



Pupil premium strategy statement: Brodetsky Primary 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
School Name	Brodetsky Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Susy Hardacre (2022) Charley Kelsey (2023 & 2024) <i>Executive Headteacher</i>
Pupil premium lead	Sagi Yechezkel <i>Deputy Headteacher</i>
Governor / Trustee lead	Jason Broch <i>Chair of Governors</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Covid Recovery premium funding allocation this academic year	£1958
Covid school led catch up funding	£2292
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0



<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year</p> <p><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></p>	<p>£41,645</p>



Part A: Pupil premium strategy plan

Statement of intent

The Ultimate Objectives for our Disadvantaged Pupils

- To help vulnerable or disadvantaged children to reach their potential.
- To close the attainment gap between disadvantaged and non-disadvantaged children both nationally and within school.
- For all children to be prepared for the next step in their education and make a positive contribution to society.

At Brodetsky 'we expect that all pupils can make good progress and achieve to their highest potential. In particular we will work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.'

Brodetsky Primary Equalities Policy (2022)

At Brodetsky we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the Pupil Premium to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

What is the Pupil Premium?

'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'

Department of Education (2014)

How the Pupil Premium makes a difference at Brodetsky Primary School

Strong strategic leadership, robust systems of assessment and organisational accountability ensure that all children are planned for, monitored and supported appropriately. The Executive Headteacher and Deputy Headteacher along with an identified governor, lead the



implementation of the Pupil Premium Action Plan. They are then held accountable by the Governors resources sub-committee on the impact of spending.

At Brodetsky we take a holistic approach to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Each Pupil Premium child has the provision they receive mapped to ensure they enjoy academic, enrichment and well-being learning opportunities to unlock their potential. This is how we do it:

Supporting the whole child: Academic, Enrichment and Well-Being

Academic

- Dedicated discreet 1:1 learning time
- Comprehensive Programme of tuition with teachers, linked to whole class teaching
- Dedicated 1:1 reading time
- Investment in equipment for individual learning needs
- Additional targeted homework
- Additional SATs and preparational materials
- Reading buddies
- Dedicated Therapy (if required) including Speech and Language, Play, Counselling etc
- Dedicated personal development time with teacher from classroom

Enrichment

- Subsidised trips (including residential in Year 6) for every year group, with visits linked to the curriculum
- Extra-Curricular opportunities during the school day including 'Come and Try' sporting events and Choir
- Subsidised places on Camp Achlah! (School Holiday Camp)
- Opportunities to partake in school committees including School Council, Eco Committee, House Captains and Tzedakah Committee

Well-Being

- Rigorous attendance monitoring
- When identified, dedicated time with the teacher to promote confidence and self-esteem
- Open communication with families to forge and maintain strong links
- Subsidised places at Breakfast and After School Club (where hot meals are provided)
- Access to the school's uniform swap shop



Challenges

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

Challenge number	Detail of challenge
1	Under-developed oracy confidence and knowledge of how to structure oracy responses, and an age-appropriate vocabulary deficit in Pupil Premium Pupils. We know that children who have age-appropriate oracy knowledge are able to apply this to their reading understanding, independent writing and to the wider curriculum.
2	Limited support at home in practising and applying daily and or weekly phonic sounds taught in school. Leading on to confidently reading for pleasure.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of extra-curricular opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.
5	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, family surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. <p>the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Phonics Programme including a dedicated Phonics Lead to deliver CPD for both teaching and support staff	Phonics is the foundation and building blocks to achieving success in reading, the key necessary to unlocking the curriculum for our learners. The benefits of this are supported by extensive evidence. Therefore, we place great emphasis on ensuring that our learners achieve a high level of proficiency in their knowledge and application of this knowledge during their time at school. Click here for more information about the evidence.	1, 2
Access to standardised, diagnostic assessments through an online package. Training for staff to ensure a whole-school, consistent approach to analysis and targeted interventions.	Diagnostic tests provide reliable insights into the specific independently-applied knowledge of each pupil. Through this, teachers can forensically identify gaps in learning and target specific interventions for specific, fluid groups of children to address this missing knowledge through a diagnose, intervention, immediate check and revisit (at a later date to identify whether this has transferred to long term memory). Click here for more information about the evidence.	1, 3,
ECT Coordinator role in place to provide dedicated support and CPD to Early Career Teachers	Dedicated support and mentoring for Early Career Teachers ensures that they are inducted well into school and have an in-depth knowledge of the school's systems, pedagogical approach and ways to access support from subject leaders, SLT and specialists. This also ensures that the children that they are responsible for receive a similar	1,2, 3, 6



	<p>learning experience to that delivered by more experienced teachers.</p> <p>Click here and here for more information about the evidence.</p>	
Regular CPD to develop the effectiveness of support staff in the classroom	<p>Based on moderate evidence, Teaching Assistant interventions have a positive impact of four months over the course of a year. To ensure that this is maximised upon, we develop our Teaching Assistants through regular CPD to ensure that they have the necessary knowledge and skillset to support our learners.</p> <p>Click here for more information about the evidence</p>	1, 3, 4
Additional support staff deployed to work alongside teachers to deliver regular, bespoke, high-quality feedback to children	<p>We recognise that bespoke, high-quality instant feedback benefits learners significantly. This is also acknowledged through extensive evidence.</p> <p>Click here for more information about the evidence.</p>	1, 2, 3
SENCo strategic lead time	<p>Specification of responsibilities: Monitor the progress and provision for this learner group, classroom observations and drop-ins, book scrutiny, formation of the Pupil Premium Action Plan, support and manage the teachers delivering 1:1 tuition, map provision of Pupil Premium children across school, allocate funding, report to the Head and relevant governing bodies.</p>	2, 3, 4

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

Budgeted cost: £ *[insert amount]*



Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions	<p>Whilst we recognise that this research is based on moderate evidence and the cost of the implementation is moderate, research is clear that whilst teaching assistants can provide a large positive impact on learner outcomes, the key component to this is how they are deployed [and skilled]. Therefore, we have placed great emphasis on 'upskilling' our teaching assistants so that they can have the greatest impact during interventions. This additional training includes: behaviour management strategies; understanding of pedagogy; use of questioning as an assessment tool; supporting learning through the use (and removal) of scaffolds etc.</p> <p>Click here for more information about the evidence.</p>	1, 2, 3, 4
Tutoring	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these groups to three children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p> <p>Click here for more information about the evidence.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ *[insert amount]*



Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with families to ensure high attendance	<p>The below evidence is clear that for children to benefit fully from the strategies a school implements to support them, their attendance (and punctuality) must align with this. Therefore, we offer before school provision through our wraparound care to support families of our disadvantaged children with a view to improving attendance.</p> <p>Click here for more information about the evidence.</p>	1, 2, 3, 4, 5
School Meals	<p>The importance of proper nutrition and regular mealtimes to children's development and well-being has been much publicised. All children at Highfield Primary School are provided for. This allocation is set aside for disadvantaged children who may require school meals, breakfast or break-time snacks.</p> <p>Click here for more information about the evidence.</p>	4, 5
Support for school clubs	<p>At Brodetsky we offer a range of extra-curricular clubs and camps during holidays. Disadvantaged children are given priority access to these clubs and financial support to access them if required.</p>	1, 4, 5
Support for school trips & residential	<p>Life enriching experiences are essential for the wellbeing and development of young people. Therefore, no child will miss out due to hardship. This includes the residential trip to Buckden. Every year group also enjoys educational visits to enrich the curriculum and support our topics taught in class.</p>	1, 4, 5



Total budgeted cost: £ *[insert sum of 3 amounts stated above]*



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

