

## Pupil premium report Independent Jewish Day School

Pupil premium spending 2019-2020

### SUMMARY INFORMATION

Date of most recent pupil premium review:	June 2020	Date of next pupil premium review:	June 2021
Total number of pupils:	232	Total pupil premium budget:	£2640
Number of pupils eligible for pupil premium:	2	Amount of pupil premium received per child:	£1320

### STRATEGY STATEMENT

At IJDS we ensure that teaching and learning opportunities meet the needs of all pupils. We aim to ensure that the needs of our vulnerable pupils are adequately assessed and addressed, recognising that not all those who receive free school meals are socially disadvantaged and that those who are socially disadvantaged might not be receiving free school meals.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups and individuals. Not all pupils receiving free school meals will directly receive pupil premium interventions all of the time.

Provision will include some of the following ;

Small group work will take place to support gaps in learning

1:1 support in a variety of subject areas

1:1 support in pastoral and social areas

Supporting our pupils with their well being and self confidence has been a strategy that has worked well.

The overall aim is to raise self-esteem, allowing these pupils to make good progress, enabling them to achieve age related expectations at least.

## Planned expenditure for current academic year 2019-2020

ACADEMIC YEAR 2019-2020					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Quality First Teaching</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>Staff to be aware of responsibilities of meeting the needs of all pupils, raising attainment of all through aspirational targets and differentiating work in an inclusive environment rather than limiting ambition.</p>	<p>High expectations ensure that limits are not set for pupils in terms of achievement.</p> <p>Quality first teaching ensures that teachers know the learning needs of the children in the class and can meet them accordingly. Refer to:</p> <ul style="list-style-type: none"> <li>• <u>NFER report on supporting the attainment of disadvantaged pupils</u></li> </ul> <p>Ofsted's <u>2013</u> and <u>2014</u> report on pupil premium progress</p>	<p>Lesson observations</p> <p>Feedback to teachers.</p> <p>Lesson Plans and monitoring.</p> <p>Pupil Progress meetings and IEPs</p>	SENDCo	June 2020
Total budgeted cost:					£1000

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Behaviour Intervention – building resilience -Place2Be training	Social and Emotional learning; working with individuals and in class, to improve engagement in learning.	Education Endowment Foundation Research shows that this intervention can provide on average 4 months additional progress on attainment.	Monitor sessions, and achievements of children in pupil progress meetings and through assessments and observations.	Learning Mentor and SLT	June 2020
Total budgeted cost:					£1000
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Writing groups	Children to make at least age related expectations, making accelerated progress.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	Monitor planning, observations, samples of writing, pupil progress meetings.	SENDco	June 2020
Total budgeted cost:					£600 for resources.

## Review of expenditure

### PREVIOUS ACADEMIC YEAR 2019-2020

Total amount: £3800

Action	Intended outcome	Impact	Lessons learned	Cost
Quality First Teaching	Staff to be aware of responsibilities of meeting the	Observations of staff and lessons show an increased engagement with all children in all classes.	<ul style="list-style-type: none"> <li>February 2020 this was excellent, with the</li> </ul>	£1000

<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>needs of all pupils, raising attainment of all through aspirational targets and differentiating work in an inclusive environment rather than limiting ambition.</p>	<p>Children are able to discuss what they are learning, with clarity and how they are supported or extended in their learning.</p>	<p>foundations sat for growth and development.</p> <ul style="list-style-type: none"> <li>• June 2020 it is clear that this has been affected by the lockdown. Blended learning policy is in place and this will continue next academic year.</li> </ul>	
<p>Behaviour Intervention – building resilience -Place2Be training</p>	<p>Social and Emotional learning; working with individuals and in class, to improve engagement in learning.</p>	<p>Place2be training completed, SLT and Learning Mentor are trained in Mental Health First Aid.</p> <p>Behaviours for learning was in place in February 2020, however this has been severely impacted by Covid and will need to be readdressed next academic year as we face the consequences of the pandemic.</p>		<p>£2000</p>
<p>Writing groups</p>	<p>Children to make at least age related expectations, making accelerated progress.</p>	<p>Any progress made until February has been undone through lock down. This will need to continue as a target next year.</p>		<p>£800</p>

## Planned expenditure for next academic year 2020-2021

ACADEMIC YEAR 2018-2019					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Quality First Teaching</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>Staff to be aware of responsibilities of meeting the needs of all pupils, raising attainment of all through aspirational targets and differentiating work in an inclusive environment rather than limiting ambition.</p>	<p>High expectations ensure that limits are not set for pupils in terms of achievement.</p> <p>Quality first teaching ensures that teachers know the learning needs of the children in the class and can meet them accordingly. Refer to:</p> <ul style="list-style-type: none"> <li>• <u>NFER report on supporting the attainment of disadvantaged pupils</u></li> </ul> <p>Ofsted's <u>2013</u> and <u>2014</u> report on pupil premium progress</p>	<p>Lesson observations</p> <p>Feedback to teachers.</p> <p>Lesson Plans and monitoring.</p> <p>Pupil Progress meetings and IEPs</p>	SENDCo	June 2021

Total budgeted cost:					£1000
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Behaviour Intervention – building resilience -Place2Be training	Social and Emotional learning; working with individuals and in class, to improve engagement in learning.	Education Endowment Foundation Research shows that this intervention can provide on average 4 months additional progress on attainment.	Monitor sessions, and achievements of children in pupil progress meetings and through assessments and observations.	Learning Mentor and SLT	June 2021
Total budgeted cost:					£2000
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Writing groups	Children to make at least age related expectations, making accelerated progress.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	Monitor planning, observations, samples of writing, pupil progress meetings.	SENDco	June 2021
Total budgeted cost:					£800 for resources.