

Prince William School's Pupil Premium strategy statement

This statement details our school's use of pupil premium 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	Prince William School
Number of pupils in school	1357
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	1 st April 2025
Date on which it will be reviewed	March 2028
Statement authorised by	Anna Hewes
Pupil premium lead	Sophie Griffin
Governor / Trustee lead	Alan Measures

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178 795
Recovery premium funding allocation this academic year	£0
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	£178 795

Part A: Pupil premium strategy plan

Statement of intent

At Prince William School, our expectation is that all pupils, irrespective of their background or the challenges they face, have high aspirations and achieve excellent outcomes across the curriculum. Staff have a shared vision and responsibility for disadvantaged students making them a focus of all meetings and decision making. By raising aspirations, we will increase attendance and in turn attainment for our vulnerable students. Additionally, we strive to inspire all students to develop their talents within and beyond the classroom.

Challenges

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

We have identified 4 key areas of challenge:

1. Attendance
2. Aspiration and engagement
3. Physical barriers
4. Closing the attainment gap

The challenges presented within each of the key areas are detailed below:

Challenge number	Detail of challenge
1. Attendance	DA students on average have lower attendance than non-DA students, and there is a higher number of persistent absentees from a DA background. Some DA students and parents do not understand the importance of attendance and the impact it has on a child's education.
2. Aspiration and engagement	We have noticed a significant difference between the number of DA students applying for the sixth form compared to non-DA students. DA students are more likely to have lower aspirations in terms of future education and employment opportunities.
3. Physical barriers	DA students are more likely to have limited access to ICT at home and are more likely to struggle to access the correct uniform, PE kit, equipment, specialist equipment (for music lessons etc). Disadvantaged students are also more likely to have limited access to alternative transport to attend after school clubs.
4. Closing the attainment gap	Disadvantaged students are more likely to experience an attainment drop during transition periods from year 6 to year 7 and year 9 to year 10. Disadvantaged students are more likely to be at risk of academic underachievement, contributing to the attainment gap.

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
<p>Improve attendance of disadvantaged pupils by overcoming attendance barriers. Reduce the number of persistently absent DA students. Ensure students and parents understand the importance of attending school everyday to get the most out of their education.</p>	<p>Attendance of pupils in all year groups will be in line with or above national average by the end of this plan.</p> <p>Level of persistent absence will reduce over the period of the plan.</p>
<p>Increase in SEND prioritisation and identification for DA students.</p>	<p>Students receiving appropriate support in lessons.</p> <p>Increase in identification and attainment for our most vulnerable students who are SEND and DA.</p>
<p>Increase in sixth form retention.</p>	<p>Increased level of applications from DA students into the sixth form.</p>
<p>High quality first teaching (HQFT) to ensure disadvantaged students show progress in all subjects to close the attainment gap.</p>	<p>Evidence from drop ins showing increased levels of engagement from disadvantaged students.</p> <p>Evidence from book looks to show student progress.</p> <p>Attainment scores in line with national average.</p> <p>Gap between disadvantaged students and non-disadvantaged students closed.</p>
<p>DA target group are first priority in all meetings and decisions made in school. DA students can be identified by staff.</p>	<p>Meeting minutes show discussion of target group as first priority.</p> <p>Staff know their DA students and they are identified on seating plans/in teacher folders.</p>
<p>Students attend lessons with appropriate uniform and equipment having had breakfast.</p>	<p>Behaviour points for uniform and equipment decrease.</p> <p>Number of students attending breakfast club increases.</p> <p>Students are able to make progress with curriculum as external barriers have been reduced.</p>

Whole school approach to DA ensures a shared vision and that disadvantaged pupils receive support from year 7 to year 13.	Attainment drop between year 6 to year 7 reduces. Attainment drop from year 9 to year 10 reduces.
Disadvantaged students will have access to and attend extracurricular activities in line with non-disadvantaged students.	Analysis of extracurricular termly data. Disadvantaged students accessing school trips increases.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37 192

Activity	Evidence that supports this approach	Challenge addressed
Employment of Disadvantaged Student Lead to devise and oversee this strategy. Employment of Teaching and Learning Lead to oversee staff training and monitoring of effective classroom practice through drop ins. SSP meetings for each year group every half term to review DA progress and impact.	The fourth Key Principle from the EEF Pupil Premium Strategy stresses the importance of strategic planning and implementation.	Aspiration and engagement
Staff training to be focused on inclusion and meeting the needs of the most vulnerable students. A whole school approach to DA established. DA lead has regular input on inset days.	The third Key Principle from the EEF Pupil Premium Strategy focuses on <i>'quality teaching helps every child.'</i> <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i> The EEF Pupil Premium Strategy June 2019 highlights that: <i>'Teaching should be the top priority, including professional development, training & support for early career teachers, & recruitment & retention.'</i>	Aspiration and engagement

<p>Target list to highlight most vulnerable and in need of support to ensure staff awareness. DA wave referrals system to enable support for more challenging students who need support from pastoral or SEND team.</p>	<p>According to the EEF, <i>‘the most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.’</i></p>	<p>Aspiration and engagement</p>
<p>Staff supported to develop their knowledge of DA students to be able to support their learning effectively through staff training sessions. DA students become priority for all staff meetings- first item to be discussed. Use of Edukey Passports to identify appropriate strategies based on barriers identified for each student. DA students to be asked at least 1 question per lesson to ensure inclusion in class discussions.</p>	<p>The EEF Pupil Premium Strategy June 2019 suggests that: <i>‘Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.’</i></p> <p>The EEF states: <i>‘The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.’</i></p>	<p>Closing the attainment gap</p>
<p>DA students have a priority when it come to SEND referrals/screenings.</p>		
<p>Reading tests completed so all staff have access to student reading ages.</p>	<p>The EEF Teaching and Learning Toolkit has identified that reading comprehension strategies are <i>‘Very high impact for very low cost’</i>. Additionally, <i>‘On average, reading comprehension approaches deliver an additional six months’ progress.’</i></p>	<p>Closing the attainment gap</p>
<p>Reading books for guided reading in tutor lessons</p>		
<p>‘Bookbuzz’ resources for Y7 & 8 DA students to encourage reading for pleasure by receiving a free book.</p>		
<p>Use of positive praise and achievement awards to encourage students to continue to attend school and to see their hard work pay off. Students who have never received an award highlighted to staff for consideration. Encouraging use of DA students work as examples.</p>	<p>The EEF Supporting School Attendance advice suggests that <i>‘An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.’</i></p>	<p>Attendance</p>

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

Budgeted cost: £18 570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide resources for identified individuals to enable them to access curriculum.	Supporting students with academic materials, such as revision guides and ingredients for food lessons, to enable and support their learning.	Physical barriers
Staff mentoring programme and targeted revision sessions and resources for Year 11.	EEF Teaching and Learning Toolkit research into the effects of Mentoring: <i>‘Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.’</i> The school used mentoring in 2023-2024 for a short period and the impact was significant, so a longer period of mentoring is planned for this year.	Closing the attainment gap
DA lead interviewing all Y9 DA students about option choices and all Y11 DA students about their mocks and ‘pathway to success’.	EEF emphasizes the importance of personalized guidance for students. Interviews with Year 9 students can help tailor advice to their individual needs, strengths, and aspirations.	Aspiration and engagement
Introduction of an in-house Scholars Programme for year 9 students to give them a taste of higher education.	The Higher Education Access Tracker (HEAT) suggests that <i>‘A larger proportion of Free School Meal learners with ‘average’ prior attainment, who participated in attainment-raising outreach, achieved standard and strong passes in Maths and English than their non-participating peers. This suggests that learners eligible for Free School Meals with ‘average’ attainment at Key Stage 2 benefitted the most from participating in attainment-raising outreach’</i>	Closing the attainment gap & Aspirations and engagement

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

Budgeted cost: £123 033

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ two Student Wellbeing Officer, an Assistant Student Welfare Officer, an Attendance Officer, and an Assistant Attendance Officer. Allocate proportion of leadership time to improve attendance and reduce PA.</p>	<p>The Link between Absence and Attainment, DfE, February 2015</p> <p><i>‘At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons.’</i></p>	<p>Attendance</p>
<p>Provide opportunities to take part in activities which broaden their personal development eg. Music lessons, trips, revision resources. Provide priority booking and financial support for school trips.</p>	<p>EEF Pupil Premium Strategy – June 2019</p> <p><i>‘Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors.’</i></p>	<p>Aspiration and engagement</p>
<p>Provide a ‘Late Bus’ and access to homework club to complete homework. Homework club laptops to ensure work can be completed efficiently.</p>	<p>From the EEF: <i>‘Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.’</i></p>	<p>Physical barriers</p>
<p>Raise aspirations of DA students by providing good careers advice and opportunities to consider pathways such as university and giving some the opportunity to benefit from the Scholar’s Programme from year 9 to year 11.</p>	<p>The EEFs review of careers education suggests that: <i>‘Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers</i></p>	<p>Aspiration and engagement</p>

	<i>education can help them progress smoothly into further learning and work.'</i>	
Provide free breakfast foods for DA students before school starts	The EEF Review of evidence on free school breakfast provision suggests that, <i>'Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment.'</i>	Physical barriers
Employ pastoral and mental health staff and student welfare officers to support the emotional needs of students. Mental Health Lead in post so students find school a safe environment to be.	EEF Teaching and Learning Toolkit highlights the following about Social and Emotional learning: <i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</i>	Attendance
Staff training and use of expert therapists to support improvements in SEMH of students		
Use of The Bridge and specialised programmes such as CHAT counselling and MHST to help get students back into school and provide necessary support.		

Total budgeted cost: £178 795

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 2023 to 2024 academic year.

Student progress data

In 2023 we were successful at starting to close the DA gap with our year 11 students. In 2024 we saw this gap widen again, this can be linked to the fact that even though our number of persistent absentees in the cohort was lower than 2023, the student's attendance in this group was significantly lower which has impacted the results. We are hopeful with our new strategies in the 24/25 academic year that we will see this gap begin to close again.

	Attainment 8			
	2019 Result	2022 Result	2023 Result	2024 results
Disadvantaged	40.4	34.6	42	33.6
Non Disadvantaged	50.7	53.5	50.3	51.7
Difference	-10.3	-18.9	-8.3	-18.1

	% Achieving 4+ in English and Maths			
	2019 Result	2022 Result	2023 Result	2024 Results
Disadvantaged	51	37	52	43
Non Disadvantaged	76	83	79	81
Difference	-25	-46	-27	-38

	% Achieving 5+ in English and Maths			
	2019 Result	2022 Result	2023 Result	2024 Results
Disadvantaged	32	30	38	27
Non Disadvantaged	57	57	54	56
Difference	-25	-27	-16	-29

Reading ages

Year 7 & 8 DA students performed equally with their non-DA peers, and the DA students who received intervention improved their reading ages / standardised scores.

Year 9 DA students also improved their reading ages / standardised scores, building on previous intervention work, and by the end of Y9 were equal with their non-DA peers.

In KS4, attendance and engagement limited the progress made and significant gaps between the reading ability of these students and their peers remain. This underlines the importance of our work in KS3 to provide interventions as soon as the need is identified.

Attendance data

The attendance of 'all' students over the year (to end of May, when exams started) was 94.3% (a rise of 1.3% from last year) and 11.7% of 'all' students were Persistently Absent (down 6% from last year). The attendance of PP students over the same period was 91.3% (a rise of 2.6% from last year) and 26.1% of PP students were Persistently Absent (down 6.3% from last year). These figures show considerable improvements across each figure, with the biggest improvement being in the persistent absence rate of the PP students.

The mental and emotional impact of the national lockdowns continued to have a negative effect on many students. Improving the attendance of the disadvantaged students has always been a key priority and this was the focus of the entire pastoral and attendance teams. This work will continue in order to narrow the gap between the attendance of the PP compared to the whole cohort.

Take up of extra-curricular activities

In 2024-2025, 95% of PP students had accessed at least 3 extracurricular activities in terms 1-3. PP students took part in activities such as charity fundraising events, careers fairs, PE fixtures, leadership opportunities, Matilda the Musical, trips to Kew Gardens, chess club, book club, dungeons and dragons club, first aid workshops, STEM potential visits, the Scholars Programme and an ABBA concert.

Support with careers

In 2024-25 all students, including DA students continued to access 'futures' lessons in year 7, year 9 and year 11. Year 7 students participate in the £1 Challenge, where a local business sponsors each child a pound, with the challenge to undertake fundraising and increase this amount. All DA students in year 10 have a careers meeting in the summer term and a further careers meeting whilst in year 11 with an independent adviser. Parental engagement has been undertaken through invitations to the year 8 evening career workshop, and the year 10 'World of Work day'. Year 11 students were given workshop sessions on revision techniques, visits to universities and presentational talks from colleges. Those students identifying an apprenticeship as their post GCSE pathway participate in five apprenticeship workshops with the careers

adviser as part of the academic component to maximise impact on motivation and progress. All parents receive an online newsletter focussing solely on careers, including information about opportunities and Labour Market Information.

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
CHAT Youth Counselling Northampton Saints Programme MHST The Opal Project	