

# 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	21.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Dec 2022-Dec 2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Sep 2025
Statement authorised by	Charlie Kelsey
Pupil premium lead	Charlie Kelsey
Governor / Trustee lead	Dan Cohen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30450
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) * Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b> <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>	£30450

## 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 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Curriculum not appropriately challenging</i>
2	Lower levels of literacy or no evidence of a love of reading
3	More gaps in learning and attendance
4	Struggles to revise and assessment

## 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>Challenging curriculum</i>	Improved performance in assessments and against FFT5 (traditionally performing well against FFT50)
Improved literacy and love of reading	More confidence when reading, book ownership, feedback from students in literacy surveys
More gaps in learning and attendance	Improved Year on Year Successful attendance scores over 95%
Struggles to revise and assessment	Students achieve higher in assessment, work scrutiny reveals key work in books, students know how to revise. Understanding of metacognition from teachers improves following training and is evident in observed classroom practice

## 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: £ 9000

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	1,2,4
<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	1,2,4
<i>Pastoral support for Resilience and learners that are struggling to</i>	SENCO input, parental and student feedback	3,4

<i>overcome barriers to learning</i>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7450

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	1, 2, 4
Structured interventions with school staff and adjustments to timetabling for smaller and more targeted classes	Research and outcomes at GCSE	1,2,4

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia reading scheme</i>	A 3 year programme that includes monitoring in house- concludes December 24	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 keep and use; equipment and uniform</i>	Students make greater progress when they have the resources to study at home independently	4
<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
<i>Literacy lessons for KS3 delivered by an English specialist</i>	Measured outcomes DofE reports	1,2,4

**Total budgeted cost: £ 30450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In 2023, 7 of our 31 Year 11 students were Pupil Premium. All of these have taken a pathway into Higher education. The early results service indicates that Overall Progress 8 for students on Pupil Premium was 0.21.*

*None of these students completed the Ebacc and 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. All of these students had Science Tutoring through the National Tutoring Programme

Attendance for Pupil Premium Students across all years was 87.16 and for non Pupil Premium 89.86, there were 2 pupil premium student in Year 11 that significantly affected these figures as a persistent absentee

### Externally provided programmes

None