



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
School name	King George V Primary
Number of pupils in school	210 (2022-23) Rec-Y6
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Penny Head Teacher
Pupil premium lead	Sarah Penny
Governor / Trustee lead	Deborah Steen

Funding overview

Detail	Amount
Pupil premium and recovery premium funding allocation this academic year	£113,570
Recovery premium funding allocation for this academic year	£11890
School led tutoring funding allocation for this academic year	£12312
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	£137,772.00

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>In older age groups, language gaps and under-developed oracy skills are evident, limiting potential to achieving high quality, creative and imaginative writing, detailed verbal articulation and expression.</p>

	Across the school, an average of 63% of disadvantaged pupils are not working at the expected standard in writing. This is compared with 61% of non-disadvantaged pupils.
2	Despite excellent attainment in the Phonics Screening Check, end of KS1 reading results in July 2022 indicate that 38% of PP pupils have not securing fluency and comprehension skills in order to demonstrate the expected standard in reading.
3	<p>Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school, an average of 51% of disadvantaged pupils are not working at the expected standard in maths. This is compared with 38% of non-disadvantaged pupils.</p>
4	<p>Attendance and punctuality of disadvantaged pupils is slightly below national levels.</p> <p>The EOY attendance for disadvantaged pupils was 94.2% in July 2022 in comparison with 94.5% of non-disadvantaged pupils.</p>
5	<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>63% of pupils with identified social, emotional and mental health (SEMH) needs are disadvantaged pupils in comparison to 37% of non-disadvantaged pupils.</p>

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.	ELG for communication and language is in line or higher than national results.
Improved oracy skills – all year groups.	% of pupils demonstrating expected standards of oracy in 2024-25 across the school has significantly improved from baseline data (Sept 22) and in line with available, comparable national data.
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.</p> <p>KS2 reading outcomes in 2024-2025 show that the % of disadvantaged pupils who meet the expected standard is at or above national.</p>
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"> • Qualitative data from pupil voice, pupil and parent surveys, teacher observations, including peer-to-peer relationships • Significant reduction in serious behaviour incidents at unstructured times • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>The attainment of disadvantaged pupils is in line or above national results as a result of all pupils being learning ready</p>
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"> • 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 • 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

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: £38,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training provided to EYFS staff, including Elklan & WellComm to develop language and communication. Investment in EYFS specialist support for improved CL strategies and provision	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 £5200
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	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:	1 £2500

<p>understanding and extend vocabulary.</p> <p>We will invest in Voices 21 oracy project fund ongoing teacher training and release time.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of standardised diagnostic assessments (Rising Stars NTS assessments).</p> <p>Purchase of Otrack pupil tracking software for detailed and comprehensive data analysis</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p> <p>£1518</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p> <p>£2400</p>
<p>Investment in online resources, including White Rose</p>		<p>4</p> <p>£180</p>
<p>HLTA employed to cover lessons to enable class teachers to access appropriate CPD, management time and instructional coaching</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p>	<p>2, 3, 4, 5</p> <p>£21,659</p>
<p>Deliver weekly staff training focused on quality first teaching (hourly rate for all staff attending)</p> <p>Invest in additional/external T&L expertise to further support and mentor key staff to deliver consistent quality first teaching.</p> <p>Enrol on externally funded specialised projects to provide additional support and</p>	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	<p>2, 3, 4</p>

guidance to staff with leadership responsibilities (EYFS and SEND)		
Carry out fortnightly instructional coaching for all class teachers with school leaders. Provide a comprehensive, high quality mentoring support package for new teachers. Provide cover to release class teachers.	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'. 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.	2, 3, 4
Investment in high-quality texts linked to whole school T&L foci (evidence-informed practice)		2, 3, 4 £200
Investment in Little Wandle staff training, teaching and learning resources and portal.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 £4178
Investment in Reading Cloud to support home reading	<ul style="list-style-type: none"> • EEF toolkit – parental engagement • EEF guide to pupil premium – targeted academic support • EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	3 £620
Training provided by SENDCo and Inclusion Support, 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: £58,019.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support in Y1 to provide small group/1:1 tuition to consolidate ELGs, basic skills and learning behaviours (impact of COVID-19)	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	£3613.41
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>1:1 Little Wandle 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"> • Phonics Toolkit Strand Education Endowment Foundation EEF 	<p>2</p> <p>£832</p>
<p>School Led Tutoring</p> <p>A total of 29 children will benefit from 15 hours additional tuition each, totalling 435 hours of additional tuition being provided.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <ul style="list-style-type: none"> • Small group tuition Toolkit Strand Education Endowment Foundation EEF 	<p>2, 3, 4, 5</p> <p>£ 20520</p>
Small group Little Wandle phonics tutoring provided to pupils in R, Y1 and pupils in Y2 & KS2 requiring additional phonics tuition.	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>£4172.92</p>
Small group tuition providing specific, targeted support to Y6 pupils.	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p> <p>£4172.92</p>

<p>Quality first teaching for all pupils</p> <ul style="list-style-type: none"> -Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place -Comprehensive monitoring and support cycle for all teaching staff -High quality staff development offer for all staff, including coaching and Talent Development meetings 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD • Sutton Trust – quality first teaching has direct impact on student outcomes <p>Training and supporting highly qualified teachers deliver targeted support</p>	<p>1, 2, 3, 4, 5</p> <p>£10453</p>
<p>HLTA employed to support;</p> <ul style="list-style-type: none"> • Reading, writing and maths interventions; • Pre-teach interventions provide opportunities to rehearse skills in advance. <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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Phonics intervention delivered to targeted KS2 pupils</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Precision Teaching intervention to improve the accuracy and fluency of reading and spelling</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>£6559.69</p>
<p>Targeted additional sessions, including weekly homework clubs, Maths and Reading lunchtime clubs.</p> <p>Investment in Times Table Rockstars</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p> <p>£2448</p>

<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"> Specialists modelling and working alongside staff has greater impact on student progress from staff surveys Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum Speech and language data shows that if gaps in language are targeted then progress is accelerated 	1
<p>Lego Therapy sessions provided to targeted pupils who have social communication difficulties, to strengthen appropriate social behaviour</p>	<ul style="list-style-type: none"> 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. 	£5248

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

Budgeted cost: £41,298.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and emotion coaching approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p> <p>£3275.06</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p> <p>£3821</p>
<p>Additional support for parents</p>	<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"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; 	7

	<ul style="list-style-type: none"> the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	
Attendance <ul style="list-style-type: none"> Attendance Officer Home visits Breakfast club for PPF Parent support meetings 	Attendance data Data shows that pupils with the highest attendance make the most progress	6 £2280
Texting service		7 £1211
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. Invest in Opal Playground project to increase open ended play opportunities and develop positive learning behaviours, spark enquiring minds, initiate problem solving and creativity whilst also promoting positive relationships and teamwork.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5 £1075
Engaging with families <ul style="list-style-type: none"> Development of community room space for hosting parent events Using Class Dojo platform to share communication, targets and achievements Class workshops Coffee mornings Community 'market place' events Bespoke parent workshops to address specific identified needs/wider barriers to 	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"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	7 £9366

learning e.g. budgeting, health and wellbeing		
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into our Enrichment curriculum • School visit programme • Residential trip cost is halved for PPF (£2500) • Sports events promoted to PPF who are encouraged to attend • Outdoor learning encouraged • External sports coach 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Pupil surveys reflect greater enjoyment and engagement in school. • Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. 	7 £7890
Peripatetic music lessons	Providing opportunities for experiences children wouldn't usually have. Lighting the spark for a passion for music	7 £4500
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>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 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>	5 £7880

Total budgeted cost: £137,772.00

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 2022 to 2023 academic year.

Challenge number 1, 2, 3, 4, 5:

Attainment in Communication and Language, Phonics, Reading, Writing and Mathematics

	All pupils	PP
CL (ELG)	(/22) 72%	(/7) 71%
GLD	(/22) 45%	(/7) 29%
Y1 Phonics	(/16) 94%	(/14) 79%
Y2 Phonics re-sits	(/3) 67%	(/2) 100%
KS1 reading	(/19) 53%	(/11) 46%
KS1 writing	(/19) 47%	(/11) 36%
KS1 mathematics	(/19) 68%	(/11) 55%
KS1 RWM EXS	(/19) 42%	(/11) 45%
Y2 RWM GDS	(/17) 6%	(/13) %
Y6 reading	(/17) 72%	(/13) 64%
Y6 writing	(/17) 67%	(/13) 50%
Y6 mathematics	(/17) 61%	(/13) 43%
Y6 RWM EXS	(/17) 56%	(/13) 43%
Y6 RWM GDS	(/17) 6%	(/13) 0%

In October 2022, 66% of Reception children were unable to reliably follow instructions containing up to 10 words. Upon entry in Sept 22, 100% of disadvantaged pupils entering Reception were working below the expected standard in receptive language.

As a result of rigorous, high-quality language teaching and intervention, in July 2023, 71% of disadvantaged pupils met the expected standard in communication and language.

In October 2022, 62% of disadvantaged pupils in Y1 were **not** on track to pass the Phonics Screening Check (PSC) compared with 47% of non-disadvantaged pupils.

By July 2023, 79% of disadvantaged pupils passed the Y1 Phonics Screening Check (in comparison with 38% on track at the start of the year).

Challenge number 6:

Attendance

	PP	Non PP
2022-23	94.1%	94.9%

The PP pupil v non-PP attendance gap is minimal and largely closed as a result of highly effective attendance tracking and family support.

Challenge number 7:

Access to wider opportunities

Many extra-curricular opportunities provided wider life and educational experiences, including:

West Bromwich library visits (all classes)

Sandwell College Pantomime (all classes)

Think Tank Museum (Y5)

Dudley Zoo (Y1)

Tipton Sports Academy (all classes)

Sandwell Valley Park (all classes)

Bewdley Museum (Y6)

Shrewsbury Prison (Y4)

Weston Super Mare (Y1 and 2)

Pupils also took part in community sport competitions such as athletics and football (pupils across all classes)

All pupils engaged in weekly comprehensive enrichment programme, covering a wide range of wider curricular skills and experiences.

Daily free breakfast club provision was offered to all PP pupils.

Pastoral support was funded, providing support through nurture sessions to increase pupils' self-awareness and self-regulation.

Pupil leadership roles were established and resulted in pupils (targeted disadvantaged pupils) demonstrating increased responsibility and independence.

As a result of investing in pupils' social and emotional development, 100% of pupils with additional SEMH needs were able to spend longer periods of time learning in the classroom.

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
Little Wandle phonics	Collins
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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	