

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	1311
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Elizabeth Dormor
Pupil premium lead	Alex Pearson
Governor / Trustee lead	Duncan Furey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,735
Recovery premium funding allocation this academic year	£ 10,700
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	£159,435

Part A: Pupil premium strategy plan

Statement of intent

We aspire to enabling all students, regardless of their personal circumstances or prior attainment, to make good progress and to achieve the best academic results they can. Additionally, we aim to inspire all students to develop their skill, interests, and talents within and beyond the classroom so that they are able to make an active and positive contribution to the adult world of work.

We aim to close the gap between disadvantaged students and their peers within school and compared with their peers nationally.

*The key principles that we have employed have been to ensure all teachers **know the Disadvantaged students well** and are able to challenge and support them in their classrooms and beyond, and to support **High Quality First Teaching** for all. We have had significant success with this strategy in the past, with the progress 8 figure for Disadvantaged pupils in 2019 being +0.06, meaning they made better progress, on average, than all pupils nationally.*

*However, we aim to close the gap between disadvantaged students and their peers **within** school as well as with their peers nationally, so we are developing our approaches to spread excellent practice by sharing interventions and strategies that work for specific individuals so that all teachers are using the most effective strategies for each individual student. We will also be implementing strategies to diminish the impact of the pandemic on our most vulnerable students.*

Challenges

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

Challenge number	Detail of challenge
1	Engagement and participation of DA students in the classroom, ensuring they can access the curriculum and become effective independent learners. <i>The DA v non-DA progress 8 gap and attainment 8 gap has widened considerably from 2019 to 2022.</i>
2	Poor reading comprehension and vocabulary of DA students, which impedes access to the curriculum. <i>The standardised reading scores for DA students is lower than that of non-DA students, on average, especially in the younger year groups.</i>

3	<p>Poor attendance of DA students; high proportion of DA students are Persistently Absent.</p> <p><i>FFT aspire data shows that the attendance of our FSM6 students last year to May was 84.2%, 2.4% below the national average. 25% of our students were PA, slightly better than the national figure, but 43% of our PP students were Persistently Absent, which is of significant concern.</i></p>
4	<p>The impact of Covid and students' mental and emotional health. Some DA students have struggled to assimilate back into school life after Covid restrictions. Extended time away from school has impacted on the mental health and behaviour of some DA students.</p> <p><i>This is evidenced through attendance data and referrals to support such as counselling.</i></p>
5	<p>Raising the aspirations of DA students. Providing role models and career advice that ensures they make challenging choices during their time in school and beyond.</p> <p><i>Students are more motivated to achieve when they have plans and ambitions for the future. Our DA students are the last in each cohort to submit applications for post-16 providers and we suspect that the DA students in younger cohorts are similarly less likely to form plans for their futures than their peers.</i></p>
6	<p>Some students come to school without having had breakfast and have to wait until break time before eating or drinking, which impacts on concentration.</p> <p><i>The initiation of breakfast club part way through last year proved to be very popular – and students reported how much they valued it. It became important socially as well as nutritionally and we expect numbers to grow further this year.</i></p>
7	<p>Some students have fallen behind because of the pandemic and need targeted academic support to catch up.</p> <p><i>Assessments and observations indicate that many DA students have fallen behind. Additional support in small groups with online government tutoring scheme worked well for those who would engage, but we need to find additional ways to support those who will not engage with online tuition.</i></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
1. Further improve progress scores for DA students and further reduce the attainment gap between DA and non-DA students	<p>Positive progress 8 for DA and P8 gap closing.</p> <p>Attainment 8 and percentage attaining grade 4+ in English and Maths and grade 5+ in English and Maths data</p>

	shows the attainment gap between DA and non-DA students, within school, is closing.
2. DA students are more confident with their reading strategies and able increasingly able to use understanding of etymology to decode unfamiliar words.	Reading ages of DA students increases. DA students' progress in English (and other subjects) improves.
3. Reduce the number of DA students who are PA and improve the attendance of DA students.	Attendance data for each year group will show DA students attending school at least 90% of the time by the end of the period of this plan. The proportion of DA students who are Persistently Absent reduces over the period of the plan.
4. Improve students' mental health and wellbeing through the strategic use of trained staff and the implementation of interventions.	DA students gradually reduce their use of the support provided by 'The (mental health and wellbeing) Hub' staff and interventions. Improved student attendance at school and in lessons.
5. Employment of careers advisor and membership of The Brilliant Club to raise aspirations and motivation. DA students will be more involved in the wider life of the school.	DA students make plans for their future earlier and report greater levels of motivation and understanding of potential career pathways. Higher number of DA students taking part in activities that will broaden their personal development, e.g. DofE, sports teams, positions of responsibility within school, school productions.
6. No students go to lessons hungry.	The number of students accessing breakfast club increases as students accept there is no stigma. Student feedback evidences that they enjoy the social aspect of breakfast club and their engagement with school in a wider sense improves.
7. Targeted support enables the most vulnerable to succeed.	Identified students make good progress and catch up with their peers.

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: £38,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of key staff to devise the strategy and oversee key areas of implementation, including staff training and monitoring of effective classroom practice	The fourth Key Principle from the EEF Pupil Premium Strategy stresses the importance of strategic planning and implementation.	1
Staff training to be focused on inclusion and meeting the needs of the most vulnerable students. Use of WalkThrus resources and training.	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 and support for early career teachers and recruitment and retention.'</i>	1
Staff supported to develop their knowledge of DA students to be able to support their learning effectively. Use of Edukey Passports to identify appropriate strategies based on barriers identified for each student.	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>	1
Staff training and development of resources for teaching literacy and the V is for Vocab programme to ensure all	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</i>	2

can access the curriculum.	<i>comprehension approaches deliver an additional six months' progress.'</i>	
Reading tests completed so all staff have access to student reading ages. Staff training on effective use of reading ages.		
Expand resources to support wider reading and encourage research skills		
Reading books for guided reading in tutor lessons		
'Bookbuzz' resources for Y7 & 8DA students		

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

Budgeted cost: £ 17,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support using National Tutor programme	One to one / small group tuition is High impact for moderate cost according to the EEF Teaching and Learning toolkit.	7
Provide resources for identified individuals to enable them to access curricular and extra-curricular activities	Supporting students with academic materials, such as revision guides and ingredients for food lessons, to enable and support their learning.	7
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. School-based mentoring programmes appear to be less effective than community-based approaches'</i> The school used mentoring in 2021-22 for a short period and the impact was significant, so a longer period of mentoring is planned for this year.	7

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

Budgeted cost: £105,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ two Student Wellbeing and Attendance Officers and allocate proportion of leadership time to improve attendance and reduce PA.	<p>'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.'</p> <p><i>The Link between Absence and Attainment, DfE, February 2015</i></p>	3
Identify gaps in experience & provide opportunities to take part in activities which broaden their personal development eg. Music lessons, trips, revision resources.	<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>	5
Raise aspirations of DA students by providing good careers advice and opportunities to consider pathways such as university and giving some the opportunity to join the 'Brilliant Club'	<p>EEF research suggests that aspiration interventions may not close the attainment gap unless there is an academic component and/or it supports parental engagement.</p> <p>The Brilliant Club has an element of parental engagement as well as a clear academic component.</p> <p>The EEF Teaching and Learning Toolkit suggests the following about Parental Engagement:</p> <p><i>'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.'</i></p>	5
Provide free breakfast foods for DA students before school starts	<p>Students who have not had breakfast and have to wait until break time before they can eat or drink find it very hard to concentrate in early lessons. They spend all their FSM</p>	6

	money at break and are then also hungry by the afternoon lesson.	
Employ pastoral and mental health staff and student welfare officers to support the emotional needs of students. Mental Health Lead in post.	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>	4
Staff training and use of expert therapists to support improvements in SEMH of students		

Total budgeted cost: £ 161,697

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 2021 to 2022 academic year.

Student progress data

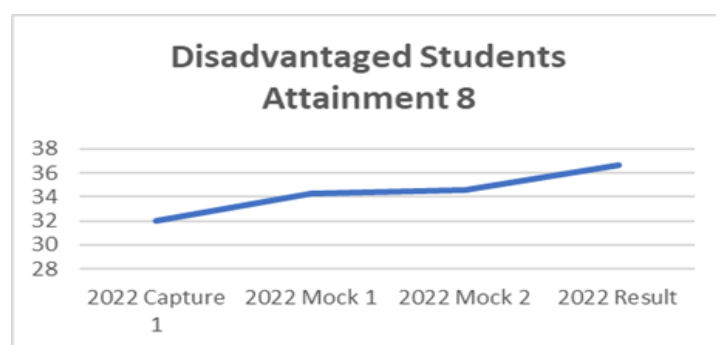
The KS5 of 2022 results show that the outcomes of Disadvantaged (DA) students in year 13 in 2021-22 was better than the non-disadvantaged students with 33.3% of their grade being A*/A and 100% A* - C. However, the number of DA students was small, representing only 2% of the cohort.

It is not useful to compare results in 2022 with those of 2020 and 2021 as they were obtained using different methodology from the 2019 and 2022 results, so it is more helpful to compare 2019 with 2022. The DA gap for 5+ in English and Maths has narrowed between 2019 and 2022, but all other key gaps have widened significantly.

DA v Non-DA GAPS	5+ in Eng & Ma		A8		P8	
	PWS	National	PWS	National	PWS	National
2019	30%	25.2%	12.9	13.6	-0.21	-0.58
2022	26%	27.3%	18.9	15.1	-0.7	-0.7

This is in stark contrast to our position in 2019 when the P8 figure for DA students was +0.06 and the gap between Da and non-DA for P8 was just 0.18. As students return to consistent face-to-face teaching, we hope to restore our previous positive impact on this group of students.

The Y11 DA students' attainment did improve over the course of the year (as shown in the graph below) which is clear evidence of the impact of the school's work.



Reading ages

The standardised score from reading tests completed at the start of the academic year and a year later demonstrate that the DA students, on average, made more progress than their peers.

Attendance data

The attendance of 'all' students over the year (to end of May, when exams started) was 91.76% and 24.0% of 'all' students were Persistently Absent. The attendance of PP students over the same period was 87.47% and 43.1% of PP students were Persistently Absent.

The mental and emotional impact of the national lockdowns has had a significant negative effect on many students in this year group. Their attendance was poor, and they were far less engaged with lessons. Improving the attendance of the disadvantaged students was a key priority, and our work in this area was significantly hindered by the continuing impact of the pandemic. This work will need to continue in order to reverse the trend of worsening attendance.

Take up of extra-curricular activities

73.6% of PP students accessed some form of extra-curricular experience during the course of the year, but for most this activity was during the school day and provided to all, such as external speakers. 5.6% volunteered to support the school at Open Days etc. and 128 DA students accessed trips, but 70 of these were to go to careers fairs which involved whole year groups, so it is more accurate to say 58 accessed trips, which is only 29% of the DA population. There is further work to do in this area.

Support with careers

All students, including DA students were given 'futures' lessons in year 7, year 9 and year 11. Students in year 11 were given careers interviews with an independent advisor. In 2022-23 this work will involve greater parental engagement and an academic component in order to maximise impact on motivation and progress.

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
Tassomai My Maths	

Kerboodle	
-----------	--

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.