

Pupil premium strategy statement:

1. Summary information					
School	North West London Jewish Day School				
Academic Year	2016/17	Total PP budget	£7920 (plus 572.96)	Date of most recent PP Review	n/a
Total number of pupils	271	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	This relates to 5 steps of progress	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 15/16</i>
% achieving 5 steps or above progress in reading, writing and maths	100%(6)	75%
% making at least 5 steps of progress in reading	100%(6)	92%
% making at least 5 steps of progress in writing	100%(6)	95%
% making at least 5 steps of progress in maths	100%(6)	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills lower down the school due to EAL increase are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are % (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.
E.	PP child coming in without breakfast having detrimental effect of their learning and that of those around them.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and across KS1 and KS2.
	<i>Success criteria</i>
	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and interschool moderation.
C.	Behavioural issues of Year 6 pupil addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Ensuring this pupil has breakfast before attending class.
D.	Increased attendance rates for pupils eligible for PP.	Reduce to 10% or below. Overall PP attendance improves from 82% to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language B. Improved progress for high attaining pupils	Staff training on supporting EAL Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. external person to look at school EAL demographics to effective way to look at how we can improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET time to deliver training. observations carried out and feedback pupil progress meeting discussions 121 teacher	EAL SH Ass YR	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils using Higher Order thinking skills. 121 teacher to support Reading/Writing/Numeracy	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment and those who are middle attainers also have the opportunity to reach greater depth (higher standard). We want to employ relevant teachers to provide stretch and encouragement for these pupils.	Use INSET days to deliver training. Observations PP 121 Timetable set up and monitored – half termly reports written and looked at. Pupil Progress meetings - feedback	ECMCo Ass YR JC	Jan 2017
Total budgeted cost					£5,870
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved progress for high attaining pupils	121 and small group provision with teacher Resources purchased to support class teacher and planning	Some of the students need targeted support to catch up. This 121 will support this and also work with the class teacher to ensure that the chn also on track for what is taught in class.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Discuss with 121 teacher to identify any potential barriers to good implementation.	ECMCo Ass – YR JC	Jan 2017

B. Improved progress for high attaining pupils	½ termly moderation of writing of all chn – focus on the PP chn	We want to provide extra support to maintain high attainment. The moderation will highlight what else the child need to extend and accelerate their writing to ensure it's of a high level and coherent. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time from 121 teacher and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Literacy co-ordinator. Inset time for moderation	ECMCo Ass – TR JC	Feb 2017
Total budgeted cost					£2,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Monitor attendance Work closely with parents	We can't improve attainment for children if they aren't actually attending school.	Collaborate and work with parent to ensure child in school. Meet with parent regularly if needed Letters to parents	KW NA JC	Every half term – earlier if needed Nov 2016
A. Improved oral language B. Improved progress for high attaining pupils	Lunchtime and afterschool clubs	Develop children's confidence and self-esteem out of the classroom so that it impacts when in the classroom.	Offer clubs	JC KW	Dec 2016
C. Problem behaviour in Year 6 addressed E.child coming in without breakfast having detrimental effect of their learning and that of those around them.	Identify a targeted behaviour intervention for identified students. ECMCo to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Ensure child has had breakfast before day starts	that targeted interventions matched to specific students with particular needs or behavioural issues.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y6 SEN group – ECMCo to work with groups as well	SC ECMCo YR JC	Every half term – earlier if needed
Total budgeted cost					£622.96

6. Review of expenditure				
Previous Academic Year - 2015-2016				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1.Improve PP children Reading, Writing and Numeracy support	One to one tuition delivered by qualified teacher using planned programme.	We appointed 2 qualified teachers who has provided extra tuition to students in addition to the mainstream timetabled lessons. Pupil Premium children received extra support for improving Numeracy, Reading, Writing and Spelling Grammar and Punctuation. These sessions were either an hour or 45 mins dependant on the child and supported planning from the class teacher.	Staff worked well with this and this will be carried forward to next academic year – children also know the 121 teacher and she knows them so there is consistency	£11,947.03
2. To support PP children emotional needs	School councillor Funding after school clubs Funding residential	We what the chn to feel safe and so appointed a school councillor to work with the PP children to develop self-esteem and personal, social and emotional skills. We have also supported parents to help fund the school residential and Ulpan for our Pupil premium children in Year 6.	School councillor effective and also worked with parents and supported them with their children at home which has a knock on effect in school with chn academics	£1,040.00
4. Maintain progress for all ability pupils All see point 1.	Resources Lunches After school clubs	We invested in a range of resources such as; Numercon, reading books, phonic games and activities, Art equipment for Art club to support further the chn learning and progress we also brought ICT equipment such as i-pads to support staff to help our Pupil Progress children ensured that those chn on FSM EVA 6 in years 3-6 had a good lunch and paid for their meals. Lunchtime clubs and after school clubs, such as: basketball, netball, swimming, Drama, Dancing with Louise, Karate, debating club and chess where paid for to also help support chn confidence and speaking and Listening	Clubs developed chn confidence and self-esteem. Resources benefitted all class as well as PP children so PP chn didn't feel they were different	£236.51 £693.00 £1350.50

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

To NOTE: Our Pupil Premium % is small some of our children also have a statement or EHCP plans.

Cost information:

2015/16 - Total Expenditure: **£15,267.04**

2015/2016 - Total Funding: **£15,840.00**

Total Overspent (Carried forward to 2016-2017 funding): **£572.96**

2015/2016

Assessment information

PHONICS and KEY STAGE 1

There are no Pupil Premium children in Year 1.

There is only 1 Pupil Premium child in Year 2 and therefore there data is not available so they cannot be identified. If you require details please contact the Assessment Coordinator.

KEY STAGE 2 – 2 children were Pupil Premium

100% (2 children) achieved Working at the Expected level for Reading, Writing and Mathematics.

100%(2 children) passed the SATS papers in Reading, Mathematics and SPaG. Scoring above the standardized score.

100% (2 children) achieved working at the expected level in Writing. This year the school was moderated by the Local Authority at Key Stage 2 and looked at work by a Pupil Premium child. The LS agreed with the Schools judgement.