Pupil premium strategy statement 2022-23

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	426
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£46,389
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,174

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 keychallenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	End of KS assessments, internal tracking, observations, moderation and discussions with pupils indicate underdeveloped written skills among many disadvantaged pupils. This is evident in KS1 and KS2.
2	End of KS assessments and Internal tracking indicate that maths attainment among the disadvantaged pupils is lower than when compared to their non disadvantaged peers.
3	Our observations and discussions with pupils and their families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their self-esteem around attainment.
4	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.
5	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.	• 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 2024 will show that we are closing the attainment gap when compared to their non disadvantaged peers.
2 Improve maths attainment among disadvantaged pupils	• Assessments in all phases will indicate improvement in maths mastery among disadvantaged pupils. • This will also be evident in KS2 statutory assessment and internal tracking. • KS2 maths outcomes in Summer 2024 will show that more than 80% of disadvantage pupils meet the expected standard.

3 Improve the self-esteem and self-confidence of disadvantaged pupils therefore improving their well-being	Sustained evidence of higher levels of wellbeing demonstrated by: • Qualitative data from pupil voice, parental surveys and learning walks. • A reduction in well-being related episodes within school • Improved outcomes indicated on tracking systems, such as the Boxall profile.
4 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.
5 To achieve sustained and improved attendance for disadvantaged pupils	Sustained higher attendance by 2024 by: • Reduce the percentage of persistence absences for the disadvantaged group. Currently 29% of disadvantaged children are classed as persistently absent. • Improve the attendance of the disadvantaged group and close the gap between them and their non disadvantaged peers.

Activity in this academic year– 2022/2023

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Writing support. All teachers to attend 'Dawn Robertson' writing training. All teachers and English lead to attend at least one moderation activity within a newly established local cluster. Year Six and English Lead to attend End of KS moderation activities to improve understanding and expertise in the approaches needed. English Lead to develop the progression map for writing throughout school. English Lead to provide INSET to improve the cohesion of the school wide teaching of writing.	EEF states: 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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1
Implementation of school wide handwriting scheme. **Letter Join** purchased for KS1 and KS2 which does have continuity with Little Wandle in EY and KS1. Writing Lead to provide	The EEF states: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with	1

INSET and monitor progress and teaching of handwriting. Teachers to develop and embed more consistent approaches to handwriting. Teachers to develop consistent and higher expectations of age-related handwriting and presentation skills.	traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Embedding teaching and learning using Power Maths Scheme All teaching staff to continue to develop their skills in relation to maths mastery. Maths Lead to track and monitor the progress of the scheme throughout EY, KS1 and KS2. Maths Lead to provide INSET where necessary Maths Lead to audit concrete resources and redistribute where necessary. Teachers to ensure that they are identifying the daily 'catch up' pupils and directing their TA support to complete the daily 'Catch up to keep up' session.	The EEF states: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. 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 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Continuation of TA post recruited in previous academic year. TAs will support class groups during literacy and numeracy sessions given immediate –	The EEF states: 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.	1,2

at the point of learning – support and feedback.	Providing feedback is well-evidenced to have a high impact on learning outcomes.	
TAs to complete daily 'catch up to keep up' sessions for phonics and maths	Feedback can be effective during, immediately and after learning.	

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions from TAs 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. Pupils will receive 'catch up to keep up' interventions in maths when necessary.	The EEF states: Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact 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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Writing Intervention DH to provide a ten-week, daily writing intervention for	EEF States: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with	1

identified pupils in Year 6. Non-Pupil Premium Pupils will also be part of this intervention	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. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Writing tutoring for pupils below the expected standard. PP Lead to identify pupils who would benefit from Tutor Led Intervention. PP Lead to monitor progress and effectiveness of programme.	EEF States: 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. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Programmes involving teaching assistants or volunteers can have a valuable impact but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

Structured 'Self Esteem' Intervention to be established throughout KS2 SENDCO to provide support and training for TAs to implement this strategy across KS2 SENDCO and Pastoral Lead to work closely to track and monitor the progress of pupils with pastoral needs. The Boxall Profile to be purchased and used as a tool to track the progress of pupils with particular or substantive SEMH issues.	EEF States: 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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementing and monitoring of the Zones of Regulation Zones of Regulation should be taught consistently across the	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.	1, 2 and 3

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. Pastoral Lead to monitor progress and effectiveness of this school wide policy.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). 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. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Additional well-being lessons timetabled 'Torah well-being and me' to continue in addition to regular PSHE lessons. Children learn about the Parasha in their JS lessons and their secular teacher is to continue the discussions and the key learning points.	The EEF states: 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 The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	3
Enrichment activities or resources Funding activities for disadvantaged pupils to attend. PP Lead to monitor this and ensure all pupils can benefit from increased interaction with enrichment opportunities	The EEF states: 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. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example,	4& 5

	there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Attendance Data to be analysed and targets to be set for poor attenders. HT to inform, support and create plans to support improved attendance of disadvantaged pupils.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	5

Total budgeted cost: £51,000

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 2021 to 2022 academic year.

No performance measures have been published for 2021/22 due to Covid-19. The impact of our pupil strategy for last year has been measured by internal measures.

Our internal measures indicate that progress with phonics and reading were positive, with 80% of disadvantaged pupils in KS1&2 achieving expected or above levels at the end of 2022. 100% of our Year Six cohort achieved expected or above in reading.

Our internal data does indicate underdeveloped written skills among many disadvantaged pupils and a lower percentage of disadvantaged children achieving expected or above in mathematics when compared with their non disadvantaged peers.

There also continues to be a gap between the semi affluent pupils and those who are disadvantaged, and school will continue to support these families in the full range of enrichment opportunities.

Our assessments of the children last year do indicate a growing need for wellbeing and mental health support and the impact is more noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The attendance data for our disadvantaged group is lower than their non disadvantaged peers and we plan to address this gap during the academic year 2022/23. There is also a higher proportion of persistently absent pupils in the disadvantaged group.

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
Little Wandle	Wandle Learning Trust
Power Maths	Pearson
Rapid Reading and Rapid Maths	Pearson
Torah Well being and me	PaJeS