

# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 academic year) 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  | 202 (not including nursery) |
| Number and proportion (%) of pupil premium eligible pupils  | 66 pupils<br>33%            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                   |
| Date this statement was published   | OCT 2023                    |
| Date on which it will be reviewed   | Dec 2024                    |
| Statement authorised by   | SIMONE BRYANT               |
| Pupil premium lead  | FIONA OWEN                  |
| Governor / Trustee lead   | KARL ROWBERRY               |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £93,120 |
| Recovery premium funding allocation this academic year  | £0.00   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £93,120 |

|                          |        |
|--------------------------|--------|
| <b>PP Attendance</b>     | 93.51% |
| <b>Non PP Attendance</b> | 93.85% |

# 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.

Our ultimate objectives are to:

- 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 are able to 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

Our context:

IDACI (Income Deprivation Affecting Children Index) Decile 2 indicates our school is in the highest 10% level of deprivation (most current information from 2019 report). Birmingham is the 7<sup>th</sup> most deprived Local Authority in England.

(Birmingham Local Authority is a district with the highest proportion of Lower-layer Super Output Areas in the most deprived 10 per cent of areas nationally based on the Index of Multiple Deprivation).

33% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally for primary schools.

Achieving our objectives:

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- 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
- 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.

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

#### 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                | <i>Behind non disadvantaged in writing.</i>  |
| 2                | <i>Behind non disadvantaged in maths.</i>  |
| 3                | <i>Behind non disadvantaged in reading, including phonics</i>  |
| 4                | Attendance and punctuality is lower than that of non- disadvantaged pupils.  |
| 5                | Social, Emotional and Mental Health Needs (SEMH) negatively impact on the wider social and academic achievements of pupils |
| 6                | Access to wider opportunities  |
| 7                | Parental engagement  |
| 8                | Pupils Arrive at school unprepared for learning  |

## 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  |
|---|---|
| <p>PP children to achieve in line with non PP pupils in all subjects.</p> | <ol style="list-style-type: none"> <li>1. Increased number of high quality lessons taught by outstanding teachers in the school to provide outstanding high quality teaching, using the new CUSP curriculum.</li> <li>2. Half termly writing assessments and moderation using National Curriculum assessment trackers.</li> <li>3. Identifying and sharing writing targets with parents / carers every half term.</li> <li>4. CPD for use of CUSP in all subjects (except RE, Computing, Maths and PE), ensuring strong use of writing in all subject areas.</li> <li>5. 'Thinking hard' to be an expectation for all.</li> <li>6. Increased number of 'outstanding' teachers from holding teachers to account using triangulation on a termly basis.</li> <li>7. EYFS leader to ensure opportunities for writing are timetabled and planned to ensure impact and progression for all.</li> <li>8. Teachers will target PP children who are not making good progress, or those who have been disproportionately impacted by the pandemic, particularly in Year 6.</li> <li>9. ECT and ECT+1 using a known provider.</li> <li>10. Trained ECT in RWInc programme – impact on increase of Y1 pupils passing the phonics test 44% of PP passed compared with 67% of non PP pupils in 2023. PP to be in line with non PP pupils with a pass rate of 74% in 2024 (Birmingham Average for FSM, 2023)</li> <li>11. Increase in % for pupils in Y2 to close the gap for reading, writing and maths - gap is -36.6% (Bham gap is -13.3%)</li> <li>12. Y6 PP to achieve expected % roughly in line with non PP pupils and greater depth in maths reading and writing.</li> <li>13. Timetable and planning to include for 5 groups in Y1-2 for RWINC x ½ hour x 5 lessons a week.</li> <li>14. Deputy Head teacher takes a target group from Year 6 for writing 4x a week for 1 hour.</li> <li>15. TA and DHT Phonics Fast Track trained and tutor 18 children, 8 minutes each, 3 times a week.</li> <li>16. Virtual classrooms used for homework and in school to accelerate phonics and reading. QR codes are optional for</li> <li>17. Teacher marking tests to ensure testing fidelity and rigorous use of targets to ensure progress.</li> <li>18. Use of testing to ensure, checking for prerequisites, retrieval practice, elaborative interrogation and checking for understanding.</li> </ol> |

|  |   |
|--|---|
|  | <p>19. 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.</p> <p>20. 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.</p> <p>21. Write names of PP children inside cover of teacher CUSP model books to remind and target accordingly.</p>   |
| <p>Improved emotional literacy among children.</p>   | <ol style="list-style-type: none"> <li>1. Across the school, pupils will become more aware of their own emotions and those of others.</li> <li>2. They will be able to describe their feelings using an increased number of words in their vocabulary.</li> <li>3. 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.</li> <li>4. Children will be able to discuss this mental well-being at an age appropriate level.</li> <li>5. Year 6 PP pupils, who are emotionally vulnerable, will have a calm and productive year.</li> </ol>   |
| <p>Productive pupil behaviour throughout school.</p> | <ol style="list-style-type: none"> <li>1. Pupils' work ethic to be positive, pupils to be resilient and develop stamina and speed in producing output and recall.</li> <li>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.</li> <li>3. Pupils will conduct themselves with safety and respect for others in classrooms, corridors, toilets in the school and in the playground.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>7. KD Stars to evidence productive performance in school, both academically and emotionally.</li> <li>8. Improved attendance in PP pupils will ensure a greater % catch up.</li> <li>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.</li> </ol> |

## Activity in this academic year

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: *part of* £93, 120

CPD time

Teaching staff – part of salary input

| Activity  | Evidence that supports this approach   | Challenge<br><hr/> number(s)<br>addressed |
|---|--|---|
| <p>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.</p> <p>CPD – staff coaching lesson observation from Literacy and Numeracy leaders.</p> <p>CPD to follow from the observations and from termly data results.</p> | <p>The EEF Guide to the Pupil Premium states:</p> <p>'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.'</p> <p>2. 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</p> | <p>1-8</p>                                |

|   |  |          |
|---|--|----------|
| <p>Explore government funded tuition.</p> <p>Continual CPD and investment in a rigorous, agile curriculum</p> <p>Trial working with DLP writing moderation led by BEP to improve writing for children with SEND (additional plus and EHCP) to move from WTS to EXS in writing</p> | <p>classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>Exploration of funded tuition - school has to match funding. Assessment of 1:1 and group tuition after Covid with outside tuition - learning wasn't 'sticky'. See below</p> <p>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.</p> <p>FO attended the first sessions for KS1 and KS2. Not impressed with the CPD- incorrect teaching content. Also, unsure about focus on these children to the detriment of others. The focus is on QFT for all but with a focus on those with SEND needs. FO questioned the DLP about the rigour of the CPD and about funding going into schools so there can be extra staffing rather than 3 funded days out. It will be interesting to measure the impact at the end from the other schools and how they did it without affecting learning of others.</p> <p>FO will continue to deliver the CPD from the CUSP which focuses on QFT for all and how to adapt for children with SEND needs.</p> |          |
| <p><i>Improved emotional literacy among children.</i></p>   | <p>Emotion literacy lessons</p>  | <p>2</p> |
| <p><i>Productive pupil behaviour throughout school.</i></p>   | <p>See point 3 above –Wider strategies.</p>  | <p>3</p> |

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

Budgeted cost: *pending decision after first term's assessments*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Analyse PP needs first.<br/>PP lead to work with Attendance Officer to enforce Attendance and Punctuality Policy.</p>   | <p>EEF promotes analysing needs firstly:<br/>Attendance data and levels of persistent absence;</p> <ul style="list-style-type: none"> <li>• Teacher feedback on pupils' levels of engagement and participation;</li> <li>• Behaviour incidences and exclusions data;</li> <li>• Information on wellbeing, mental health and safeguarding;</li> </ul> <p>Use My Concern to log and ensure audit trail as well as necessary actions</p> <ul style="list-style-type: none"> <li>• Access to technology and curricular materials.</li> </ul> | <p>1-8</p>                    |
| <p><i>Tutoring, including RWINC Fast Track– decide on whether to use tutor led funding allocation.</i></p>   | <p>2. 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.</p>   | <p>1</p>                      |
| <p><i>Targeted structured interventions (1:6) x 2 groups in Y1 and Y2 using specialist resources.<br/>Train ECT in RWINC<br/>Five RWINC groups in KS1.<br/>Use of RWINC resources<br/>Talk Boost training for five teachers and TAs – use to target speaking and listening in KS1<br/>Use of Wellcomm in EYFS<br/>CPD and, purchase and use of White Rose maths materials<br/>Purchase CUSP and CPD costs.<br/>Use of new writing assessments – half termly writing assessments.<br/>Dedicated time for English and Maths Leads to monitor and coach teachers.<br/>SENCO to observe PP pupils with SEND.</i></p> | <p>Classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p>  | <p>1</p>                      |

|  |  |  |
|--|--|--|
| <p><i>PP pupils are loaned a Chromebook to access online homework.</i></p> <p><i>TTRS for times tables homework.</i></p> |  |  |
|--|--|--|

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

Budgeted cost: £16,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Malachi – SEMH support for families - £6000</i>   | <p>3. Wider strategies</p> <p>Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and 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. Classroom displays in the three different stages in school focus on a wider range of emotive vocabulary, self-regulation and learning strategies to explain their feelings and paths to explore and address these positively.</p> <p>Staff (including two key dinner supervisors and two governors) trained by Papyrus to ensure all have scripts and a pathway to</p> |                               |
| <i>Outside educational and health agencies working with SENco (who is also DHT) £4000 for EPS</i>  |   |                               |
| <i>SEMH is target 1 on the School Development Plan – CPD for staff</i>   |   |                               |
| <i>Trips, including residential - 'Redridge residential and the Holocaust Museum, after school clubs, breakfast clubs and music lessons - £5000.</i>                       |   |                               |
| <i>Time spent on attendance - teachers, Attendance officer, DHT and HT - £2000. Including use of time spent on Early Help, liaison with families and outside agencies.</i> |   |                               |

|  |   |  |
|--|---|--|
|  | <p>support children who may be experiencing suicidal thoughts.</p> <p>Staff will all take part on the final Suicide policy.</p> <p>Named Mental Health Lead, training to commence this year and disseminate through CPD and part of different policies.</p> <p>Dinner supervisor training to include mental health training by named senior teacher.</p> <p>EPS works with families, children and teachers to support mental well-being.</p> <p>Use of Forward Thinking Birmingham services and referrals to this service.</p> <p>SENCO advises families for referrals and supports through regular meetings.</p> |  |
|--|---|--|

## 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                |
|--|-------------------------|
| Accelerated Reading – MyOn and assessment package. | Renaissance Ltd         |
| Read, Write Inc                                    | Ruth Miskin             |
| Times Tables Rock Stars                            | play.trockstars.com     |
| Oxford Reading Buddy                               | Oxford University Press |
| Malachi support                                    | Malachi.org.uk          |





## Phonics

### Y1 Phonics test - summary 2023

|                        |  |                            |  |                         |  |                            |  |
|------------------------|--|----------------------------|--|-------------------------|--|----------------------------|--|
|                        |  | Met expected level - 32/40 |  |                         |  | Met expected level - 32/40 |  |
| Cohort size: 29        |  |                            |  | Pupil Premium pupils: 5 |  |                            |  |
| Number of pupils:      |  | 20                         |  | Number of pupils:       |  | 4                          |  |
| %ages of class:        |  | 69%                        |  | %ages of PP:            |  | 80%                        |  |
|                        |  |                            |  |                         |  |                            |  |
|                        |  | National 2023              |  | National 2022           |  | National 2019              |  |
| Well below NA          |  |                            |  | 75%                     |  | 82%                        |  |
| Below NA               |  |                            |  |                         |  |                            |  |
| Similar to NA          |  | Not yet available          |  |                         |  |                            |  |
| Above National Average |  |                            |  |                         |  |                            |  |
|                        |  |                            |  |                         |  |                            |  |
| Boys: 16               |  |                            |  | Girls: 13               |  |                            |  |
| Number of pupils:      |  | 10                         |  | Number of pupils:       |  | 10                         |  |
| %ages of boys:         |  | 63%                        |  | %ages of girls:         |  | 77%                        |  |

Coloured boxes show comparison to last year's data.

## PP attained significantly higher than non PP

### Y4 Times Tables

#### Y4 Times Table test - summary 2023

|   |  |                             |  |                          |  |     |  |
|---|--|-----------------------------|--|--------------------------|--|-----|--|
|   |  | Achieved full marks - 25/25 |  |                          |  |     |  |
| Cohort size: 28                                     |  |                             |  | Pupil Premium pupils: 10 |  |     |  |
| Number of pupils:                                   |  | 10                          |  | Number of pupils:        |  | 4   |  |
| %ages of class:                                     |  | 36%                         |  | %ages of PP:             |  | 40% |  |
| Coloured boxes show comparison to last year's data. |  |                             |  |                          |  |     |  |
|   |  | National 2022               |  |                          |  |     |  |
| Well below NA                                       |  | 27%                         |  | Median score is 24       |  |     |  |
| Below NA  |  |                             |  | National mean is 19.8    |  |     |  |
| Similar to NA                                       |  |                             |  |                          |  |     |  |
| Above National Average                              |  |                             |  |                          |  |     |  |
|   |  |                             |  |                          |  |     |  |
| Boys: 11  |  |                             |  | Girls: 17                |  |     |  |
| Number of pupils:                                   |  | 5                           |  | Number of pupils:        |  | 5   |  |
| %ages of boys:                                      |  | 45%                         |  | %ages of girls:          |  | 29% |  |

PP attained slightly higher than non PP

## Attendance

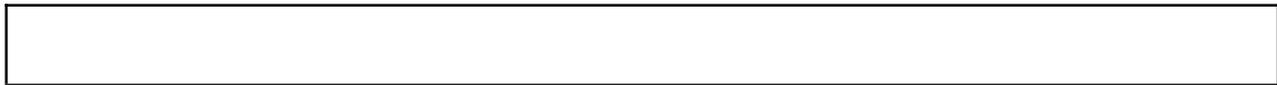
**PP attendance 2022-23: 93.85%**

**Non PP attendance 2022-23: 93.51%**

Attendance letters to be sent out by Headteacher when attendance drops below 92%.

Fast Track Attendance to be used - HG with direction by DHT.

Attendance letter from BCC letter to be sent to all families at start of autumn term.



Total budgeted cost: £ [93,120]

\*

