Pupil premium strategy statement

This statement details our school's use of Pupil Premium (PP) funding to help improve the educational outcomes of our disadvantaged pupils.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The school receives Pupil Premium funding for pupils currently (or within the last six years) eligible for Free School Meals (FSM) or have Looked After Child (LAC) status or Post Looked After Status (Post LAC).

This document 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	Hasmonean High School for Boys
Number of pupils in school	786
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-26 2026-27 2027-28
Date this statement was published	March 2026
Date on which it will be renewed	March 2027
Statement authorised by:	Mr. A McClusky, CEO Hasmonean MAT
Pupil premium lead	James Fisher
Governor	Mr. Y Goldberg, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,280
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,280

Part A: Pupil premium strategy plan

Statement of intent

Hasmonean High School for Boys' aim is to nurture pupils to become happy, confident and respectful adults committed to living a life of Torah im Derech Eretz, ready to thrive in the wider world as proud members of the community with the Torah as their guide.

The school examines the challenges faced by our disadvantaged pupils and focuses this strategy on helping them overcome these barriers. This applies to those pupils that may already be high-achieving, and those that are most vulnerable such as Young Carers and children with social workers. We will ensure that they enjoy the same academic progress as their peers and have the same opportunities for enriching and exciting co-curricular development.

To plan our strategy, we have considered various evidenced-based research, such as the Education Endowment Foundation's Teaching and Learning Toolkit and their "Guide to Pupil Premium", our own experience and knowledge of the pupils and the school context, and best practice from across the education sector.

From all of these sources, it is clear that high quality classroom practice, or Quality First Teaching, has the greatest impact on closing the attainment gap between under-resourced pupils and their peers. This will be at the centre of our approach. We aim to combine this vision with a broad, ambitious and balanced curriculum and bespoke, targeted strategies for those affected by different types of disadvantage pupils.

All School Leaders and Governors are committed to ensuring that the school's Pupil Premium funding is used effectively to this end

This strategy focuses on the following areas:

1. Ensuring the achievement of our disadvantaged pupils is comparable with national figures for non-disadvantaged pup
2. Minimise the internal attainment gaps between disadvantaged and non-disadvantaged pupils at the school
3. Raise the aspirations and support career decisions for our disadvantaged pupils
4. Ensure our disadvantaged pupils have equal access to excellence in their Jewish Studies
5. Improve the literacy, reading and oracy skills of our disadvantaged pupils
6. Develop and build the character-building opportunities for our disadvantaged pupils, giving them access to experiences in a broad range of areas

Challenges

Pupils in receipt of the Pupil Premium funding have a variety of barriers they will need to overcome in order to engage effectively with their learning. The following details the key challenges to achievement that we have identified among our disadvantaged pupils.

The school has split these challenges into those that are school-centered and those that have an external focus:

School-centred barriers:

Challenge number	Detail of challenge
1	**LITERACY AND READING** Pupil premium pupils have on average a lower reading age and lower average grammar scores. This sets them at a disadvantage compared to their peers
2	**WELLBEING** The emotional education and wellbeing of many of our disadvantaged pupils was impacted by COVID to a greater extent than for other pupils according to several national studies (Young Minds, 2020). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, impacting on pupils' confidence and wellbeing.
3	**BEHAVIOUR STANDARDS** Pupils that receive the Pupil Premium are on average involved in more negative behavior events that non-PP pupils
4	**SEND PP Crossover:** Pupils that receive Pupil Premium and have SEND on average achieve lower attainment grades than non-PP, non-SEND

Externally-focused barriers:

Challenge number	Detail of challenge
5	**ATTENDANCE** On average, PP pupils have lower attendance rates than their peers and are more likely to be persistently absent
6	**FINANCES** Financial restraints mean that access to enrichment, technology to support learning, trips and resources can be limited for PP Pupils

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
Ensure the achievement or academic attainment of our disadvantaged pupils is comparable with national figures for non-disadvantaged pupils	Attainment 8 scores for the school's disadvantaged pupils are higher than national figures for non-disadvantaged pupils
Minimise the internal attainment gaps between disadvantaged and non-disadvantaged pupils at the school	Gaps between the school's disadvantaged and non-disadvantaged pupils are: For Attainment 8: Gap < 0.25 or lower than National Average AND For English and maths: Outcomes show % of children achieving both English and maths GCSEs at 4+ and 5+ have a gap of <10% or lower than National Average
Raise aspirations and support career decisions for our disadvantaged pupils	All PP pupils have personal, targeted and independent careers/futures advice and guidance All PP pupils have access to a careers programme that exceeds the scope and scale of the guidance as laid down by the Gatsby Benchmarks. All PP pupils have meaningful encounters with employers and opportunities to visit or hear from a variety of higher education institutions
Ensure our disadvantaged pupils have equal access to excellence in their Jewish Studies and attendance to events doubles in the Academic Year.	Remove barriers to access for PP pupils to the high-quality Kodesh delivered in school, including Sunday School and extra-curricular sessions
Improve the literacy and reading skills of our disadvantaged pupils	All pupils in Years 7 and 8 to receive targeted literacy intervention in 2025-26 as demanded by CAT/Bedrock/KS2 scores. Bedrock SAS scores show improvement in all areas for all pupils that receive interventions during the academic year, and improvements close the gap to the rest of the cohort. All pupils in Years 9 to 11 to have access to interventions as necessary, and a comprehensive literacy strategy. The school's outcomes for PP pupils in GCSE English (% attaining 4+, 5+) is higher than that for non-disadvantaged pupils nationally)

Develop and build the character-building opportunities for our disadvantaged pupils, giving them access to experiences in a broad range of areas	All PP pupils to have access to a range of free enrichment sessions / clubs across the academic year All PP pupils to attend at least two educational visits each year. All PP pupils to have engagement tracked, and interventions are put in place where necessary
Ensure PP pupils' attendance gap with non-PP pupils decreases.	All PP pupils' attendance improves from the previous year to ensure greater access to the learning opportunities in school
Ensure PP pupils with SEND have effective support to enable them to improve attainment and decrease the gap with non-PP/SEND pupils	All PP pupils with SEND's attainment is higher than national averages

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.

High Quality Teaching

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote high quality teaching for all staff through continuous professional development.		
Access to Continuous Personal Development Our focus on quality first teaching allows us to respond to the needs of PP pupils through understanding need, adapting teaching as necessary to ensure all pupils can always access the curriculum.	EEF, Sutton Trust https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching EEF, Sutton Trust https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 DfE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	1, 3, 4
Literacy Across the Curriculum Improving literacy in all subject areas. Funded professional development and instructional coaching focused on literacy across the curriculum. Use of Bedrock resource to track, monitor and engage PP learners. Appointment of Librarian.	EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4

Knowing our Pupils Online seating plan programme to ensure all teachers can identify PP pupils in their classes easily and employ targeted questioning and feedback	EEF Teaching and learning toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3, 4

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

Budgeted cost: **£7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support provides opportunities for pupils to meet and exceed their academic targets. 1. In class support provided in Years 7 and 8, with opportunities for booster groups 2. External intervention offered for KS4 pupils via after-school lessons for small groups. .	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those falling behind, both 1:1: EEF – One to One Tuition And in small groups: EEF – Small Group Tuition	1, 2, 3, 4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£27,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased wellbeing provision should ensure pupils are happy, healthy and prepared for school. 1. Regular wellbeing check ins, via pastoral Year Leaders and support staff 2. Mental health awareness included in PSHE curriculum 3. Year 7 Heads Up provision (linked to Norwood, a leading local wellbeing charity) 4. Counselling provision coordinated by school funded practitioner 5. Support by external practitioners (Jami, Gift, BICS, JTeen, Private Counsellors and outside professionals) 6. Trauma informed training for staff provided by Barnet 7. Attendance checks and reviews as required for high need PP/SEN and PA students	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF – Social and Emotional Learning Extra-curricular opportunities offered for Arts and Physical Activity	2, 3, 4, 5
Celebrating positive attendance and monitoring pupils of concern 1. Attendance Officer reward scheme (linked to behaviour policy) used to celebrate improvements in attendance and punctuality	Engagement with the Barnet Education Welfare Team to identify families for early intervention support where pupils' attendance patterns indicate they are at risk of becoming persistent absentees from school, and encourages schools to work closely with parents on all matters affecting attendance. Education Welfare Officers work with parents to resolve attendance issues, offering both support and challenge to affect the required improvement.	5

Improving behaviour management via the close monitoring of data: 1. Positive behaviour choices are rewarded by Year Leaders and Senior Leaders (postcards home) 2. Pupils have the opportunity to access a reward activity 3 times a year linked to their behaviour data 3. Pupils making poor behaviour choices are supported via report and parental engagement 4. Any child at risk of exclusion has a wraparound support plan in place, which is report at Local Governing Body meetings	According to figures from the Department for Education, disadvantaged pupils are more likely to receive a fixed period or permanent exclusion compared to those who do not EEF – Behaviour Intervention Through targeted work, PP pupils at risk of exclusion with have plans developed to provide them with every opportunity to access education via our school provision. This may include reasonable adjustments to timetables and working with supporting settings to keep pupils in education.	3, 5
Access to personal development opportunities 1. All opportunities for extra-curricular activity made available to pupils at no cost 2. Careers guidance delivered via PSHE and Careers Officer 3. Enrichment opportunities, both on and off site, accessible to all	All pupils deserve a well-rounded, culturally rich, education. There is evidence to suggest small but positive contribution on academic performance via cultural capital enrichment. The EEF and the RSA have launched a Cultural Learning initiative to test the impact of a range of high-potential projects on attainment, as well as a range of essential skills. As national focus on this area grows, we want all pupils to benefit from any opportunities that appropriately broaden their exposure to history, culture and diversity.	2,3,4,6
Contingency fund for acute issues	Based on our experiences and those of similar schools to us, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6
Subsidised support for school events, uniform etc.	New direction research into the importance of building cultural capital https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education	6

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' outcomes in the 2024-25 academic year.

KPI	HAMO PP	HASMO non-PP	National PP	National non-PP
Attainment 8	47.8	61.2	37.6	50.3
Eng / Mat 4+	57.1	79.5	26.1%	52.8%
Eng / Mat 5+	66.7	89.5	46.3%	72.7%

Our pupils outperform vs national and a pupil with PP at this school outperforms the 4+ threshold for non-PP pupils nationally. This is a remarkable achievement.

The strategy is working well, and we now look to maintain this and match at %+.

We also aim to make our PP pupils exceed the national non-PP scores for Attainment 8

This strategy represents a new set of objectives and a three-year cycle.

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
Google Classroom	Google
BedRock Media	Bedrock
SparxMaths	Sparx Maths
Kerboodle	Oxford University Press
Lucid	Exact from GL Assessment
Professional Development Programmes (various)	Ambition Institute
Tuition (various)	Expert Tuition/Tutor Green/Individuals

Heads Up	Norwood
Seneca	Seneca
STEPLAB	Steplab

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback, including introduction and implementation of metacognition techniques within the classroom. The aim is to encourage self-reflection, which research suggests underachieving pupils can struggle to do effectively, with a risk of demonstrating over/under-confidence. Pupils will be confident and realistic in reflecting on academic performance whilst being able to self-assess and address strategies for future success.
- All pupils are to have clarity on the sequencing of their curriculum and what is expected of them. This will help to address concerns around learning loss – one of the main drivers of pupil anxiety.
- We will continue to work in partnership with local agencies offering mental health support, referring pupils to services as appropriate. Engagement with Jami, Gift, BICS, J-Teens and private counsellors and outside professionals ensure we are able to share best practice with our parents and pupils, ensuring disadvantaged pupils' mental-health and well-being is proactively nurtured, and then supported as appropriate.
- As part of our PSHE provision we have been able to include sessions based on exam confidence, organisation and professional behaviour into the pupils' academic year.
- Support from organisations regarding health and medical services ensure that our most financially vulnerable pupils are aware of the services available to them in the wider Brent district. Our school nurse is engaged in the management of healthcare education in school, including healthy eating.
- Our informal education team (HIPE) will continue to provide meaningful, exciting and engaging activity to highlight the sense of community.

Planning, implementation and evaluation

In planning this new pupil premium strategy, reviewing the previous activity and evaluating how to increase the degree of impact was essential in identifying key areas of focus.

The EEF's implementation guidance, combined with reports, research and studies, has provided a clear approach to use in developing this strategy. Multiple sources of data including assessments, engagement in pupil profile analysis, and communication with parents, pupils and teachers improved target setting for future success. This has provided specific objectives based on the needs of our disadvantaged pupils, leading to increased accuracy for future measurement regarding the impact of intervention.