

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King David Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stacey Rosenberg
Pupil premium lead	Emily Pryor
Governor / Trustee lead	Abigail Shapiro

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,644
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£48,284</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Objectives

- To accelerate the progress of PP students
- To diminish the difference in attainment between disadvantaged and non-disadvantaged students
- To improve the literacy and numeracy of PP students
- To ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms
- To target disadvantaged pupils who require catch-up through the school intervention programmes

There are currently 33 students on role who are eligible for the Pupil Premium giving an estimated funding of £43,644. This is planned to be spent in a number of ways. The large majority will be directed at improving reading and writing across the school cohort, as this has been identified as an area of improvement for children disadvantaged and not – it also relates to feedback regarding reasoning maths problems in terms of fluency and comprehension of the language in order to access the maths. This includes CPD, a new phonics programme targeted teaching, 1-1 interventions and additional support in class. Additional monies will provide the following: student support with emotional and behavioural difficulties; health and wellbeing; support for attendance from the Head Teacher; breakfast and afterschool clubs; extra-curricular activities and financial support for enrichment and educational resources.

### Key Principles

- Improve classroom pedagogy by providing targeted support and supporting whole school quality first teaching strategies.
- Ensure that the progress of disadvantage pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.
- We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of our pupil premium children who attain 'secure' for their age related expectations in reading, writing and maths is lower than their school peers in many classes and lower than their national peers at the end of KS2 in all areas too.
2	The progress that some of our pupil premium children make in core subjects is too slow for a large minority compared to their peers and compared to expected good progress levels.
3	Social and emotional issues of a number of our pupil premium children have a detrimental effect on their progress and on rare occasions on that of their peers

## 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
In year progress for pupil premium pupils will be in line with, or accelerated, against other	By summer 2024 the progress (using school's assessment tracking) of all pupils who are eligible for pupil premium will be in line or better than their non-pupil premium peers within school for all curriculum areas. National progress measure in 2024 will show within the KS2 results analysis that no major progress gaps exist between the pupil premium cohort and their peers

pupils within the school	(NB – it is not clear what the progress analysis will look like nationally as the cohort didn't sit KS1 SATS.)
More pupil premium children will achieve secure in reading, writing and maths across all year groups.	As evidenced the school's tracking system, the difference will be diminished in the levels of pupil premium children reaching 'secure' compared to their peers across school. By summer 2024 the Yr2 and Yr6 pupil premium children will match national levels of attainment for reading and maths during their SATS tests.
Behavioural issues of those children with specific social and emotional needs will be addressed.	By summer 2024 pupil voice will show that all children agree that behaviour is well managed in all classes and that all children feel they have adults they can talk to when feeling anxious or upset. Children will be familiar with shared vocabulary relating to the Zones of Regulation across the school. Parental views will echo this.

## Activity in this academic year – 2021/2022

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD – English support.</b></p> <p>Subject leaders of English will work, throughout the year, with an English subject consultant in order to reorganise the teaching of English within the school so that there is a consistent and successful approach from year group to year group.</p> <p>The consultant will work on our teaching of comprehension skills in addition to incorporating mastery and meta-cognition into our English curriculum.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</li> <li>• Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>• It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</li> <li>• The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</li> <li>• Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1</p>

<p><b>Recruitment of a new full-time TA.</b> TAs will support class groups during literacy and numeracy sessions given immediate – at the point of learning – support and feedback.</p> <p>Teachers and TAs prioritise their time and support during class in supporting pupil premium and socially disadvantaged children. This includes ensuring that they have verbal assessment feedback during lessons to guide them at the point of learning; and ensuring that they have frequent small group modelled support in lessons. TAs will also support small groups during guided reading/ comprehension sessions. The funding will not come solely from PP grants.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• Evidence suggests that TAs can have a positive impact on academic achievement...when TAs support individual pupils or small groups, which on average show moderate positive benefits.</li> <li>• Providing feedback is well-evidenced to have a high impact on learning outcomes.</li> <li>• Feedback can be effective during, immediately and after learning.</li> </ul>	<p>2</p>
<p><b>CPD – New phonics scheme – for ALL staff</b></p> <p>The new requirement for a verified synthetic phonics scheme has highlighted the need for all staff to be comfortable with the vocabulary and fundamentals of the SSP. Little Wandle is our scheme. All staff will access training for this scheme, which will involve staff being off timetable and needing cover. This scheme will not be funded by PP grant, but the successful implementation of it will be.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>• Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</li> </ul> <p>The new framework for reading stresses the importance of fluency of reading before children are able to comprehend what they are reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	<p>1, 2</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured Interventions from TAs</b></p> <p>Through assessment analysis, PPM discussions and observations in class, children will be given targeted interventions. These are not limited to PP children and not all disadvantaged children will be able to access these consistently due to a lack of time, TAs and more funding. Some PP children are below their peers, attainment wise, in all areas, but it is important for us to balance out their interventions so that they are not missing out on other non-core subjects in order to attend their interventions.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</li> <li>• It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</li> <li>• Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2</p>
<p><b>Additional phonics coverage in KS2 – mostly small groups</b></p> <p>Children identified to struggle with reading fluency will have targeted phonics support delivered through a TA or their class teacher (Y3) each day. These sessions will adopt the same SSP (Little Wandle) as used in EYFS and KS1. The aim is to increase the coverage and</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</li> </ul>	<p>1, 2</p>

<p>use of Phonics throughout KS2 over the next few years. Class teachers and TAs will all need to access training for Little Wandle so that the language and vocabulary can be encouraged across the whole curriculum.</p>	<ul style="list-style-type: none"> <li>• Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>• The new framework for reading stresses the importance of fluency of reading before children are able to comprehend what they are reading.</li> <li>• Providing training to the staff that deliver small group support is likely to increase impact.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_ork_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_ork_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementing the Zones of Regulation</b></p> <p>Zones of Regulation should be taught consistently across the school and referred to regularly so that children, staff and parents are familiar with it and find it a useful tool for self-regulation. If children can regulate their own feelings and emotions more easily, they will have an easier, happier and more successful time at school – socially and academically.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</li> <li>• There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</li> <li>• When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</li> </ul>	<p>1, 2 and 3</p>

	<p>Whilst the research on EEF is based around subjects, the principles of meta-cognition and self-regulation can apply to the learning of social and emotional skills.</p> <ul style="list-style-type: none"> <li>• The potential impact of metacognition and self-regulation approaches is high, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</li> <li>• Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</li> <li>• The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</li> <li>• The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><b>Additional well-being lessons timetabled</b></p> <p>'Torah well-being and me' is the name of the programme we will use, in addition to regular PSHE lessons. Children learn about the Parasha in their JS lessons and their secular teacher then discusses the key learning points from the stories that children can apply to their lives, regardless of religious observance levels. Developing the children's social and emotional skills across the curriculum.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</li> <li>• The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</li> </ul>	<p>3</p>

<p><b>Enrichment activities or resources</b></p> <p>Funding practical needs for children to experience and enjoy all that school has to offer and not feel left out. It may not benefit the children academically or close the gap, but socially this is very important for the children's self-worth and well-being. This area also builds a connection with parents; engagement and participation of PP parents is very important.</p>	<p>The EEF states:</p> <ul style="list-style-type: none"> <li>• There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</li> <li>• Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</li> <li>• Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>3</p>
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**Total budgeted cost: £48,000**

## 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 2020 to 2021 academic year.

The winter lockdown and bubble closures had an impact on progress and attainment for all children, but especially PP children. We were able to provide devices, work packs and supported parents, but engagement was still low for some of our PP children.

In 2020/21 there were 31 children eligible for PP funding. Please see below for PP assessment results and the whole school assessment results from Summer 2021.

Percentages of PP children's attainment in each subject per term (KS1 & KS2)												
%	Autumn				Spring				Summer			
	Maths	Reading	Writing	GPS	Maths	Reading	Writing	GPS	Maths	Reading	Writing	GPS
WWB	20	10	17	17	20	17	20	22	13	17	20	13
WB	23	20	13	17	23	17	17	17	23	17	13	13
NS	17	23	17	17	17	23	17	13	23	17	20	30
S	40	43	53	48	40	40	47	48	37	43	47	43
GD	0	3	0	0	0	3	0	0	3	7	0	0
%	Autumn				Spring				Summer			
	Maths	Reading	Writing	GPS	Maths	Reading	Writing	GPS	Maths	Reading	Writing	GPS
Not Meeting	60	53	47	52	60	57	53	52	60	50	53	57
Meeting+	40	47	53	48	40	43	47	48	40	50	47	43

Whole School End of Year Assessments (KS1 & KS2)											
	Reading		Writing		Maths		GPS			GPS	
Whole School	39.60	59.48	47.02	53.32	35.52	64.15	39.18	60.83	Whole School	39.18	60.83

As our PP numbers are low, this greatly affects percentages when comparing children and cohorts. Due to the nature of the disruptive year, many of our PP children received emotional support through accessing art and play therapy (where possible due to covid restrictions). This was of great benefit for the children's well-being and them being comfortable in school. This is something that will continue, yet cannot be accessed by all due to a lack of available time, money and resources.

## 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
N/A	