

Pupil premium strategy statement – King David Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	162 (currently on roll)
Proportion (%) of pupil premium eligible pupils	30.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	
Date on which it will be reviewed	December 2027
Statement authorised by	Fiona Owen
Pupil premium lead	Holly Hind
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£72,520

Part A: Pupil premium strategy plan

Statement of intent

At King David Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. As stated in our Teaching and Learning Policy, we are committed to delivering high-quality education that meets the needs of all learners (neurodiverse and neurotypical). Our approach to teaching and learning is grounded in evidence-based practices, with a particular focus on Rosenshine's Principles of Direct Instruction. These principles provide a framework for effective classroom instruction, ensuring that students receive well-structured, purposeful lessons that lead to high levels of engagement and learning.

Our ultimate objectives are to:

- Ensure all pupils receive the highest quality of education to enable them to become active, socially responsible citizens in their futures.
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality, personalised CPD to ensure that pupils access effective quality first teaching.
- Maintain an evidence-based curriculum model which provides the highest quality education for all children.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.

- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences exposing them to heritage and cultural capital for the area in which they live.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide pupils with a wealth of high-quality texts which are accessed throughout the curriculum and at home.

This is not an exhaustive list, and strategies will change and develop based on the needs of individual pupils.

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Behind non disadvantaged children in writing.
2	Behind non disadvantaged children in maths.
3	Behind non disadvantaged children in reading.
4	Social, emotional and mental health needs (SEMH) negatively impact on the wider social and academic achievements of pupils.
5	Attendance and punctuality is lower than that of non-disadvantaged pupils.
6	Parental engagement
7	Children arrive at school unprepared for learning
8	Access to wider opportunities and experiences

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
All PP children to achieve in line with their non-PP peers in all areas.	1. Provide staff with a well-structured, personalise CPD programme to improve teaching and learning across all areas of the curriculum. 2. Maintain the implementation of the CUSP curriculum across all areas (except RE, maths, PCSHE and PE) 3. Use formative and summative assessments to effectively plan targeted intervention to support pupils on an individual needs basis. 4. Effective use of marking and feedback to be used to provide strategic steps for success and adaptations of planning to address misconceptions. 5. Liase with outside agencies, where appropriate, to seek specialist support for pupils needs. 6. Half termly writing assessments and moderations using National Curriculum trackers. 7. Core subject targets to be reviewed and shared with parents on a half termly basis. 8. The implementation of a well-structured coaching model to support teachers with individual needs as well as addressing academic needs of different cohorts. 9. EYFS lead to ensure that writing opportunities are planned into EYFS curriculum and continuous provision. 10. Continued monitoring of RWInc teaching to maintain the current achievement levels of PP children. 11. Fast track tutoring (4 times a week) in place for pupils who are not meeting expected levels in Phonics. 12. Additional speed sounds lessons planned into timetables for Year 1. 13. Virtual classrooms used for homework and in school to accelerate phonics and reading. QR codes are optional. 14. Teacher marking tests to ensure testing fidelity and rigorous use of targets to ensure progress.

	15. Use of testing to ensure, checking for prerequisites, retrieval practice, elaborative interrogation and checking for understanding. 16. White Rose CPD – identify needs for teachers in use of White Rose Maths and develop a programme of CPD for all children to become outstanding teachers. 17. Termly workshops for parents/ carers for core subjects to support their children at home. PP parents to be invited by a phone call made by the office staff. 18. Write names of PP children inside cover of teacher CUSP model books to remind and target accordingly. 19. Provide PP children with copies of CUSP reading materials to give an opportunity for prereading at home to increase understanding and preparation for lessons. 20. Introduce a new reading scheme for any child who has finished the chosen phonics scheme, providing a home reading book which is closely matched to their reading ability. Aiming to improve reading fluency. 21. Purchase of Insight Tracking data to rigorously track PP data and target groups and individuals. 22. Deploy TAs for PP pupils to close the gap in core and non-core subjects.
Improve attendance and punctuality of PP children.	1. Attendance and punctuality of all children to be monitored on a weekly basis, with trends being identified where possible. 2. Attendance and Punctuality staff to target PP pupils first (and in weekly Senior Leadership meetings) and parent meetings with PP parents to be a priority. 3. Mcwill also address any areas of need or support. Relevant support will then be put in place, such as Early Help. 4. The introduction of a 'soft start' to the school day. School now opens at 8.25am, offering a free breakfast club for all children. Thus, allowing for flexible drop off times as well as free breakfast for all. 5. Use of new Insight tracking data to be used by all relevant staff to identify trends early and intervene swiftly.

	6. Encouraging pupils to attend school with incentives such as training to be a Play Leader or a Librarian.
Productive pupil behaviour throughout school.	1. Pupils' work ethic to be positive, pupils to be resilient and develop stamina and speed in producing output and recall. 2. Use of 'The King David Way' to be used by all staff and children to promote a calm and productive atmosphere, with a strong work ethic. 3. Pupils will conduct themselves with safety and respect for others in classrooms, corridors, toilets in the school and in the playground. 4. Fortnightly meetings with the dinner supervisors will enable the supervisors to build productive relationships with the pupils. This will in turn lead to fair decisions and respect will be fostered between staff and pupils. 5. When interviewed, pupils and supervisors will report on better behaviour and relationships from activities organised in the playground, from the promotion of language to be used by dinner supervisors. 6. For dinner supervisors to have more training and information about pupils with SEND and for the SENCO to share training with key supervisors to disseminate with other supervisors. 7. KD Stars to evidence productive performance in school, both academically and emotionally. 8. Improved attendance in PP pupils will ensure a greater % catch up. 9. Termly (all year groups) and half termly (Y2 and Y6) meetings with teachers will hold teachers to account for all groups of pupils with a greater focus on PP pupils. 10. Specific roles in school to be allocated to PP children, such as Play Leaders or Librarians.
Improved emotional literacy among children.	1. Across the school, pupils will become more aware of their own emotions and those of others. 2. CUSP literature spine represents a range of backgrounds, races and lifestyles. 3. Within our new curriculum (CUSP), we teach about a range of different people from different backgrounds who have achieved in their lives. Enabling children to visualise their futures and what they aspire to achieve.

	4. PaJes 'Well-Being and Me' package for all children, with particular teaching time and focus on PP pupils to ensure they are more responsive to their own feelings, and this should ensure preparedness for learning and lifelong mental well-being. 5. They will be able to describe their feelings using an increased number of words in their vocabulary. 6. Through enabling the school council to promote physical and mental health, children have a wider knowledge of how exercise links with mental well-being and exercise is a healthy choice to ensure children look after themselves and build that programme for later life. 7. Children will be able to discuss this mental well-being at an age-appropriate level. 8. Year 5 PP pupils, who are emotionally vulnerable, will have a calm and productive year
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD* to ensure High Quality Teaching to follow after staff analyse PP pupils' progress in termly meetings and half termly meetings to focus on PP children who are consistently falling behind their peers in core subjects. Focus on using research from EEF.	The EEF Guide to the Pupil Premium states: '1. High quality teaching spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'	1-8

CPD – staff coaching lesson observations from Senior Leadership Team to take place on a rolling basis to ensure constant progression and professional development. CPD to follow from the observations and from termly data results. Continual CPD and investment in a rigorous, agile curriculum	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. Quality first teaching with CUSP leading the planning and strong learning. Children will learn in the same way, year after year, using pedagogy, action researched planning which covers the NC and beyond. Children will not have to get used to a new teaching style each year and can, therefore concentrate on learning and committing learning from the short term to long term memory.	
Improved emotional literacy among children.	Emotional Literacy lessons. Introduction of a new PSICHE curriculum to run throughout the school to ensure continuity in teaching of social and emotional literacy.	4
Productive pupil behaviour throughout school.	King David Way	5, 7 and 8
Paired reading training from PSS for dinner supervisors to support reading throughout the school.	Intensive support- either one to one or as part of a small group- can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.	3
Working with the DLP to ensure provision for PP pupils with SEND is appropriate and effective.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1-8

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk boost; used to target speaking and listening in KS1	EEF says; Intensive support- either one to one or as part of a small group- can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1-8
Fast track RWInc; to support lowest 20% of readers to make accelerated progress.		
Direct phonics; used by SENCO for less able readers and writers.		
Use of wellcomm in EYFS (including KS1 were needed)		
CPD and, purchase and use of White Rose maths materials Purchase CUSP and CPD costs.		
Use of new reading and writing assessments – half termly writing assessments.		
Dedicated time for Senior Leadership team to monitor and coach teachers.		
SENCO to observe PP pupils with SEND.		

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance to ensure children are in school at every possible opportunity,	3. Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and	5

learning and furthering their skill set. Half termly attendance meetings to be held following weekly analysis of trends in attendance.	emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting. Dinner supervisor training to include mental health training by named senior teacher. EPS works with families, children and teachers to support mental wellbeing. Use of Forward-Thinking Birmingham services and referrals to this service. SENCO advises families for referrals and supports through regular meetings.	
Extra-curricular activities to be offered to PP pupils for no cost, including after school sports clubs and school trips.		8
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Implementation of PAJES mental wellbeing curriculum to improve social and emotional wellbeing of our pupils.		4
Working with a family support worker to identify and support early help issues for individual families.		4, 5, 7 and 8
Liaising with social workers to address specific needs within families.		4, 5, 7 and 8

Total budgeted cost: £72,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see below a breakdown of the end of key stage data collected in summer 2024. The data shows that although progress is being

2024 End of KS1 Data

		Reading	Writing	Maths	Science
Pupil Premium: 6					
<u>Number of pupils:</u>	Working Below KS1	0	0	0	
	WTS	1	2	1	1
	EXS	2	4	3	5
	GDS	3	0	2	
<u>%ages of PP:</u>	Working Below KS1	0%	0%	0%	
	WTS	17%	33%	17%	17%
	EXS	33%	67%	50%	83%
	GDS	50%	0%	33%	
	At expected standard	83%	67%	83%	83%

Although the majority of PP pupils are working at the expected standard, there are still PP pupils who are not meeting expected standards for their years groups.

Phonics data 2024

	<u>Met expected level - 32/40</u>
Pupil Premium pupils: 8	
<u>Number of pupils:</u>	6
<u>%ages of PP:</u>	75%

The majority of pupils met expected standards in National Phonics testing, children who did not meet the expected standards also have SEND or EAL and are now receiving fast track tutoring to close any gaps.

End of KS2 Data 2024

Maths Expected Standard

100.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, **9 pupils** out of 9.

This is **20.4%** higher than the **national Non-Disadvantaged** cohort at **79.6%**.

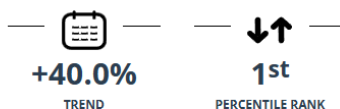
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 39.6%** from -19.2% in 2022/23, to +20.4% in 2023/24.

Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 40.0%** from 60.0% in 2022/23, to 100.0% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+20.4%
National: Disadvantaged	+40.7%
School: Non-Disadvantaged	+28.6%



SCHOOL: VALUE



Writing Expected Standard

88.9% of your school's Disadvantaged cohort achieved the expected standard in Writing, **8 pupils** out of 9.

This is **11.0%** higher than the **national Non-Disadvantaged** cohort at **77.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 38.4%** from -27.4% in 2022/23, to +11.0% in 2023/24.

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 38.9%** from 50.0% in 2022/23, to 88.9% in 2023/24.

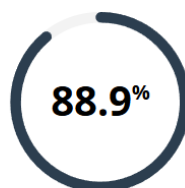
The Disadvantaged pupil(s) in your school are in **percentile 10** for **Writing Expected Standard** when compared to other schools.

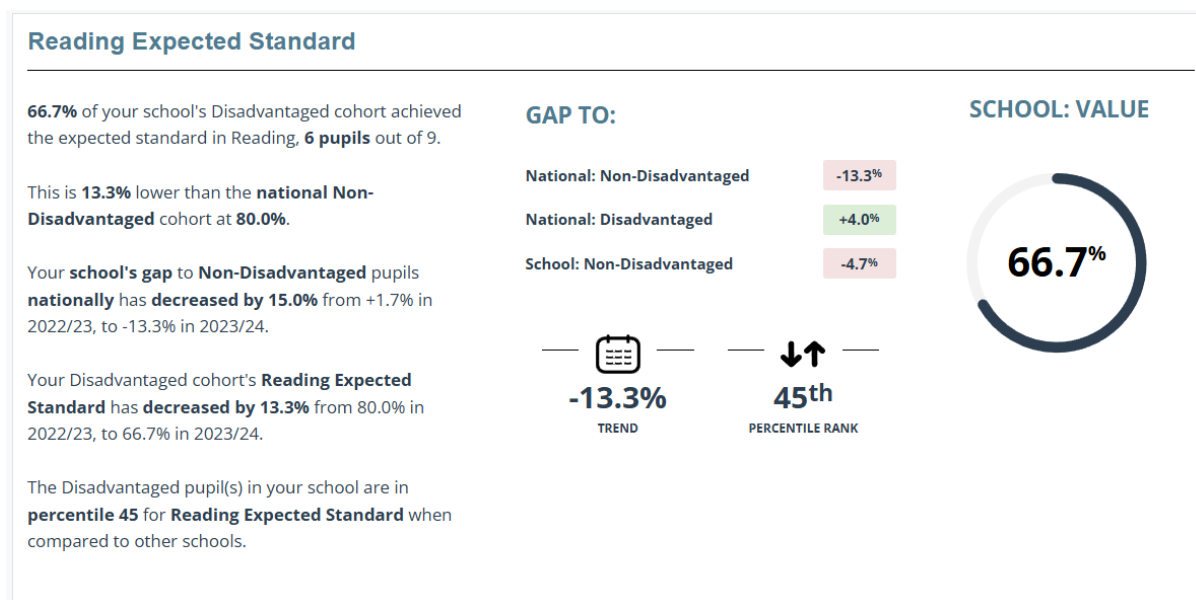
GAP TO:

National: Non-Disadvantaged	+11.0%
National: Disadvantaged	+30.1%
School: Non-Disadvantaged	+7.9%



SCHOOL: VALUE





Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, write Inc	Ruth Miskin
Oxford Reading Buddy	Oxford University Press
CUSP Curriculum	CUSP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.