



# **Pupil Premium Strategy Statement**

**Approved by:** Governing Body

**Date:** November 30th 2023

**Last reviewed on:** December 2022

**Next review due by:** December 2024

## 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 updated November 2023

Detail	Data
School name	William Davis
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-2024
Date this statement was published	November 30th 2023
Date on which it will be reviewed	November 30th 2024
Statement authorised by	Chris Smith (CoG)
Pupil premium lead	Annika Eadie
Governor / Trustee lead	Joytun Akther

### Funding overview updated November 2023

Detail	Amount
Pupil premium funding allocation this academic year	£136770
Recovery premium funding allocation this academic year	£13630
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	<b>£150400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Identification of needs

53% of our children are Pupil Premium; we want this group of children to achieve in line with children who are not disadvantaged. We further identify needs:

- Through our Assessment Cycle and our Pupil Progress meetings we identify children's gaps, barriers and further assessment needs eg SALT/ Dyslexia screening/CAMHs.
- Through work with other professionals in social care and physical and mental health teams we identify children who are vulnerable in addition to their disadvantage ( eg young carers, mental health needs, medical needs, safeguarding)
- Through analysis of school enrichment data we identify children who are disadvantaged and not engaging with our extra curricular programme which supports building confidence and social capital.
- Through analysis of our attendance data we identify children who are further disadvantaged due to high absenteeism.

### Ultimate objectives

We aspire for there to be no gap between our advantaged and our disadvantaged children academically; and that all children achieve their full potential. Our vision for the whole child states that children should leave William Davis:

- as strong and effective communicators
- as active participators
- as critical thinkers
- able to participate in sustained shared thinking
- able to enjoy challenge and to challenge each other
- physically healthy and with healthy habits
- respectful and responsible.

We aspire that our disadvantaged children leave school having fulfilled our vision for all children at William Davis, ready for secondary school and their journey to employment.

### Pupil Premium Strategy plan and how it works towards achieving our objectives

Our strategy is integral to our wider school plan for closing gaps with national outcomes and educating the whole child. In addition we will target the children most lockdown affected children through the National Tutoring funding.

### Key Principles Of the Strategy

- Staff teams identify needs and intervene in a timely manner.
- All staff take responsibility for outcomes for the children who are disadvantaged.
- Disadvantaged children are challenged to achieve in line with all other children.

## Challenges updated November 2023

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

Challenge number	Detail of challenge
1	Our summer assessments, June 2023, show that the gap between disadvantaged children and other children in KS1 in most core areas of learning (RWM) remains a significant gap. Although PP children were successful in other statutory tests, we need to continue
2	The assessments of children's specific and additional learning needs have been delayed ( e.g. SALT) due to the lockdown and poor access to other professionals.
3	Observations show that our key drivers: <b>communication</b> and <b>learning through experiences</b> have been impacted due to lockdown and covid restrictions. This has resulted in poor vocabulary development, limited practical learning, limited opportunities for group work and discussion, partner talk and talk to audiences. Children's communication skills and vocabulary development have been negatively impacted.
4	Observations show that personal care and Independent play skills (EYFS) have regressed; children are starting school with delayed personal and play skills due to limited access to play settings outside of the home.
5	Pupil Progress meeting discussions and observations have identified a rising number of children with mental health needs impacting on their academic and broader achievements.
6	Poor attendance results in gaps growing particularly for disadvantaged children .

## 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
Gaps are closed between advantaged and disadvantaged children in RWMS	KS1&2 outcomes in 2024 show that our disadvantaged children perform as well as our advantaged children and that 80% reach ARE +.
All children's needs have been identified through consultations with other professionals and plans are in place to address these needs.	Children with additional needs have effective interventions in place; their needs are being addressed; and impact is observed.
All children have strong communication skills and are learning effectively as a result of experiential learning and excellent vocabulary development.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book study and ongoing formative assessment.
All children start school ready to learn- with good personal care skills ( toileting); play skills; and communications skills. All parents understand the importance of supporting children’s personal and social development in the home and local community; even when there are extended lockdowns.	Assessments indicate that children in EYFS and KS1 have: <ul style="list-style-type: none"> <li>• good personal care skills (toileting/ dressing);</li> <li>• effective communication and play skills.</li> </ul>
Children with mental health and well being needs have these identified in a timely manner and plans are in place to address these needs.	Assessments, observations and discussions with parents and carers indicate that children who have experienced well being/ mental health needs are thriving/ feeling mentally well in school and at home.

## Activity in this academic year 2023-24

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: **£99,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support in classes, enrichment clubs, Breakfast Club <b>£80,941 includes</b> <ul style="list-style-type: none"> <li>• £14940 ASC</li> <li>• £5225 Clubs</li> <li>• £5016 BC</li> </ul>	EEF research shows that with good assessment and a tailored intervention TAs can have a significant impact. They can impact on group progress and individual engagement and progress; they enable participation in a wide range of activities which support well being and academic progress.	1,2,3,5
THEP Leadership and Training package <b>£2899</b>	Evidence shows that strategic leadership and quality CPD/ training ensure schools focus on the areas for development which will make the differences. Leaders, and consequently the staff team, have a focused and well informed approach to planning for progress through excellent T&L.	1,2,3,4,5
Music tuition <b>£5800</b>	Evidence shows that teaching using “experts” / teachers with strong subject	1,3,5

	knowledge will impact significantly on outcomes academic and well being..	
PDC library £3471	Evidence shows that quality and well resourced class libraries support engagement and pleasure in treading, both support greater progress in reading.	1,3, 5
Trips and onsite events £6654 includes <ul style="list-style-type: none"> <li>• Pay for staff on residential + Gorsefield</li> </ul>	Evidence shows that children's learning is significantly impacted by engaging in hands-on/ practical learning.	1, 3, 4, 5

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

Budgeted cost: **£30,319**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Therapist - assessments and planned interventions £11666	Assessments and subsequent planned interventions impact significantly on our children's communication outcomes (observations and progress data).	1,2,3,4
Educational Psychologist £3660	Detailed assessments and well planned interventions have a significant impact on children's progress and outcomes.	1,2,4,5,6
1-1 tuition in school £12285	Tuition is evidenced to have a significant impact on outcomes if well managed; and linked to gaps analysis.	1,3,5
Accelerated Reader £1608	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.	1,3
Volunteer Reading £1100	Reading support is evidenced to have a significant impact on progress for our readers who don't have home support.	1,3,5

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

Budgeted cost: **£20316**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Advisor <b>£6405</b>	Rigorous work with parents (letters, meetings, fines) when children have low attendance has a positive impact on attendance percentages and impacts on progress in all areas and well being.	1,2,3,4,& 6
Child Play Therapists x 2 <b>REDUCTION</b> in <b>October</b> <b>£9435</b>	Weekly play therapy sessions have a significant impact on most children over time; providing them a safe space for expressing their anxieties or thoughts. Observations evidence children making better progress once these sessions are established.	1,2,3,5
Mentors <b>£4476</b>	Daily or weekly mentor sessions are evidenced to have a significant impact on children's wellbeing and consequently their progress in all areas.	1, 3, 4,5, 6

**Total budgeted cost: £150,400**

## 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.

## Children's Academic Outcomes

Good progress has been made in children closing the gap with National outcomes post Covid:

- WD All and WD PP exceed National and Local All **GLD**
- WD P exceed School, National and Local All **Phonics**
- WD PP children exceed School All, National and Local All for Expected in all subjects in KS2
- WD PP children exceed School All and National All for RWM combine and Writing in Greater Depth in KS2
- WD PP children exceed School All, Local All and National All for Maths and GPS in Greater Depth in KS2

In other assessments data is showing that children have not closed the gap:

- KS1 the PP cohort did not closed the gap with All in all subjects.
- in KS2 Reading the PP cohort did not close the gap with All at Greater Depth

Our small cohort of children in a 1FE makes it difficult to make generalised statements about statistical significance.

### Greater than or same as national

#### Reception outcomes 2023

Group	GLD	No in cohort	National	Local
All	70.6%	17	66%	67%
PP	71%	7	52%	59%
non PP	70%	10	NA	NA

- ★ There is no significant difference between PP and Non PP children.
- ★ WD PP exceed National and Local outcomes for All

#### Year 1 Phonics Check 2023

Groups	%	No in cohort	National	Local
All	79%	29	79%	80%
PP	90%	11	67%	76%
Non PP	72%	18	NA	NA

- ★ WD PP exceed School, National and Local outcomes for All



### KS 1 SATS 2023

#### KS1 Age Related (ARE)

KS1 Groups	No in cohort	KS1 R, W, Ma in all	KS1 R	KS1 W	KS1 M
All	29	58%	72%	58%	69%
PP	11	27%	64%	27%	45%
Non PP	18	78%	78%	78	83%
National (PP)	NA	56%	68%(54%)	60%(44%)	71%(56%)
Local(PP)	NA	61%	70% (64%)	65% (58%)	73% (66%)

★ WD PP children achieve exceed National PP for Reading

### KS 2 SATS 2023

#### KS2 Age Related (ARE) without discounting new arrivals

KS2 groups (Expected)	No in cohort	KS2 R, W, Ma in all	KS2 R	KS2 Ma	KS2 GPS	KS2 W (TA)
All	30	77%	83%	80%	80%	80%
PP	18	83%	89%	83%	89%	89%
Non PP	12	67%	75%	75%	75%	67%
National (PP)		59% (44%)	73% (60%)	73% (60%)	72% (NA)	71%(58%)
Local (PP)		66%	77%	80%	79%	76%
KS2 groups (Greater Depth)	No in cohort	KS2 R, W, Ma in all	KS2 R	KS2 Ma	KS2 GPS	KS2 W (TA)
All	30	10%	20%	47%	37%	13%
PP	18	11%	22%	44%	44%	16%
Non PP	12	8%	33%	50%	33%	8%
National (PP)		8%(3%)	29%(18%)	24%(13%)	30% (NA)	13% (7%)
Local (PP)		12%	31%	33%	39%	19%

- ★ WD PP children exceed School All, National and Local All for **Expected** in all subjects
- ★ WD PP children exceed School All and National All for RWM combine and Writing in **Greater Depth**
- ★ WD PP children exceed School All, Local All and National All for Maths and GPS in **Greater Depth**

### **Children's Attendance**

Overall attendance in 2023-24 was **92%**. It is lower than 2022-23 ( 93.5%) and 2020/21 (94.9%) which are both lower than in the preceding years e.g. 2018/19 (96.2%) and 2019/20 (95.3%). Our attendance ranking in Tower Hamlets is 50 out of 64 schools.

Our Unauthorised Absence was **2.25%** in 2022-23; 0.40% in 2019-20

Our Persistent Absence was **27.16%** % in 2022-23; the average for Tower Hamlets was 24.7%; 12.70% in 2019-20, the average in THs was 11.70%

Our Severe Absence (SA) was 0; this is a new report - endance below 50%

### **Pupil behaviour, wellbeing and mental health**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.