

Sacks Morasha Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sacks Morasha JPS
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hayley Gross
Pupil premium lead	Nikki Hersh
Governor / Trustee lead	Elisa Angel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 1345 (based on last year's PP)
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We want all of our children to have access to a broad and balanced curriculum and to make good progress. We monitor carefully the attainment of all children and pay particular attention to any attainment gaps for all children. We use the Pupil Premium grant to close these gaps and as these do not exist for all children we use this funding to raise standards across the school and improve outcomes for all children e.g. The Pupil Premium is used to fund training and professional development for staff to improve the impact of teaching and learning for all pupils. The Pupil Premium is used to support children's health and wellbeing and ensure that no child misses out on being able to participate in an all- inclusive curriculum.

Challenges

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

Challenge number	Detail of challenge
1	To narrow the attainment gap.
2	To build leadership capacity in all subject leaders to ensure that the curriculum delivered is at a high standard.
3	To strengthen teaching and outcomes in phonics.
4	To continue to develop an engaging, progressive and effective reading curriculum
5	To develop children's self-esteem and reduce anxieties

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
Children continue to meet their potential and achieve high standards in reading, writing and maths.	Lessons are carefully planned to enthuse and engage children. There is a clear progression of knowledge and skills. Targets are ambitious and progress is monitored regularly so that provision can be put in place to support each child in meeting their potential.

	<p>Appropriate provisions are made to meet children's needs.</p>
<p>Improved outcomes in phonics.</p>	<p>There is an effective, systematic, synthetic phonics programme securely embedded that is well taught.</p> <p>Reading books connect with the phonic knowledge children are taught.</p> <p>90% of children pass the phonic check in Year 1.</p> <p>Children read easily, confidently and often, with fluency and comprehension appropriate to their age.</p> <p>90% pass Year 2 phonics.</p>
<p>Improved outcomes in reading.</p>	<p>Reading is prioritised to allow children (including the lowest 20% of readers) access to the full curriculum offer.</p> <p>A sequential reading curriculum is developed.</p> <p>Children read widely and often, with fluency and comprehension appropriate to their age.</p> <p>Children develop a love of reading for its own sake.</p>
<p>A broad, high quality curriculum is offered to all children.</p>	<p>Subject leaders are confident about undertaking a variety of monitoring and evaluation activities and are able to provide effective feedback to staff and give guidance on how provision (including teaching strategies and planning) can be improved.</p> <p>Feedback from children shows they have acquired new knowledge and skills which have built upon previous learning.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Essential Phonics reading books	Observations show that this validated programme provides staff with confidence and resources to ensure that high quality teaching and learning is taking place.	1,2,3,4,
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	High quality teaching raises attainment for all, DfE Supporting the Attainment of Disadvantaged Pupils.	1,2,3,4
1:1 and small group interventions with TAs	TA impact sheets, observations and children's books show that children make progress as a result of these sessions and ensure all children reach their full potential and no child is disadvantaged due to any different circumstances that occurred during the Covid Pandemic.	1,2,3,4,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged Pupil Progress for 2020/2021

Our PP child had extra tuition via one to one support when returned to school. Also purchase of laptop to assist with home school learning.

With SATS cancelled for 2020 and 2021 external progress data is unavailable and our PP child left school in April to be home schooled.

% of Pupils making 5 steps of Progress or more from the start of the year	Pupil Premium	All Pupils
Reading	Our PP child left in April so no available data	72.4%
Writing	Our PP child left in April so no available data	75.9%
Maths	Our PP child left in April so no available data	86.2%