

Pupil premium strategy statement – King David Primary School 2025-28

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	125
Proportion (%) of pupil premium eligible pupils	27%
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)	2025-2028
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Holly Hind
Governor / Trustee lead	Jan Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
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>	£51,510

Part A: Pupil premium strategy plan

Statement of intent

King David Primary School, "Where Stars Shine."

At King David we strive to provide a meaningful and inspiring Jewish Education, relevant to all children. We will further develop the Jewish Studies curriculum to match the changing needs of the school community in order to enhance the development of Jewish attitudes, beliefs, knowledge and practice.

Formal assessment and consistent marking will be informative to all pupils and parents enabling further in all areas of the curriculum. We aspire to provide a curriculum which inspires and motivates all pupils to become independent problem solvers who can cooperate and collaborate with others. We will teach our children how to cope with and build on success, face challenges and meet setbacks.

King David aims to foster curiosity, self - belief and adaptability taught in an exciting, explorative, thematic curriculum. Our broad, balanced and vivid curriculum will promote a love of learning and high standards, especially in literacy and mathematics. Our curriculum will teach children the importance of emotional and social awareness and the need to be enterprising. Our programmes of study will equip the children with significant knowledge and relevant understanding of what is right and wrong, fair and unfair.

We acknowledge that the number of families in our school who are accessing Pupil Premium has increased in recent years and is now above national average. Therefore, the challenges in this report have been carefully identified to ensure all pupils leave our school with a broad, balanced understanding of the curriculum, as well as the ability to think critically and creatively. By broadening the cultural capital for all children, we aspire for the children to have a sense of identity within the local area and value their local community. They will appreciate and have the necessary tools to live harmoniously and prosper in their multicultural community and to develop national identity, sharing fundamental British values.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	27% of our Pupil Premium children are affected by multiple variables and are also receiving support for Special Educational Needs.
2	To increase progress and attainment in all subjects (reading, writing, phonics and maths), particularly writing, enabling children to achieve age related expectations or greater depth.
3	Based on analysis of current data and discussions with external agencies (such as Moderation), it is clear that writing/spelling/GPS are not as strong as other areas of the curriculum. Targeted support alongside high quality teaching is required to improve coherence, spelling and confidence in writing.
4	To improve pupils' culture capital, by providing a broad range of experiences with the aim of improving the aspirations of our pupils.

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
To enable our Pupil Premium pupils with Special Education Needs to make accelerated progress from their starting points. Ensuring pupils reach their full potential.	<ul style="list-style-type: none"> Children are engaged and learning in all lessons due to high quality teaching which is supported by working alongside BEP. Children are accessing appropriate work and scaffolds to support learning. Teachers are supported in delivering this with regular data analysis with SENco and curriculum lead to identify gaps and plan interventions. Routines in all classrooms are consistent and calm, supported by the introduction of whole school initiatives such as the use of Widget, Sensory Audits and consistent teaching routines (walk throughs). Clear and consistent communication with external agencies and parents to ensure up to date information about pupils is available. Children are making consistent progress in all areas of the curriculum through tailored targets. Parents are confident in expressing their understanding of their child's targets and learning. Regular meetings take place with teachers and SENco to support this understanding as well as coffee mornings with external agencies to offer further support.

	<ul style="list-style-type: none"> • Staff to receive ELSA training from Educational Psychology services, to support higher engagement and positive attitudes and behaviours to learning leading to a reduction in children being removed from class and not engaging in their learning.
To increase progress and attainment in all subjects (reading, writing and maths), particularly writing, enabling children to achieve age related expectations or greater depth.	<ul style="list-style-type: none"> • All classroom environments to be consistent and organised to support independence of children i.e. selection of resources and dictionaries. Sensory audits will take place to further support children with additional needs and reduction of sensory overload. • High quality teaching for all, following a well-structured curriculum. Enabling children to access all areas of the curriculum and build on prior knowledge. • Children will engage in all activities in the classroom as planning is accurate and appropriate. Staff are supported by regular data analysis meetings with SLT, helping to identify gaps and plan forward. • Children will be working confidentially and independently as work is differentiated and scaffolded for all, ensuring good progress from their starting points. See individual targets from school improvement plan. • Opportunities to build coherence and creativity in writing throughout the school, supported by the use of a robust curriculum.
Make Early Reading a priority so that a greater number of Pupil Premium children pass their screening check.	<ul style="list-style-type: none"> • Children will be working in line with expectations for Phonics as Phonics is prioritised within the timetable and at the same time every day. • All Children will make good progress in Phonics as the chosen Phonics scheme (Read Write Inc) is used consistently, with fidelity. Reading lead uses regular assessment to ensure grouping is accurate. • Staff are confident in teaching Phonics to all ability groups; weekly staff training opportunities allow time for practise and discussion. • Regular assessments to closely track progress and identify gaps.

	<ul style="list-style-type: none"> Children will stay in line with their peers regardless of additional needs. 1-1 tutoring available 4 times a week, prioritising Pupil Premium children with gaps in Phonics knowledge.
Improve oral and written language skills	<ul style="list-style-type: none"> Children will be using a broad range of rich language in their writing. Supported by access to high quality texts for all and use of a structured reading and writing curriculum. Children will make good or accelerated progress due to use of a well-structured curriculum All children to have a love of reading and be able to discuss favourite authors and texts. Facilitated and encouraged by weekly access to the library to encourage reading for pleasure and support reading fluency. Children will continue to improve reading fluency skills post Phonics teaching as reading fluency is formally assessed and tracked in KS2 using Readerful (a book banding system) to ensure children are accessing a book closely matched to their reading ability.
Broadening the cultural capital of our Pupil Premium pupils to help improve aspirations for their futures.	<ul style="list-style-type: none"> Children will have a range of experiences to support their learning and understanding of the world around them. Trips and clubs to be accessible to all, with support for fees available. Opportunities to explore a range of carers and learning pathways will inspire the children to achieve and move closer to their chosen goals. Making use of the local area to support learning and enable the children learn about the area we live in. This will enable the children to become more independent as they prepare for adulthood. All children are given the opportunities they need to achieve as all teachers and pupils have the mind-set that all pupils can achieve.

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support by evidence informed CPD for teachers and support staff	The best available evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF	1,2,3,4
Prioritise additional TA support in classes with highest levels of PP to enable whole class support in addition to targeted interventions and pre/post teaching to support closing of gaps before they widen.	The average impact of small group tuition is found additional months' progress, on average, over the course of a year. EEF +4	1,2,3
Phonics lead to deliver specific and personalised training in Phonics.	We have been working closely with our chosen Phonics scheme (Read Write Inc) and the school development team to support the teaching of Phonics in the school. We now teach the scheme with fidelity and access the learning pathways to support staff. EEF- Phonics- High impact for very low cost based on very extensive evidence.	1,2,3
Use of National College to support ongoing staff training and development- enabling staff to stay up to date with the latest research allowing the school to remain forward facing.	Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2,3,4
Ongoing	The most recent speed data on more than 327,000 children shows that on	1,2,3

engagement with apps such as Times Table Rockstars and RWInc Virtual Classroom to be used at home and at school, to improve progress and attainment in early reading and mathematical fluency. CPD for staff on how best to use these to support children's learning.	average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	
Continue using Readerful reading scheme	In line with guidance taken from The Reading Framework, 2021, schools should continue to nurture reading fluency post Phonics.	1,2,3
Access to high quality texts	The use of high-quality texts is at the heart of our curriculum to support pupils to become motivated and independent readers.	1,2,3,4
Assessment procedures highlight gaps in learning to inform high quality teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy- EEF	1,2,3,4
Classrooms and communal areas to be language rich.	Language rich environments will help to ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious vocabulary across the curriculum .	1,2,3,4

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast track 1:1 tutoring to support the teaching of Phonics.	High-quality whole-class or small-group teaching is an efficient and effective way of ensuring good progress for the majority of children, 'given the expense	1,2,3

	and impracticality of delivering instruction individually'. This should not undermine, however, the value of one-to-one or small-group support for the few pupils who need extra help to keep up and catch up. The Reading Framework, 2021	
Targeted support and feedback in lessons for pupils.	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	1,2,3
CPD for staff including Speech and Language Therapy for children with specific targets.	Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2,3,4

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

Budgeted cost: £9010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health First aiders- 2 designated members of staff.	Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes. EEF	1,4
School contribution to residential visits and day trips	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	1,4
Support to access extra-curricular activities and music tuition	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. EEF	1,4
Attendance is closely monitored by SLT with meetings taking place on a regular	Research into how attendance can impact on attainment – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-	1,2,3,4

basis with those who are persistently absent.	attendance/strategies-for-managing-attendance/top-tips-improving-attendance/ Improving Attendance – Plans and Case Studies – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1	
Free daily breakfast club to encourage good attendance and punctuality.	Research into how attendance can impact on attainment – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/top-tips-improving-attendance/	

Total budgeted cost: £51,510

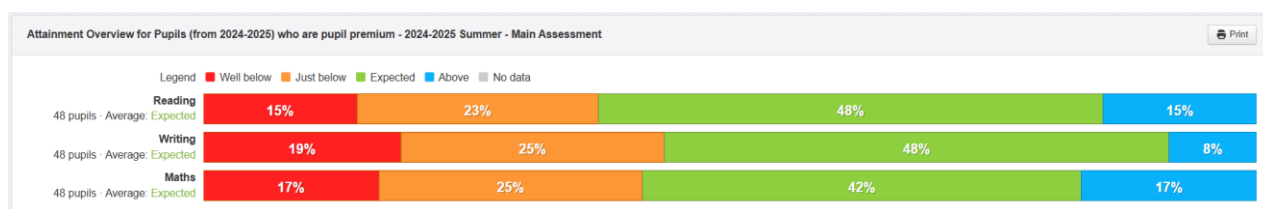
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

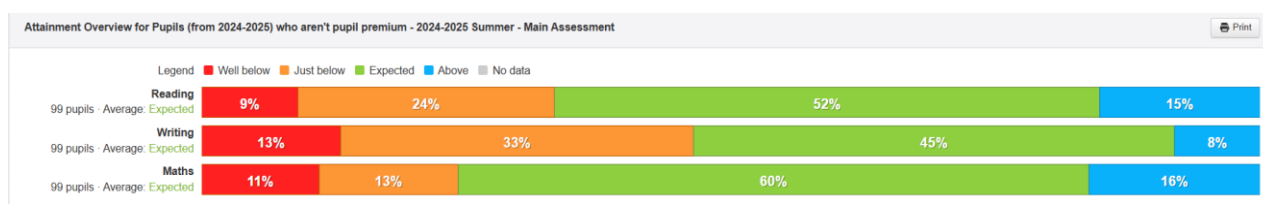
Highlights from Academic Year 2024-2025

- The attendance of Pupil Premium children was better than that of Non-Pupil Premium children.
- There was no significant difference in behaviour incidents reports for Pupil Premium pupils to Non-Pupil Premium pupils.
- In Phonics, all Pupil Premium children passed the Phonics Screening Check.

Progress of Pupil Premium pupils summer 2025



Progress of Non-Pupil Premium pupils summer 2025



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 Phonics	Oxford Reading Tree
Readerful reading scheme	Oxford Reading Tree

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.