

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil 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 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	383
Proportion (%) of pupil premium eligible pupils	26
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Stacey Rosenberg
Pupil premium lead	Deborah Taylor
Governor / Trustee lead	Abigail Shapiro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,600
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	£54,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support the needs of vulnerable pupils, regardless of whether they are disadvantaged or not, such as those who have a social worker and are young carers.

High-quality teaching is at the heart of our approach. There is a focus on areas in which disadvantaged pupils require the most support, whilst at the same time, benefitting the non-disadvantaged pupils in our school.

In actioning this plan, our approach will be responsive to the common challenges faced across school and the individual needs of pupils. We will assess and monitor need over the three-year plan with robust diagnostic assessment and not make assumptions about the impact of disadvantage. The approaches we have adopted will give pupils the chance to develop socially, emotionally, academically and therefore help pupils to excel. We will also ensure that this strategy is integral to wider plans for King David Primary School

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide pastoral support, including support for families, to remove emotional and social barriers in a timely manner
- review this strategy regularly to maintain its effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	KS2 SATs indicate a two/three-year upward trend in reading, writing, GPS and maths attainment for Pupil Premium children. However, writing (42.8%) remains lower, highlighting the need to focus on writing skills. Internal data from 2024–25 mirrors the SATs results, demonstrating that these issues are school-wide. With 58% of the 2025-26 PP cohort identified as SEND or EAL, many pupils require tailored, personalised, and individual approaches to learning.
2	Our observations and discussions with pupils and their families have identified social and emotional issues for some pupils within this cohort. These challenges particularly affect disadvantaged pupils, including their self-esteem and general mental health.
3	Due to the semi-affluent nature of the school community, there is a disparity in access to enrichment activities between the disadvantaged and the non-disadvantaged pupils.
4	Our attendance data indicates that the attendance of disadvantaged pupils is lower than their non disadvantaged peers. Evidence does suggest that poor attendance is directly correlated with lower achievement over time.

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
1 Improve writing outcomes among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments in all phases and moderation activity will indicate improvement in writing outcomes among disadvantaged pupils. This will also be evident in KS2 statutory assessment and internal tracking. KS2 writing outcomes in Summer 2026 will show that we are closing the attainment gap when compared to their non disadvantaged peers.
2 Improve the self-esteem and self-confidence of	<p>Sustained evidence of higher levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, parental surveys and learning walks.

disadvantaged pupils therefore improving their well-being	<ul style="list-style-type: none"> • A reduction in well-being related episodes within school.
3 Improved enrichment activities for disadvantaged pupils	Internal monitoring will indicate more or all disadvantaged pupils accessing enrichment activities that are subsidised by the school. This could include music tuition and extracurricular opportunities.
4 To achieve sustained and improved attendance for disadvantaged pupils	<p>Sustained higher attendance by 2026 by:</p> <ul style="list-style-type: none"> • Reduce the percentage of persistence absences for the disadvantaged group. • Improve the attendance of the disadvantaged group and close the gap between them and their non disadvantaged peers.

Activity in this academic year– 2025-26

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Writing support.</p> <p>English Lead to continue to raise standards of teaching of writing.</p> <p>English Lead and DH to provide INSET throughout the year to improve the cohesion of the school wide teaching of writing.</p> <p>All teachers to attend two moderation meetings with local cluster of schools. These are led by Dawn Robertson.</p> <p>Year Six to attend End of KS moderation activities to improve understanding and by up to date with moderation of KS2 standards.</p>	<p>EEF states:</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	1
<p>Continuation of school wide handwriting scheme.</p> <p>Letter Join</p> <p>Writing Lead to monitor progress and teaching of handwriting.</p>	<p>The EEF states:</p> <p>The impact of mastery learning approaches is an additional five month progress, on average, over the course of a year.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning</p>	1

Teachers to develop and embed more consistent approaches to handwriting.	approaches could address these challenges by giving additional time and support to pupils who may have missed learning or take longer to master new knowledge and skills.	
Teachers to develop consistent and higher expectations of age-related handwriting and presentation skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	

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

Budgeted cost: £28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing tutoring for all PP pupils.</p> <p>All PP pupils to receive bespoke small group or 1:1 writing intervention where appropriate.</p> <p>7hr of teacher input spread across 21 pupils (Y1-6) Approx 40 min per child per week in (small group 1:2)</p>	<p>EEF States:</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF States:</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	1

	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Structured Interventions from TAs</p> <p>Through assessment analysis, PPM discussions and observations in class, children will be given targeted interventions. These could include, spelling, handwriting, writing, GPS, maths, phonics and reading.</p> <p>Pupils will receive 'catch up to keep up' interventions in maths when necessary.</p>	<p>The EEF states:</p> <p>Teaching assistants can provide a positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>Wellbeing Interventions embedded within KS2</p> <p>Drawing and Talking Play Therapy Social groups Y3/4 Y5/6 Lunchtime activities</p>	<p>EEF States:</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	2

<p>Talk About Intervention Shalva Room Sensory Room OT equipment in Studio</p> <p>SENDCO and Pastoral Lead work closely to track and monitor the progress of pupils with pastoral needs.</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementing and monitoring of the Zones of Regulation</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 regulation their own feelings and emotions more easily, they will have an easier, happier and</p>	<p>The EEF states: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</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>	2

<p>more successful time at school – socially and academically.</p> <p>Pastoral Lead to monitor progress and effectiveness of this school wide policy.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Weekly JS well-being lessons</p> <p>'Torah well-being and me' to continue in addition to regular PSHE lessons.</p> <p>Heads Up Kids curriculum now introduced throughout school.</p>	<p>The EEF states:</p> <p>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</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	2
<p>Enrichment activities or resources</p> <p>Funding activities for disadvantaged pupils to attend.</p> <p>PP Lead to monitor this and ensure all pupils can benefit from increased interaction with enrichment opportunities</p>	<p>The EEF states:</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	3




	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<p>Attendance</p> <p>Data to be analysed and targets to be set for poor attenders.</p> <p>Attendance Officer to inform, support and create plans to support improved attendance of disadvantaged pupils.</p> <p>Three pupils in Year Six have concerning attendance and work will be done to support these families encouraging better attendance at school.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	4

Total budgeted cost: £54,600

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 2023 to 2024 academic year.

<p>Improve writing outcomes among disadvantaged pupils.</p>	<p>Moderation processes and internal tracking demonstrate an internal % increase and therefore steady improvement in pupils meeting expectations in writing.</p> <p>End of KS2</p> <p>42% of Y6 PP pupils achieved expected or above in writing compared to 64% of the whole cohort and 72% nationally.</p>
<p>Improve the self-esteem and self-confidence of disadvantaged pupils therefore improving their well-being</p>	<p>The majority of Pupil Premium pupils were classified as receiving support for SEMH issues via the Mental Health or SEND Team.</p> <div data-bbox="395 1003 593 1079">  <p>Drawing and Talking</p> </div> <p>Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma.</p> <p>As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.</p> <div data-bbox="383 1220 497 1317">  <p>ptuk Play Therapy United Kingdom</p> </div> <p>Play Therapy is a type of therapy where play and art materials are used as the main way for people to express themselves.</p> <div data-bbox="379 1339 638 1467">  </div> <p>Talkabout is a structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills which means that having assessed the child using the Talkabout assessment, teachers will choose the appropriate level or book to start work at. This means that you may start by developing a child's self-awareness and self-esteem before progressing onto body language. You will then move onto conversation skills and then onto friendship skills and assertiveness</p> <p>The EEF does state that this type of support for pupils with SEMH issues is beneficial for them but doesn't translate into reading and maths data.</p> <p>Pupil Voice interviews and learning walks demonstrate positive levels of engagement and enjoyment in learning across school. Classroom behaviour is consistently positive across the whole school.</p>

Improved enrichment activities for disadvantaged pupils	<p>PP pupils are offered access to enrichment activities and PP money is used to fund an activity per term.</p> <p>During the 2024–25 academic year, 75% of pupils eligible for Pupil Premium accessed funded enrichment opportunities, including educational trips, music tuition, ballet, and other extracurricular clubs. This represents a significant increase from 63.2% in the previous academic year, demonstrating the positive impact of targeted Pupil Premium funding in widening participation and reducing barriers to enrichment.</p>
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To achieve sustained and improved attendance for disadvantaged pupils	<p>Whole-school attendance for the 2024–25 academic year was 95.81%, exceeding the national average of 93.1%. Attendance for pupils eligible for Pupil Premium was 91.10%. While this remains below the attendance of non-Pupil Premium pupils (96.18%), it is above the national average for Pupil Premium pupils (89.4%). This indicates that targeted attendance support is having a positive impact, while continued focus remains on narrowing the attendance gap</p>
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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