

Pupil premium strategy statement – North Cheshire Jewish Primary School

This statement details our school's use of pupil 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
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	10% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michael Woolf
Pupil premium lead	Catherine Ashcroft
Governor / Trustee lead	Benjy Crammer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£26,640

Part A: Pupil premium strategy plan

Statement of intent

At North Cheshire Jewish Primary School, NCJPS, we have low levels of socio-economic disadvantage compared to the national average of 38%, here approximately 10% of our students are eligible for Free School Meals. We have small numbers in each year group who receive the pupil premium funding, however our strategy aims to help improve the attainment of all of our disadvantaged pupils. Evidence from the Education Endowment Fund (EEF) states that the attainment gap, between disadvantaged pupils and their more affluent peers, at the end of the Reception year is 4.6 months, yet this rises to 19.2 months by the end of secondary school. We want our disadvantaged pupils to feel as valued and respected as any other group of our school community and achieve well, at least in line, with non-disadvantaged pupils. We believe that, regardless of a student's socio-economic background, they are given the same opportunities to succeed as their non-disadvantaged peers.

The focus of our Pupil Premium Strategy is to support our disadvantaged students to make good progress and to have high attainment across all subject areas. At NCJPS we have focused our Pupil Premium spending into the following areas:

- Academic achievement
- Opportunities to enhance social and emotional development
- Wider enrichment opportunities

Consistent, high-quality teaching (QFT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

In line with our school development plan, children will be supported to achieve well academically by receiving quality first teaching, improving teacher practice, levelling starting points and extra support to fill gaps in learning. Those children requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and, as a result, be happier and more effective learners. They will also be given wider, cultural opportunities that their peers may experience that would not otherwise be readily available to them, adding their experiences of the wider world and providing contextual understanding for their classroom learning.

NCJPS intends to achieve these objectives by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils

- Providing early communication and language interventions through access to specially trained teachers and other professionals
- Enabling disadvantaged children have full access to after school clubs and extracurricular activities
- Funding educational visits/external workshops throughout the year and the Year 6 residential
- Providing free breakfast club places
- Providing toast/fruit at break times alongside their peers
- Monitoring attendance and challenging non-attendance early
- Ensuring positive relationships are forged and maintained with parents/carers

When making provisions for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Early Language Gaps Limited vocabulary, reduced exposure to stories, weaker oral language.
2	Phonics and Early Reading Difficulty blending, segmenting or retaining GPCs.
3	Reading Fluency Slow decoding, limited expression, reduced comprehension.
4	Writing stamina, spelling and handwriting Struggles with handwriting, spellings or generating ideas.
5	Maths Fluency Gaps in number bonds, place value, times tables etc.
6.	Attendance and Punctuality Persistent absence affecting continuity of learning.

7.	Social/Emotional Needs Low resilience, difficulty with friendships, emotional regulation challenges.
8.	Limited Enrichment Access Fewer opportunities for trips, clubs, sports or cultural experiences.

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	Challenge number(s) addressed
Disadvantaged pupils make accelerated progress in subjects across the curriculum, particularly in the core subjects.	Disadvantaged children reduce the attainment gap by at least 5% in R/W/M by the end of the 2024-2025 academic year. The Year 6 SATS results for the 2024-2025 cohort shows the combined (R/W/M) results; Although only 50% of disadvantaged children met the expected standard, this is still above the national average at 47.5%.	6, 7, 8
Disadvantaged pupils engage positively with school, showing excellent attendance, conduct, behaviour for learning and report being happy at school.	The school target is 96%, which we want for all pupils regardless of background or circumstance. Currently (December 25) whole school attendance is 96.22%, non-FSM is 96.91 and FSM is 90.30%. • Pupils are given roles and responsibilities when in KS2 such as toast monitors, deputy head girl etc. • Pupil reports evidence positive learning behaviours and engagement with learning	6, 7, 8
Disadvantaged pupils are supported to engage in extra curricular activities, including school trips, music lessons and extra-curricular clubs.	100% of disadvantaged pupils attend educational visits (non-residential) either heavily subsidised or free of charge. • 100% of disadvantaged pupils' parents are offered a payment plan	6, 7, 8

	to attend residential trips, with school subsidising the cost. • 100% of families who request help with uniform receive effective financial support.	
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong CPD offer for teachers to ensure QFT (Quality first teaching) linked to adaptive teaching, early reading/phonics to support learning across the curriculum. Reading Planet Rocket Phonics online subscription £530 Phonics pupil practice books £705	Strong internal and external CPD through Stockport's Leading Leads offer. CPD attended by subject leads and reported back to all staff. Staff meetings held by external headteachers and Stockport school improvement team. All EYFS, KS1 and some KS2 staff fully trained in delivering and assessing Rising Stars Reading Planet Rocket Phonics scheme.	1, 2, 3, 4, 5.
Termly Pupil Progress meetings between class teachers, English, Maths Leads, as well as the SENDCo and headteacher where data is sectioned across the whole class and those on FSM	All teaching staff attend termly meetings where they analyse their pupil progress tracker. Specific sections in the tracker details those disadvantaged children so staff can track attainment and identify any gaps in learning.	1, 2, 3, 4, 5.
Staff engagement in	Joint moderation alongside colleagues and leadership means pupil's books have consistency and that all children are receiving the same	3, 4, 5

joint book-looks for internal moderation across all subjects. Subject leaders attend external, local moderation meetings.	educational offer and that high expectations are expected across all of our disadvantaged pupils.	
ELSA training for 1 member of staff £230	ELSA (Emotional Literacy Support Assistant) intervention provides tailored support for children's social and emotional needs. It helps pupils recognise, understand and manage emotions, covering areas like anger management, self-esteem, and friendship skills.	6, 7

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

Budgeted cost: £46,113*

*Two PP children have EHCP's so there is additional funding provided for them to help cover the cost of extra one to one support needed.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition led by teaching staff in school implemented for phonics, reading comprehension and maths for pupils identified at pupil progress meetings £20,000	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, usually in a separate working area.	2, 3, 4, 5.
One-to-one tuition led by teaching staff in school implemented for phonics, comprehension and maths £25,000	One-to-one teaching intervention is needed in certain identified individuals where a pupil is working either below their current year group or below their key stage standards. In these situations, a teacher can follow the same topic as the main class, such as place value, but target it explicitly to the level and ability of a specific child and their needs.	2, 3, 4, 5.
TT Rockstars programme for whole school £113	An interactive programme for all children to boost times tables knowledge in a fun way, giving more children confidence and raising	5, 6

	standards in the Y4 multiplication Test. All children are given individual logins so it can be accessed if/when absent from school or given as homework.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for children to attend before and after school club at school £245	Children are arriving at school more alert and awake to start the school day. It also enables the parent/carer of the children to get to work, be able to work for longer, uninterrupted time and supports family wellbeing.	6, 7, 8.
Funded place on school visits and residential trips £620	Educational visits (including residential) are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, giving them a wider understanding of the world, curiosity, confidence and social development in ways classroom lessons alone cannot.	7, 8.
Funded places on the school bus getting to and from school £446	Enables all children to arrive at school on time and to get home safely and for parents who live out of the catchment area to attend work. Enables all children to arrive at school on time and to get home safely and for parents who live out of the catchment area to attend work.	6
Breakfast/toast £114	Enables all children to start the day feeling full with enough energy to complete work to the best of their ability. Additional toast can be purchased by KS2 children at break, this is funded for our PP children.	6, 7.

Total budgeted cost: £49,003 (overspend of £21,281)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

EYFS (GLD) cohort = 20 pupils

Our GLD in 2024-25 was 70% compared to 68.3% (National). Of the 20 children, only 1 was eligible for FSM and the GLD for that child was 100% compared to 68.4% for those who were not eligible for FSM.

Year 1 (phonics) cohort = 24 pupils

66.7% of children achieved the expected standard for the Phonics Screening Test in 2024-25, compared to 79.9%(National). Of the 24 children, 3 were eligible for FSM.

33.3% of FSM children passed the screening test compared to 71.4% of pupils who were not eligible for FSM

Year 2 (phonics) cohort = 1 pupil

The one disadvantaged child in Year 2, did not meet the expected standard

Year (4 Multiplication Test Check) cohort = 35 pupils

Of the cohort of 35, 4 were eligible for FSM. The average score (out of 25) for those children eligible for FSM was 22 whereas the average score for those who are not eligible for FSM was 20.6 (+1.4). The average point score from the MTC was 20.8 compared to 21.1 (National).

KS2 (Reading, Writing and Maths) cohort = 25 pupils

The disadvantaged cohort's attainment in all 3 subjects has decreased since 2023-24, which was a cohort of 32 children, with 2 being disadvantaged. Both children met or exceeded the expected level in all 3 subjects.

2024-25 data:

Subject	FSM	Non-FSM	GAP
Reading/Writing/Maths combined	50%	66.7%	-16.7%
Reading	85.7%	100%	-14.3%
Writing	50%	66.7%	-16.7%
Maths	100%	85.7%	+14.3%
GPS	75%	85.7%	-10.7%

Combined (R/W/M): Although only 50% of disadvantaged children met the expected standard, this is still above national at 47.5%.

Reading: Although only 85.7% of disadvantaged children met the expected standard, this is still above national at 63.2%.

Writing: Although only 50 % of disadvantaged children met the expected standard, this is close to the national average at 59.6%.

GPS: Although only 75% of disadvantaged children met the expected standard, this is still above national at 59.9%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rocket Phonics	Rocket Phonics
Accelerated Learner	Renaissance
Purple Mash	2Simple
White Rose Mathematics	White Rose Maths
TT Rockstars	Times Table Rock stars
Maths.co.uk	Orchard Digital Limited
Spag.co.uk	Orchard Digital Limited

Service pupil premium funding: N/A

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A