



Pupil Premium Report

King David Primary School



Pupil premium spending 2019-20

SUMMARY INFORMATION

Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	July 2020
Total number of pupils:	437	Total pupil premium budget:	£30,360
Number of pupils eligible for pupil premium:	23	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT

The number of pupils eligible to claim Pupil Premium funding at King David Primary School is relatively small and equates to 5% of the total number of pupils in the school.

The overall aim of our Pupil Premium Strategy is to reduce the attainment gap between the school's disadvantaged pupils and the rest of the pupils.

All class teachers are to take responsibility for tracking the progress of the PP and Ever 6 pupils. In the academic year 2018-19 fewer PP pupils achieved or exceeded their age related expectations than their peers.

In previous years the focus on the attainment of PP pupils has not been rigorous enough and some PP pupils have received enrichment extra curricular activities in priority over support for their academic progress. In 2019-20 this will be addressed and all PP pupils will be tracked by their class teachers and interventions put in place to ensure they meet or exceed their age related expectations.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	75%	82%	71.5%
Reading	75%	92%	Not yet known
Writing	75%	90%	“ “
Number	75%	88%	“ “
Shape	75%	90%	“ “

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
100%	98%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	50%	68%	65%
% making expected progress in reading	80%	88%	75%
% making expected progress in writing	60%	78%	70%
% making expected progress in maths	70%	85%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	83%	85%	65%
% achieving expected standard or above in reading	100%	91.7%	73%
% achieving expected standard or above in writing	83.3%	91.7%	78%
% achieving expected standard or above in maths	83.3%	93.3%	79%

BARRIERS TO FUTURE ATTAINMENT

A	Low level of literacy & Maths
B	Pupils and their families have social & emotional difficulties, including medical and mental health issues
C	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
D	Poor attendance and punctuality
E	Lack of parental support at home
F	Pupils have limited experiences beyond their home life and immediate community

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PP pupils meeting or exceeding age related expectations in line with their peers	An increase in standardised scores for PP eligible pupils so a diminished gap between PP pupils and their peers
B	PP pupils attend and are punctual in line with their peers	Reduce the number of persistent absentees and frequently late in the PP cohort.
C	PP children with social and emotional barriers to learning are identified and provided with targeted support to increase their capacity to engage with learning	Pupils engage with learning leading to increased progress
D	PP pupils have opportunities outside the classroom that their peers have access to.	Pupils accessing extra curricular activities and attending activities

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Chosen action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact
In all year groups, where gaps in learning exist, PP children make progress that is more rapid than their peers as a result of quality first teaching and targeted intervention.	Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of high quality teaching	DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice Nov 2015.	Impact of CPD in lesson observations, book looks, analysis of data in PPM meetings. Monitoring of engagement and progress of PP pupils during quality first lessons	HT SLT ELT PP governor	Progress gap between PP pupils and non-PP pupils to reduce.
All members of staff to receive high quality CPD- expectations for all groups of pupils are high and quality first teaching ensures good outcomes for these pupils. All teaching is judged good or outstanding.	Staff development, quality CPD, personalized training	Info on The Key. EEF Pupil Premium Data Ofsted's 2013 and 2014 report on pupil premium progress			All PP pupils to be discussed individually during PPM meetings and at teacher Performance Management Reviews. All teachers and TAs know the targets of the PP pupils in their classes.
Total budgeted cost:					£2,000

Targeted support					
Action	Chosen Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact
In EYFS, support pupils to develop to develop language skills, reading and writing skills in line with non-PP eligible peers	Daily sessions to support PP pupils, either individually or in groups	By targeting support for pupils to develop language skills, this will lead to a narrowing of the gap as early as possible in their education. This will also possibly increase EYFS GLD.	Pupil Progress meetings Interventions monitored and impact assessed by AHT & HT	AHT HT	Increased %age of PP pupils achieving GLD
Increase %age of children achieving expected standard in Reading, Writing and Maths at end of KS1	TA support to ensure pupils make rapid progress	By targeting support for PP pupils to address misconceptions and gaps in learning, this will increase attainment and progress	Pupils tracked and discussed at PPM meetings. TA interventions monitored and impact assessed by HT & SLT	HT SLT	Noticable increase in %age of PP pupils meeting ARE in Reading Writing & Maths
Increase %age of children achieving expected standard in Reading, Writing and Maths at end of KS2 and narrow the gap across all year groups in KS2.	Clear tracking system to identify PP pupils and track progress. Additional interventions from TAs.	By targeting support for PP pupils to address misconceptions and gaps in learning, this will increase attainment and progress in English and Maths at KS2.	Pupils tracked and discussed at PPM meetings. TA interventions monitored and impact assessed by HT & SLT	HT AHT ELT	Noticable increase in %age of PP pupils meeting ARE in Reading Writing & Maths
Total budgeted cost:					£27,600

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact
Increased attendance rates for those eligible for PP	Attendance Lead to work with families with attendance below 95%. Rewards in place for full attendance. Breakfast club offered.	When children attend school regularly without constant breaks, they make progress. Evidence shows that children who attend school make better friendships, take more ownership of their learning and are more confident.	Attendance will be monitored weekly, monthly and half termly. Attendance lead will meet with HT regularly. Absences will be addressed with parents immediately. Attendance awards given out. Attendance notice board updated. Class comparison attendance figures distributed to staff weekly and to parents monthly.	Attendance lead Teacher SLT HT	Attendance %age will increase PP %age compared to non-PP eligible pupils.
To support social needs of PP and their emotional well-being. To improve social skills and barriers to learning. Children to learn resilience.	Pupils given opportunities to socialise in small groups. Pupils offered the opportunity to attend holiday clubs, extra curricular activities and school trips. PP pupils offered Play Therapy if needed.	Children who come to school with emotional or social issues that impact on their learning. Lunchtime social club has a positive effect on pupil well-being. Play Therapy offers pupils time to open up and talk about their	Sessions monitored to ensure the correct pupils are accessing them and there is a positive impact on well-being.	HT, SENCo. AHT- Mental Health Lead	Children have access to groups or activities that build self-esteem and nurture interests away from the curriculum.
				Total budgeted cost:	£5,200

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
1:1 reading and phonics	Reading and phonics levels to improve.	All PP pupils passed the Phonics check in June 2019.	High quality phonics teaching for all pupils, whether PP or not.	£23,159
Teaching Assistant in class support	Increased attainment in reading, writing and Maths	%age of PP achieving ARE in SATs not in line with no-eligible pupils.	More awareness of PP pupils needed in KS1 & KS2 classes. Not all PP pupils received appropriate interventions in 2018-19.	
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Rapid reading	Reading Levels improve	Pupils achieve ARE in Reading	Not all PP pupils received reading support	£2,152
Rapid Maths	Maths ability increased	Pupils achieve ARE in Maths	Not all PP pupils received Maths interventions	£2,690
Homework Club	Support with homework alleviates clashes at home	Homework completed in supportive environment	Some PP did not want to attend homework club when offered.	£0

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Out of school club places	Support parents who are struggling	Parents stress levels decrease	Parents appreciate this support that has a positive impact on pupil and parent well-being.	£1,731
Clubs, music lessons, Extra curricular activities	Enrichment activities for PP who would otherwise not access these extra skills	Increased self worth.	Some pupils excel in non-academic areas which in turn boosts self-confidence and emotional well being.	£5,009