



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 George V Primary
Number of pupils in school	206 (21-22) Rec-Y6
Proportion (%) of pupil premium eligible pupils	38% 36.4%
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	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Penny Head Teacher
Pupil premium lead	H. Taylor
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,875
Recovery premium funding allocation this academic year	£10,875
School led tutoring	£8,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,660

## Part A: Pupil premium strategy plan

### Statement of intent

#### **What are your ultimate objectives for your disadvantaged pupils?**

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### **How does your current pupil premium strategy plan work towards achieving those objectives?**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We will support disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at King George V Primary School
- We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being

#### **What are the key principles of your strategy plan?**

- Ensure that all children receive quality first teaching
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- To provide increased in class support to ensure all children wherever possible keep up, not catch up
- Additional teaching and learning opportunities provided through lunchtime and afterschool clubs
- Children's SEMH needs are suitably met so that they are able to access learning
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident upon entry in Reception and more prevalent among our disadvantaged pupils than their peers.</p> <p>Currently, 85% of children entering Reception are unable to reliably follow instructions containing up to 10 words. Upon entry, 100% of disadvantaged pupils entering Reception are working below the expected standard in receptive language.</p>
2	<p>Assessments, observations and discussions with pupils indicate that the attainment of disadvantaged pupils in Phonics is significantly lower than their non-disadvantaged peers.</p> <p>In October 2021, 60% of disadvantaged pupils in Y1 are currently not on track to pass the Phonics Screening Check (PSC) compared with 45% of non-disadvantaged pupils.</p>
3	<p>Internal assessments with pupils indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>8% of children can blend 3 sounds to make a word upon entry to Reception while 12% of children are able to reliably retrieve simple information orally.</p> <p>Across the school, an average of 47% of disadvantaged pupils are not working at the expected standard in reading. This is compared with 33% of non-disadvantaged pupils.</p>
4	<p>Internal assessments with pupils indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school, an average of 38% of disadvantaged pupils are not working at the expected standard in maths. This is compared with 31% of non-disadvantaged pupils.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than non-disadvantaged pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. 67% of disadvantaged pupils are not working at the expected standard in writing in comparison with 48% of non-disadvantaged pupils.</p>
6	<p>Attendance and punctuality of disadvantaged pupils is below national levels.</p> <p>The EOY attendance for disadvantaged pupils was 95.26% in July 2021 in comparison with 96.57% of non-disadvantaged pupils.</p>
7	<p>For some Pupil Premium children, there are external barriers which have a negative impact upon pupils' readiness for learning and attainment. These external barriers include experiences beyond the home, financial, housing, emotional, educational etc.</p> <p>69% of pupils with identified social, emotional and mental health (SEMH) needs are disadvantaged pupils in comparison to 31% of non-disadvantaged pupils.</p>

	In addition, parental capacity to fully engage and support children’s education can be hindered. Support and engagement with home learning during closures was varied.
--	--

## 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
Improved communication and language attainment by the end of EYFS among disadvantaged pupils.	GLD for communication and language is in line or higher than national results.
Improved phonics attainment among disadvantaged pupils.	The % of pupils passing the Y1 Phonics Screening Check (PSC) is higher than national results.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.  KS2 reading outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.
Improved maths attainment among disadvantaged pupils.	KS1 maths outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.  KS2 maths outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.  KS2 writing outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024-2025 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys, teacher observations, including peer-to-peer relationships</li> <li>• Significant reduction in serious behaviour incidents at unstructured times</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> The attainment of disadvantaged pupils is in line or above national results as a result of all pupils being learning ready
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024-2025 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing</li> <li>• The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no higher than their non-disadvantaged peers</li> </ul>

## 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: £ 31240.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training provided to EYFS staff, including Elklan &amp; WellComm to develop language and communication.</p> <p>Investment in resources within EYFS to promote quality talk.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>£1910</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>£5957</p>
<p>Purchase of standardised diagnostic assessments (Rising Stars NTS assessments).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p> <p>£1000</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p> <p>£2400</p>

Investment in online resources, including White Rose		4 £120
HLTA employed to cover lessons to enable class teachers to access appropriate CPD, management time and instructional coaching	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3, 4, 5  £21658
Deliver T&L year-long CPD programme (hourly rate for all staff attending)	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>• Training and supporting highly qualified teachers deliver targeted support.</li> </ul>	2, 3, 4
Carry out fortnightly instructional coaching for all class teachers with DHT.  Provide cover to release class teachers.	<p>DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	2, 3, 4
Investment in high-quality texts linked to whole school T&L foci (evidence-informed practice)		2, 3, 4
Investment in RWI Phonics portal, providing training for staff in addition to tuition for pupils  Investment in RWI development days (RWI consultant visits)	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2  £4375.00
Investment in Bug Club, supporting home reading  Investment in Reading Cloud to support home reading	<ul style="list-style-type: none"> <li>• EEF toolkit – parental engagement</li> <li>• EEF guide to pupil premium – targeted academic support</li> <li>• EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</li> </ul>	3  £1563.94
Purchase online subscription to Jane Considine’s The Write Stuff unit plans, providing high quality modelled planning for teaching staff.		5  £579.99
Training provided by SENDCo, including planning support, CPD sessions and training and development for teaching and support staff		5

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

Budgeted cost: £53775.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>1:1 RWI fast-track tutoring delivered daily</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>2</p> <p>£6272.80</p>
<p>School Led Tutoring</p> <p>(Across 2 12-week tuition cycles (Spring &amp; Summer term), a total of 60 children will benefit from 15 hours additional tuition each, totally 900 hours of additional tuition being provided. This is in excess of the 44 children funding has been received for (660 total funded hours of tuition)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>• <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>2, 3, 4, 5</p> <p>£ 11160.00</p>
<p>Small group RWI phonics tutoring provided to pupils in R, Y1 and pupils in Y2 &amp; KS2 requiring additional phonics tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p> <p>£4172.92</p>
<p>Targeted intervention for pupils in Y6 through the deployment of L3 teaching assistant</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p> <p>£4172.92</p>
<p>Quality first teaching for all pupils</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate,</p>	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes</li> </ul>	<p>1, 2, 3, 4, 5</p> <p>£13741</p>

timely interventions are put in place	Training and supporting highly qualified teachers deliver targeted support	
<p>HLTA employed to support;</p> <ul style="list-style-type: none"> <li>Reading, writing and maths interventions;</li> <li>Pre-teach interventions provide opportunities to rehearse skills in advance.</li> </ul> <p>Same day/ specific skill-based intervention to target misconceptions and fill gaps</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5
RWI Fresh Start intervention delivered to targeted KS2 pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Precision Teaching intervention to improve the accuracy and fluency of reading and spelling	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2 £6559.69
<p>Targeted additional sessions, including weekly homework clubs, Maths and Reading lunchtime clubs.</p> <p>Investment in Times Table Rockstars and Bug Club</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4  £2448
<p>All teachers and TAs trained to screen pupils using WellComm</p> <p>TAs have training from a speech and language therapist to target gaps in pupils' language identified by WellComm</p>	<ul style="list-style-type: none"> <li>Specialists modelling and working alongside staff has greater impact on student progress from staff surveys</li> <li>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum</li> <li>Speech and language data shows that if gaps in language are targeted then progress is accelerated</li> </ul>	1
Lego Therapy sessions provided to targeted pupils who have social communication difficulties, to strengthen appropriate social behaviour	<ul style="list-style-type: none"> <li>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul>	£5248

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

Budgeted cost: £35645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	7 £3275.06
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6 £3339
Additional support for parents	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> </ul> more intensive programmes for families in crisis.	7
Attendance <ul style="list-style-type: none"> <li>• Attendance Officer</li> <li>• Home visits</li> <li>• Breakfast club for PPF</li> <li>• Walking bus</li> </ul>	Attendance data  Data shows that pupils with the highest attendance make the most progress	6 £2280
Texting service		7 £975

<p>Investment in Jigsaw: To support the teaching of PSHE including statutory Relationships and Health Education, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5 £1000</p>
<p>Engaging with families</p> <ul style="list-style-type: none"> <li>• Using Class Dojo platform to share communication, targets and achievements</li> <li>• Class workshops</li> <li>• Coffee mornings</li> </ul>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</li> </ul>	<p>7</p>
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Essential experiences built into our Enrichment curriculum</li> <li>• Reduction in cost of trips for PPF</li> <li>• Residential trip cost is halved for PPF (£2500)</li> <li>• Sports events promoted to PPF who are encouraged to attend</li> <li>• Outdoor learning encouraged</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is contextualised in concrete experiences and language rich environments</li> <li>• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</li> <li>• Pupil surveys reflect greater enjoyment and engagement in school.</li> <li>• Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</li> <li>• EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</li> </ul>	<p>7 £12350</p>
<p>Peripatetic music lessons</p>	<p>Providing opportunities for experiences children wouldn’t usually have. Lighting the spark for a passion for music</p>	<p>7 £4545</p>
<p>Provide high quality pastoral care including mentoring and support of vulnerable pupils who are having difficulty accessing learning through social, emotional and mental health issues</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL</p>	<p>5 £7880</p>

	<p>interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	
--	---	--

**Total budgeted cost: £12066.94**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
RWI	Ruth Miskin
Bug Club	Pearson
Times Table Rockstars/Numbots	Maths Circle
Music Express	Collins
Language Angels	Language Angels
Rising Stars	Rising Stars

### 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.*