

What is unique and distinctive about our school?

CONTEXT: Pupils' stage of development on entry into school:

When assessed using the expectations set out in 'EYFS Development Matters', it showed that percentage wise on entry into EYFS, we are achieving above the expected level compared to locally and nationally.

At North Cheshire Jewish Primary School, we focus on raising attainment for all pupils and we have a clear focus on having high expectations for all children including those who are disadvantaged. We are not complacent, just because we have a smaller than average number of disadvantaged children. We monitor these children through using individualised case studies which are shared between members of staff and the Senior Leadership team and the Pupil Premium lead. We believe that including the children's' attitudes to learning is a very important part of our school. Each case study contains historical data such as prior attainment as well as information like attitudes to learning and pupil voice.

North Cheshire Jewish Primary School offers a highly motivating and academic atmosphere where children are encouraged to reach their full potential. Children are confident and proud about their Judaism and have a strong sense of community.

Moral and ethical values are developed in order that children become good citizens and are taught to have understanding of different religions, race and ways of life. (Taken from school website).

What is distinctive about our pupil premium offer?

- There is a whole school priority and commitment to raising standards and closing gaps through having small class sizes and support with additional adults within these classes for the disadvantaged children
- The school employs a Pupil Premium Champion to oversee pupil premium spend and impact across the school.
- Individual case studies are added to during the year, which show attainment history, pupil voice, barriers to learning and impact of funding. This allows for a close support network around these children and how we can close the gaps in learning for them
- Skills of teachers are identified and are allocated to work closely with specific disadvantaged children to close individual gaps in learning compared to their peers.
- Pupil premium lead works closely with class teachers and staff to identify how we can move those children forward in their learning.
- At pupil progress meetings, The Pupil Premium lead , head teacher and class teacher discuss attainment and progress on a termly basis
- During 2017, the PPG lead conducted 1:1 sessions with each of the pupil premium children on a rota basis, children will receive some 1:1 time during the school year 2018/ 2019
- Early intervention is implemented quickly
- Flexibility is key; barriers to learning are quickly identified for all pupils and 'layers' of support are offered to groups and individuals to personalise the spending for greater impact on the children and their families
- High quality and robust tracking systems are in place to ensure interventions provide value for money
- 'Able and middle disadvantaged' children are tracked specifically and planned for to ensure they continue to progress and achieve their potential
- The pupil premium offer is transparent and accessible to all children