Disadvantaged pupils may lack exposure to role models, career pathways, and future education opportunities, impacting motivation and long-term goals.
3	Challenge: Persistent absence and low engagement in school life are more prevalent among disadvantaged pupils, affecting both academic and social outcomes.
4	Challenge: Disadvantaged pupils often miss out on experiences that build cultural knowledge, confidence, and social skills. Some students need extra help with life skills in order to thrive.

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
Disadvantaged pupils make accelerated progress in literacy and numeracy, enabling full access to the curriculum.	KS3 and KS4 progress scores for PP pupils meet or exceed national averages. Reading ages improve by at least 12 months over the academic year. Increased engagement with literacy/numeracy interventions.
Pupils develop clear aspirations and understanding of post-16 and post-18 pathways.	All PP pupils receive at least two meaningful career encounters per year. Increased uptake of KS4 options aligned with career goals. Positive feedback from pupil voice surveys on future aspirations.
Improved attendance and engagement in	PP attendance $\geq$ 95% and persistent absence reduced below national average.

school life among disadvantaged pupils.	% reduction in lateness to school Increased participation in school clubs and events. Reduction in behaviour incidents and exclusions.
All PP pupils access a broad range of enrichment activities that enhance cultural capital.	100% of PP pupils participate in at least one enrichment activity per term. Increased engagement in arts, sports, and cultural visits. Improved confidence and communication skills reported via pupil voice.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1
Developing adaptive teaching methods across all subjects in school. This will involve ongoing teacher training and support and release time.	The EEF outlines five key strategies—often referred to as the “ Five-a-day ”—to support adaptive teaching: Explicit instruction, scaffolding, flexible grouping, pre-teaching, responsive teaching. Adaptive Teaching and the new Ofsted Toolkit	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1, 3

We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 2

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2
Installation of a washer and dryer on-site to allow pupils in need to discreetly clean school uniform and PE kit, supported by pastoral staff.	Research from the Joseph Rowntree Foundation and Child Poverty Action Group highlights that material deprivation (including lack of clean clothing) contributes to lower attendance and engagement. The Education Endowment Foundation (EEF) notes that addressing non-	4

	academic barriers—such as hygiene and basic needs—is essential for improving outcomes for disadvantaged pupils. Internal school data (e.g. attendance logs, behaviour records, pupil voice) will be used to monitor impact.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,775**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a interventions for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with The Zone, changes to policy and resourcing.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	4
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4
Drama and dance activities delivered through extra-curricular clubs and cultural trips to ensure equality between girls and boys.	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	1, 2, 4
Contingency fund for acute issues. For example we need to purchase washing and drying facilities for student uniform and PE kit.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £39,775

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Progress for disadvantaged pupils is described as **not significantly different** from their peers, but LJFS acknowledges individual pupils could benefit from more tailored support.

The school is investing in **intervention access from home, enrichment trips, and aspirational experiences** to close gaps in cultural capital and personal development.

Ofsted (2024) noted that while pupils are generally keen to do well, **some do not achieve as highly as they should**, partly due to past staffing instability. However, leadership has since stabilised and improvements are underway

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

LJFS performs **above average** for both Attainment 8 and Progress 8, especially considering its smaller cohort.

Its PP pupils outperform many local peers in **core subjects**, but EBacc entry is notably lower.

There is an opportunity to **expand EBacc access, enhance enrichment, and strengthen parental engagement** to match or exceed the broader offer at schools like Roundhay and Cardinal Heenan.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The wider issues facing schools in the UK are Literacy and Numeracy gaps, Limited aspirations, poor attendance and engagement and limited Cultural capital.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
N/A	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.