



King David High School

Pupil Premium Strategy

Approved by: The Governors

Date: December 2024

Last reviewed on: December 2024

Next review due by: December 2025

Pupil premium strategy statement – The King David High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils between 2024 to 2027.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	17% (130)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	20 th December 2025
Statement authorised by	Tracy Basger Headteacher
Pupil premium lead	Helena Morrissey SENDSCO
Governor / Trustee lead	Stephen Elias Chair of Governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,485
Pupil premium funding carried forward from previous years	£ 0,000
Total budget for this academic year	£73,485

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at The King David High School, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Their needs will also be supported, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on adaptive teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	This challenge remains that the breadth of study can be limited as Pupil Premium Pupils are more likely to 'opt out' of certain GCSE subjects especially in Humanities and MFL.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 12 months, 20% of our disadvantaged pupils arrive below age-related expectations compared to 12% of their peers.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, self-harm, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 12 months indicates that attendance among disadvantaged pupils has been 2.27% lower than for non-disadvantaged 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
Improved outcomes among disadvantaged pupils across the breadth of curriculum at the end of KS4.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 55.
Improved reading comprehension among	Reading comprehension tests demonstrate an 100% improvement in comprehension skills among disadvantaged

disadvantaged pupils across KS3.	pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: By all pupils having an absent rate of 5% and there being no attendance gap between pupil premium and non-pupil premium.

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

Budgeted cost: **£12,584**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic reading and spelling assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group</p>	<p>1, 2, 3,4,5</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Whole school staff training on Adaptive teaching.</p> <p>Continual development of Teaching and Learning group and CPD.</p> <p>Development of the role of the teaching assistant in school to maximise impact for pupil premium pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on progression in all subjects.</p> <p>Evidence shows that adaptive teaching offers several benefits, including: increased engagement: By tailoring lessons to meet pupils' needs, teachers can maintain their interest and engagement. Improved learning outcomes: It bridges learning gaps and ensure that all pupils progress.</p>	<p>1, 3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p>	<p>1, 2</p>

Targeted academic support

Budgeted cost: **£16,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Development of a Nurture Group in KS4 timetable to focus on pupils gaining good passes in Maths, English and Science.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p>	<p>1, 2</p>
<p>Delivering well-evidenced reading and spelling teaching assistant interventions during form time for pupils that require additional support.</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p>	<p>1,3</p>
<p>Development of the Haven project to support neurodiverse and disadvantaged pupils with developing social skills and confidence.</p>	<p>The evidence has shown that this develops connections and confidence in neurodiverse pupils from all backgrounds.</p> <p>It also leads to a development in leadership and organisation skills.</p>	<p>4,5</p>
<p>Systems are in place to make sure that the school has a clear and full understanding of pupil's needs and assessments for specific learning needs are completed to inform this.</p>	<p>Evidence is clear that there is a need to clearly understand pupil's needs and due to waiting lists and lack of provision these may sometimes need to be commissioned privately.</p>	<p>1,2,3,4,5</p>

Wider strategies

Budgeted cost: **£56,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Development of the Pastoral Manager role within school to support pupils who are at risk of incurring sanctions or exclusions.</p> <p>Continual development of the role of Wellbeing lead within school.</p> <p>This includes training for several key school staff to become Mental Health First Aiders.</p> <p>The increased use of Remedy to support pupils at high risk of EBSA or behaviour sanctions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural. Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression</p> <p>Evidence and observations from other schools similar to ours have shown that an effective mental health lead massively improves outcomes for all pupils, including disadvantaged ones.</p>	<p>4, 5</p>
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Development of the attendance officer role to support school, especially the Pastoral Department.</p> <p>Key staff to be trained in EBSA – Emotional Barriers to School Avoidance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>This has shown to support the improvement of attendance as all staff have key roles in monitoring attendance to support progression.</p> <p>This role has shown that it massively improves attendance as it develops key relationships with parents and pupils. They are also the key link between departments in school.</p> <p>Schools who have a better understanding of this have shown that they have a better understanding of the:</p> <ul style="list-style-type: none"> potential risk factors in the child, family, home, and the school 	<p>4,5</p>

	<p>environment that can lead to EBSA</p> <ul style="list-style-type: none"> • implement practical classroom strategies that can be used to support children and young people with EBSA – and feel confident in analysing and implementing these • interventions that can support children and young people with EBSA in or outside of the classroom 	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This includes the need to provide resources to support learning.	All

Total budgeted cost: £85,784

Part B: Review of the previous academic year

Review of previous outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evidence review
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 - 12.8 diff)	2023-2024 - The Attainment 8 gap between pupil premium and non pupil premium was 5.0
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.	2023-2024 Pupil Premium progress 8 was greater than non-pupil premium pupils. Difference was 0.06 greater
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	Pastoral Manager is now in place to support with pupils at risk of exclusion and incurring 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 – this is improved in 2022/23	Pupil Premium attendance ended on 89.00% which is an improvement from 2022/2023.
Maintain breadth of study for pupil premium students at GCSE (minimum 8 where appropriate)	More pupil premium students satisfying progress 8 criteria	2023- 2024 Pupil Premium Progress 8 was 0.57+
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.	2023-2024 Pupil Premium Progress 8 was 0.57+
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	The school has made sure that all pupil premium pupils have equal access extra-curricular activities. Funding allocated to support pupil attendance on residential to Poland, Amsterdam, Israel. Also reward trips run at the end of each academic year.

Externally provided programmes

Programme	Provider
Haven Project	Manchester City Council
Remedy Mentors	Manchester City Council
Thrive in Education	Manchester City Council

