



Kisharon School Pupil Premium Strategy

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 |
|--|----------------|
| Number of pupils in school | 81 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| 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) | 2025-2028 |
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| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Adina Collins |
| Pupil premium lead | Adina Collins |
| Governor / Trustee lead | Sharon Mullish |

Statement of Intent

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £23668 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £20257 |
| 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> | £23668 |



Ultimate objectives for disadvantaged pupils

- All disadvantaged pupils at Kisharon Noé School will access high-quality, SEND-appropriate teaching and therapies so they make sustained progress towards EHCP outcomes, increase independence and personal development, and are well-prepared for life beyond school.
- Remove barriers that prevent families from accessing financial and welfare support (reduce stigma, improve take-up of entitlements).
- Reduce holiday learning and wellbeing gaps by offering purposeful, accessible extended provision (including summer provision) targeted to disadvantaged families.
- Strengthen parent–school partnerships so parents are confident partners in their pupil’s education and therapy plans.

How this strategy works towards those objectives

- Uses the DfE “Menu of Approaches” three-tier model (High-quality teaching; Targeted academic support; Wider strategies) and the best available evidence (Education Endowment Foundation (EEF), DfE/NFER evaluations) to select interventions with plausible impact for a small, all-SEND cohort
- Recognises the school’s context: 81 pupils (all with EHCPs), Jewish ethos, diverse catchment, under-claiming of Pupil Premium (stigma and threshold issues) and specific barriers around parental engagement and holiday provision.
- Balances system-level work (teacher CPD, curriculum & assessment adaptations), targeted delivery (small-group / 1:1 tuition, TA deployment, therapy integration) and family/wider support (parent outreach, attendance, holiday provision, breakfasts) to address academic, social and attendance barriers simultaneously.

Key principles

- Evidence-led: each funded activity maps to the DfE Menu of Approaches and is justified by high-quality evidence (EEF, DfE, NFER). Evidence sources are cited throughout.
- SEND-appropriate: adapt evidence for a special school context; use EEF SEND guidance and Five-a-day principles to shape classroom practice and interventions.
- Family-centred: attempts to reduce stigma, make access simple, and deliver services in ways families recognise as supportive (trusted communication channels, community-sensitive timing and Jewish calendar awareness).
- Sustainable: invest in professional development, coaching and systems (assessment, TA practice) to maintain impact beyond any single year.
- Person-centred: strategies are tailored to pupils’ EHCP outcomes and family circumstances; include therapy at home/school integration.



School Priorities 2025 - 26

- **Implementing a Creative and Inclusive Curriculum Centered Around Pupils' Needs**

To ensure that every pupil is inspired and supported to thrive through intentionally creative teaching and learning that is ambitious and impactful through the embedding and refinement of the Journeys Curriculum.

- **Meeting Pupils' Holistic Needs Through a Responsive and Collaborative Therapy Model**

To design a sustainable, pupil-centred therapy provision that adapts to evolving funding landscape in close partnership with therapists, families and commissioning bodies to meet the unique needs of every learner.

- **Enhancing Pupil Outcomes Through Whole-School Development and Staff Excellence**

To improve the quality of pupils' daily experiences, learning, and outcomes by investing in strong staff induction, training, and professional pride through whole-school development approaches that are evidence-based and person-led.

- **Expanding Pupils' Horizons Through Community and Family Engagement**

To enrich pupils' educational journeys by fostering meaningful connections with families, the local community and the broader Kisharon Langdon network. Ensuring every pupil benefits from diverse, real-world learning experiences.



Challenges

| Challenge Number | Detail of challenge |
|------------------|---|
| 1 | Under-reporting and stigma: families under-claim Pupil Premium / FSM despite financial need (anecdotal evidence of wider financial hardship and large households); low engagement with local authority benefits. |
| 2 | Lack of purposeful, SEND-appropriate summer/holiday provision for disadvantaged pupils and families (Barrier: lack of targeted activities/support in holidays when families need help most). |
| 3 | Inconsistent parent–school communication and limited positive, collaborative engagement with some parents (Barrier: relationship & information gaps; some parents feel less involved or informed). |
| 4 | Variable and inconsistent implementation of adaptive teaching strategies across staff (match to starting points; scaffolding, explicit instruction, TA deployment — OFSTED noted need for consistent adaptation). |
| 5 | Attendance / readiness to learn — some disadvantaged pupils (and families) struggle with attendance, punctuality and readiness at the start of the day/term (including holiday impacts). |
| 6 | Therapy-home integration: therapy is not yet consistently embedded at home for all disadvantaged pupils (parents need clearer routes, training and communication to continue strategies at home). |



Intended Outcomes

| Intended Outcome | Success Criteria |
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| A. Increase Pupil Premium / FSM take-up and reduce stigma | <ul style="list-style-type: none">- Pupil Premium recorded proportion moves closer to true cohort (target: increase from 18% to 24% in 3 years through targeted outreach).- Number of discrete enquiries for FSM / benefits rises by $\geq 50\%$ in year 1; anonymised parent survey shows reduced stigma score. (Monitoring: administration records; anonymised intake forms.) |
| B. Provide purposeful, accessible holiday/summer provision targeted to disadvantaged pupils | <ul style="list-style-type: none">- A summer programme runs (minimum 1 weeks) with at least 50% of places reserved/filled by disadvantaged families (or those in need).- Pre/Post measures: wellbeing and engagement scores for attendees improve; attendance at first half-term after summer rises for attendees vs non-attendees. (Monitoring: participation logs; EEF-recommended simple pre/post measures.) <p>Evidence base: EEF + DfE/NFER evaluation.</p> |
| C. Strengthen parent–school partnerships and two-way communication | <ul style="list-style-type: none">- Parent engagement indicators (attendance at termly EHCP reviews, response rates to surveys, participation in workshops) increase by 30% for targeted families.- Parent satisfaction (qualitative) moves towards majority positive in parent survey. <p>Evidence base: EEF parental engagement guidance.</p> |
| D. Improve quality and consistency of adaptive, SEND-appropriate physical education and sporting opportunities for disadvantaged pupils | <ul style="list-style-type: none">-All disadvantaged pupils access PE lessons that are consistently adapted to meet their individual SEND needs, as evidenced through lesson observations and planning audits. High-quality adaptive strategies are used across all PE lessons, with at least 90% of lessons demonstrating appropriate differentiation and inclusive participation.Disadvantaged pupils show improved engagement and participation in physical activity, with measurable increases in confidence, skill development, and sustained involvement in PE and sport across the year. |



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| E. Improve attendance and punctuality for disadvantaged pupils | <ul style="list-style-type: none">- Reduce overall persistent absence among disadvantaged pupils by 30% within 12 months; overall attendance gap reduced.- Fewer unauthorised absences during first two weeks after long breaks (measure for holiday impact). Evidence base: DfE attendance guidance; EEF attendance evidence brief. |
| F. Embed therapy into home–school routines | <ul style="list-style-type: none">- For targeted disadvantaged pupils, home-therapy activity logs show weekly continuation of at-home strategies (parent report) and measurable transfer in school (therapist/teacher notes).- Less referral lag for follow-up therapy and improved parent confidence scores. Evidence base: EEF SEND guidance and therapy integration case studies. |



Activity in This Academic Year

Notes on evidence citations: each activity below is linked explicitly to high-quality evidence. Evidence sources cited are primarily EEF guidance reports/toolkit and DfE evaluations where indicated; links are included in the Evidence column (click the source name).

A. Teaching (Tier 1: High-Quality Teaching — CPD, recruitment, curriculum, assessment)

Intended Budget - £7000

| Activity | Evidence that supports this approach (click source name) | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1. Whole-school CPD programme (termly CPD + coaching cycles) focused on EEF "Five-a-day" for SEND: explicit instruction, scaffolding, cognitive & metacognitive strategies, flexible grouping and technology. Includes in-school coaching, model lessons, and release time for teacher observation. | Evidence: EEF guidance "Supporting high-quality teaching for pupils with SEND (Five-a-day)" Education Endowment Foundation and EEF "1. High-quality teaching" school planning page Education Endowment Foundation . These syntheses recommend these approaches for improving outcomes for pupils with SEND and disadvantaged pupils. | 4 |
| 2. Curriculum refinement to ensure whole school curriculum including Journeys and Kodesh integration and retrieval planning (knowledge sequencing, revisiting learning across settings), with emphasis on embedding therapy strategies in lessons (speech, sensory, physio prompts). | Evidence: EEF guidance on curriculum and high-quality teaching; EEF SEND guidance recommends integrating therapeutic strategies within teaching and using curriculum sequencing to revisit key knowledge Education Endowment Foundation . | 4, 6 |



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| 5. Recruitment/retention strategy (targeted NPQ funding / coaching time) to ensure experienced staff teach highest-need groups; use of coaching to sustain practice. | <p>Evidence: EEF & DfE Menu emphasise developing high-quality teaching, mentoring and NPQs as effective investments for disadvantaged pupils (see DfE "Using pupil premium" menu; EEF implementation guidance). DfE Using pupil premium guidance (menu) and EEF A School's Guide to Implementation.</p> | 4 |
| 6. Improve Confidence and Quality of Physical Education and Sporting opportunities by raising the skill level of staff as well as enthusiasm and interest for pupils. | <p>Evidence: EEF provide evidence that providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Teaching and Learning Toolkit - PE</p> | 4 |



B. Targeted Academic Support (Tier 2: tutoring, small groups, SEND-specific interventions, extended time)

Intended Budget £12500

| Activity | Evidence that supports this approach (click source name) | Challenge number(s) addressed |
|---|--|-------------------------------|
| 7. Small-group and 1:1 targeted literacy & language tutoring (school-led tutors / trained TAs) focused on oracy, comprehension and reading fluency for disadvantaged pupils identified by diagnostic assessment. Sessions weekly (termly blocks) and EHCP-linked. | <p>Evidence: EEF guidance for "Oral language interventions" and "One to one tuition / small group tuition" show positive impacts on language and reading when programmes are targeted and structured: [Oral language interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) and [One to one tuition EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)</p> | 2,6 |
| 8. Implement a targeted summer (or holiday) programme tailored to SEND needs (1 weeks with mixed therapeutic, social skills and practical literacy/numeracy), travel assistance and family engagement; prioritise disadvantaged families and those likely under-claiming FSM. Build partnership with Barnet LA / voluntary organisations for funding or subsidy where needed. | <p>Evidence: EEF summary on summer schools and DfE/NFER Summer Schools Programme evaluation indicate disadvantaged pupils can benefit from well-designed summer programmes and that careful design increases participation and impact: [Summer schools</p> | |



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| 9. Structured therapy-linked interventions during school day (speech & language, occupational therapy, sensory programmes) delivered in small groups with teacher/TAs co-delivering to model transfer to classroom practice. | <p>Evidence: EEF SEND guidance highlights integrating therapy with teaching and co-delivering approaches to embed strategies into everyday learning. Practical case examples emphasise co-working models. EEF SEND guidance (pdf)</p> | 6 |
| 10. Small group or 1:1 PE or physical activity opportunities to support the physical or emotional wellbeing of pupils including opportunities for off site visits, external providers or competitive sports and integration of coaching or mentoring through sports. | <p>Evidence: Evidence: EEF provide evidence that providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them, this may also support overall academic attainment. EEF Teaching and Learning Toolkit - PE</p> | 4 |



C. Wider Strategies (Tier 3: attendance, behaviour, parental engagement, holiday support)

Intended Budget - £4168

| Activity | Evidence that supports this approach (click source name) | Challenge number(s) addressed |
|--|--|-------------------------------|
| 11. Parent outreach & engagement plan: targeted, non-stigmatising communications (multi-language templates, parent workshops, warm phone calls, family learning sessions), plus a confidentiality-led FSM/Funding support clinic (school admin + local welfare adviser). | Evidence: EEF guidance "Working with Parents to Support Children's Learning" shows structured, practical, tailored parental engagement can deliver gains (approx. +3 months) and increase take-up of support when communications are accessible and two-way: [Working with Parents to Support Children's Learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents). | 1, 3 |
| 12. Develop simple, confidential FSM / benefits application support (termly clinic), promote via trusted channels (synagogue newsletters, community liaison), subsidised uniforms / travel top-ups for newly eligible families. | Evidence: DfE guidance on Pupil Premium and examples show schools can and should proactively help families access entitlements; EEF parental engagement resources also emphasise practical support to remove access barriers. DfE Using pupil premium guidance (menu + conditions) and EEF parental engagement . | 1, 3 |
| 13. Breakfast provision and "soft start" at school (targeted places for disadvantaged pupils), | Evidence: DfE Menu of Approaches includes breakfast clubs as a wider strategy; there is suggestive evidence that breakfast clubs and meal provision | 5 |



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| plus travel help for families attending holidays/summer provision. | improve attendance, punctuality and readiness to learn (Menu / EEF attendance resources). DfE Using pupil premium guidance (menu) and EEF attendance evidence brief EEF evidence brief: improving attendance . | |
| 14. Pastoral lead time dedicated to targeted disadvantaged families (home visits, multi-agency liaison, holiday absence prevention plan) and use of DfE attendance good practice. | Evidence: DfE "Improving school attendance" guidance recommends designated attendance staff and multi-agency approaches; EEF evidence on attendance highlights parental engagement and responsive interventions as promising. Improving school attendance: support for schools and local authorities - GOV.UK and EEF attendance evidence brief . | 5 |
| 15. Family-facing therapy integration: termly joint parent-therapist home-strategy packs and short video demonstrations (secure portal) so parents can practise therapy strategies at home; subsidised home-therapy materials where needed. | Evidence: EEF SEND guidance and case examples emphasise co-working with families, parental involvement in therapy, and simple home resources to support transfer and progress. EEF SEND guidance (pdf) and EEF parental engagement guidance. | 6, 3 |
| 16. Subsidised / school-run holiday club modelled on the summer offer to provide continuity of routine, therapy practice and respite support for families in crisis. | Evidence: DfE/NFER evaluation and EEF commentary indicate well-designed holiday programmes reduce summer learning loss and support families; they need to be accessible and non-stigmatising to maximise participation. Summer Schools Programme evaluation (DfE/NFER) and EEF Summer schools overview . | 2, 1, 5 |



Implementation and monitoring

- Governance: Trustees receive termly Pupil Premium update; an identified Pupil Premium lead (SLT) coordinates delivery and monitoring.
- Data & evaluation: Use diagnostic assessment baselines, EHCP target tracking, attendance data, parental engagement metrics and simple pre/post wellbeing and participation surveys for holiday provision. Use EEF DIY evaluation toolkit principles to monitor light-touch impact.
- Inclusion of Jewish cultural calendar: all holiday/extended offers designed with sensitivity to religious dates and family needs (timing, food requirements, fasting periods).
- Safeguarding & accessibility: all external partners vetted; subsidised places and discrete transport options to reduce stigma.