

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
King David High School	
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	21 st December 2022
Date on which it will be reviewed	21 st December 2023
Statement authorised by	D John Dalziel
Pupil premium lead	Tracy Basger, Deputy Head Teacher
Governor / Trustee lead	Jonathan Dover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,085
Recovery premium funding allocation this academic year	£6,736
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 66,821

Part A: Pupil premium strategy plan

Statement of intent

We want all our pupils to achieve what they are truly capable of regardless of background. We recognise the additional barriers to progress faced by many of our pupils, particularly those who are disadvantaged. The school will take whatever steps we can to support all our learners. This begins with quality first teaching for all. In order to access this all pupils need to be present and punctual, and confident and comfortable in the classroom. We will create an ethos where all pupils feel cared for, valued and included.

Our approach is a holistic approach where the well-being and welfare of all our pupils is our first priority. Effective work by form tutors and pastoral and welfare staff is the primary approach to supporting any pupils whose progress is impeded.

Tracking of pupil progress benefits all our pupils. This rigorous process will pay particular attention to pupil premium pupils. Measures such as targeted academic support and mentoring will be put in place for those who need this.

Support for academic achievement is primarily subject led, with subject specialists in academic departments offering targeted academic support to small groups.

We encourage all our pupils to participate in our extensive extra-curricular programme. Funding from our pupil premium allocation will be made available to support any disadvantaged student who wishes to take part in extra-curricular activities including sport, music and any school trips or out of school activities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – There's a discrepancy between attendance and punctuality of pupil premium and non-pupil premium pupils. Pupil premium attendance 81% non PP 90% Lates Pupil premium 5.0% non pupil premium 3.3%
2	Only 0.1% Of Fixed term exclusions in 2021/22 were PP – This is a huge reduction on the previous year We will continue to monitor this to see if it is a continuing trend. This was a priority in 2020/21
3	Breadth of study – Progress 8 – PP are more likely to 'opt out' of certain GCSE subjects
4	Inclusion in all aspects of school life

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
Achievement of pupil premium pupils will be on a par with the rest of the cohort	Attainment 8 gap between pupil premium pupils and their peers closed. (currently - 0.8)
Close Progress 8 gap between pupil premium pupils and their peers – specifically focussed on English and maths	Pupil premium results in line with non pupil premium on progress.
Behaviour support – Head of year interventions and behaviour mentor's time Pupil premium pupils prioritised for support from behaviour mentor.	Reduced proportion of pupil premium pupils receiving school sanctions
Improved attendance and punctuality. Quality first teaching can only be accessed if pupils are punctual and present.	Pupil premium pupils' attendance more in line with non pupil premium
Maintain breadth of study for pupil premium students at GCSE (minimum 8 where appropriate)	More pupil premium students satisfying progress 8 criteria
Booster/support sessions in all subjects to help all pupils (but prioritise pupil premium pupils) in keeping on top of their studies	More pupil premium pupils completing their GCSE courses.
Maintain breadth of extra-curricular offer /personal development of pupil premium pupils. Funding to support participation in schools trips and visits, theatre trips, music lessons. Monitor and encourage involvement of pupil premium pupils in these activities.	Pupil premium pupils access 'cultural capital' in the same way as other students

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training – Numerous CPD sessions – Behaviour SEND- ADHD and Autism Retrieval Practice	Well trained staff result in lessons that are inclusive for all engaged pupils with a positive attitude towards their studies.	1,2
ACEs, mental health and well being training for all pastoral staff Suicide and Self harm training	Pupils who are happy and well supported in school make good progress. - “Classroom climate” Sutton Trust	1,2

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

Budgeted cost: £ 45,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject support sessions	EEF identifies “positive impact of targeted academic support” Pupils who will benefit most from this identified through school tracking processes. We also know as a school that this works for our pupils	3
Study skills included in our form tutor led learning for life programme	Pupils comment positively about the skills they gain from our learning for life programme	3
EAL for students new to the country	Member of support staff allocated to work in 1 to 1 sessions with EAL students	4

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

Budgeted cost: £ 33,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer time to chase up absences	Pupils needs to be punctual and present to access academic curriculum and school-based support Form tutors to work with pupils and parents/guardians to improve punctuality and attendance	1
Behaviour mentoring – Behaviour mentor and HoYs	Reduce the proportion of PP pupils receiving school sanctions/internal exclusion – currently 16% of fixed term exclusions are PP pupils	2
Social and emotional support	ACEs training for pastoral and welfare staff. Whole school focus on mental health and well being Prioritised access to school counsellor for disadvantaged pupils	2
Inclusion room	A more positive and proactive approach towards those students excluded from lessons – currently 12% of internal exclusion are PP pupils	2
Form tutor training	Encouraging form tutors to be the first line of support for all pupils	1,2
Financial support for wider opportunities	Funding for school trips and visits, rewards, music and sport	4
Counselling sessions	Funding for Counsellor for students who need extra support	1,2,4

Total budgeted cost: £ 81665

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

Objective 1: To close progress 8 gap – outcomes of internal Teacher assessed grades showed that the progress 8 of PP students had improved to give a positive value +0.32, higher than non PP students by which is 0.16

Objective 2: To improve Attainment 8 – outcomes of internal Teacher assessed grades showed Attainment 8 of +5.1 for Pupil Premium compared to +6.0 Non Pupil Premium

Objective 3: To provide booster classes and timetabled intervention lessons in years 7-10 – Outcomes of internal assessment data showed that almost all PP students made significant progress between Winter and Summer assessment period. In cases where further progress was needed, students were invited to a 2-week summer intervention programme in Maths and Science run by the Tutor Trust. The participation and engagement by students who attended was encouraging, and has led to better attendance and engagement at the start of this academic year.

Objective 4 : To provide wider experiences and opportunities, including counselling and behaviour support - many PP students were able to access counselling where needed and behaviour support resulted in improved outcomes in terms of participation in lessons and less consequences for those students who accessed this. Two students also successfully completed units in the Princes Trust 'achieve' programme.

A huge decrease in fixed term exclusions of PP students due to interventions put in place.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.