

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	North West London Jewish Day School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year plan, to be reviewed at the end of each academic year
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Judith Caplan / Madeleine Bendell
Pupil premium lead	Judith Caplan / Madeleine Bendell
Governor / Trustee lead	Danielle Ognall

Funding overview

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

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

At North West London Jewish Day School, we are committed to ensuring that every pupil, regardless of their background or circumstances, is able to thrive, achieve their full potential and develop the knowledge, skills, confidence and character they need to succeed. **The school currently one pupil premium child for the 2026-27 academic year. The plan is written so that the child/family are not identifiable.**

We recognise that pupils eligible for Pupil Premium may face a range of barriers which can affect their academic progress, attendance, engagement, wellbeing and wider participation in school life. We therefore take a whole-school approach to closing the attainment and opportunity gap, ensuring that disadvantaged pupils are at the heart of our school improvement planning.

Our Pupil Premium Strategy is underpinned by high expectations for every child. We do not view disadvantage as a barrier to achievement and will never lower our expectations because a pupil is eligible for Pupil Premium. Instead, we seek to identify individual barriers early and provide targeted, evidence-informed support to enable each pupil to succeed.

Our strategy focuses on three key areas:

1. High-quality teaching and academic support

We prioritise excellent classroom teaching as the most important way of improving outcomes for disadvantaged pupils. We use assessment and tracking information to identify gaps in learning quickly and provide targeted interventions, additional teaching and personalised support where required. We place particular emphasis on reading, writing, mathematics, vocabulary and the development of independent learning skills.

2. Attendance, wellbeing and wider pastoral support

We recognise the strong relationship between attendance, wellbeing and academic success. We work closely with pupils and families to identify and address barriers to regular attendance and punctuality. We provide appropriate pastoral, emotional and wellbeing support so that pupils feel safe, valued, included and ready to learn.

3. Wider opportunities and enrichment

We believe that every child should have access to the full richness of school life. Pupil Premium funding is used, where appropriate, to remove financial barriers to participation in educational visits, enrichment activities, clubs, leadership opportunities and experiences that broaden pupils' horizons and develop their confidence, aspirations and cultural capital.

Our approach is based on early identification, high expectations, evidence-informed practice and close monitoring of impact. We use a combination of attainment, progress, attendance, behaviour, pastoral and wider participation information to identify pupils who may require additional support, rather than relying solely on Pupil Premium eligibility.

We recognise that disadvantaged pupils are not a homogeneous group and that individual pupils may experience very different barriers. Our strategy therefore combines universal high-quality provision with targeted support that responds to individual needs.

We will work in partnership with parents and carers, pupils, staff and external professionals where appropriate. We believe that strong relationships and effective communication are essential to ensuring that every pupil is supported to overcome barriers and succeed.

Ultimately, our ambition is that being eligible for Pupil Premium should never determine a child's future. Every pupil should leave North West London Jewish Day School having made strong academic progress, developed a love of learning, built positive relationships, and gained the confidence, resilience and aspirations to achieve their potential and make a positive contribution to their community and wider society.

Challenges

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

Challenge number	Detail of challenge
1	Challenging circumstances at home make supporting children's academic progress difficult
2	Financial constraints, therefore unable to afford extra-curricular activities, school trips and basic necessities such as school uniform etc
3	Emotional impact that challenges at home are having on the child when at school

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
To raise the attainment level in English Reading	Children to achieve the age-related expectations at the end of the academic year
To raise the attainment level in English Writing	Children to achieve the age-related expectations at the end of the academic year
To raise the attainment level in Mathematics	Children to achieve the age-related expectations at the end of the academic year
To provide extra-curricular activities	Increased attendance in school clubs, which in turn will support children's emotional wellbeing and academic progress
To support the learning and development of phonic awareness to aid reading and writing progress	Children to achieve the age-related expectations at the end of the academic year
To support pupil's emotional wellbeing and self esteem	Children to be able to express themselves and to be more confident

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: £600 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School clubs</i>	Increased participation in clubs and a range of activities. Children's mental health improves.	2
<i>School lunches / outings</i>	Children eating a healthy and filling lunch. Children able to attend school trips with their classmates. Children's mental health improves.	2
<i>External agency support eg: school counsellor, play therapy, art therapy</i>	Children able to access professional support where required, where families would normally be unable to finance this. Children's mental health improves.	1,2,3

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

Budgeted cost: £500 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 intervention</i>	Increased attainment in R,W,M and Phonics Increased progress in R,W,M and Phonics Increased confidence and participation in class	1,3
<i>Small group intervention</i>	Increased attainment in R,W,M and Phonics Increased progress in R,W,M and Phonics Increased confidence and participation in class	1,3

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

Budgeted cost: £450 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art Therapy</i>	Improves communication skills with peers Develop self-confidence and self-esteem Emotional wellbeing is enhanced	2, 3
<i>School Counsellor</i>	Improves communication skills with peers Develop self-confidence and self-esteem Emotional wellbeing is enhanced	2, 3
Lego Club or ELSA	Improves communication skills with peers Develop self-confidence and self-esteem Emotional wellbeing is enhanced	2, 3
If needed contribution towards uniform or support in obtaining 2 nd hand uniform And support towards school trips	Emotional wellbeing is enhanced	2,3

Total budgeted cost: £ 0

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 2024 to 2025 academic year.

July 2025

- 2 PP children (one arrived in April 2025)
- All PP children made progress from different starting points
- 1 PP child has an EHCP
- PP children attended after-school clubs
- PP children's attendance has increased
- one PP received support from School councillor
- Chn attended after school clubs developing their social skills and interaction with other pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

July 2026

- 1 PP child (arrived in April 2025)
- PP child received maths and English interventions x3 a week
- PP child achieved expected or above in the end of KS2 SATs
- PP child achieved greater depth in Reading in the end of KS2 SATs
- PP children attended residential
- PP children's attendance expected

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PSHE curriculum	Jigsaw
Maths resources	Numicon
KS1 and KS2 Booster books	CGP
School counsellor	J. Tamman
Football Club	Coach Adams
Interventions RWM - Accelerated Learning	Staff