

Prince William School's 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

Detail	Data
School name	Prince William School
Number of pupils in school	1240
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Elizabeth Dormor
Pupil premium lead	Joanne Bennett
Governor / Trustee lead	Duncan Furey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,032
Recovery premium funding allocation this academic year	£39,907 (+ funding for tutoring in school using school staff)
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	£214,939

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.
2	Poor reading comprehension and vocabulary of DA students, which impedes access to the curriculum.
3	Poor attendance of DA students; high proportion of DA students are Persistently Absent.

4	The impact of Covid restrictions on DA students. Some DA students have struggled to assimilate back into school life after Covid restrictions. Extended time away from school has impacted the mental health and behaviour of some DA students.
5	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.
6	Some students' parents are not very engaged with their child's progress.
7	Some students come to school without having had breakfast and have to wait until break time before eating or drinking, which impacts on concentration
8 (2021-22)	Some students have fallen behind because of the pandemic and need targeted academic support to catch up

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
Maintain positive progress scores for DA students and reduce the attainment gap between DA and non-DA students	Positive Progress 8 for DA. Attainment 8 and percentage attaining grade 4+ in English and Maths and grade 5+ in English and Maths data shows the attainment gap between DA and non-DA students, within school, is closing over the period of the plan.
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.
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.
DA students will be more involved in the wider life of the school.	Higher number of DA students taking part in activities that will broaden their personal development; DofE, Sports teams, positions of responsibility within school, school productions.

All DA students are involved in well-planned careers programme and receive 'Futures' lessons in Y7, 9 and 11. Identified students in KS4 and KS5 have mentor to guide and motivate them.	DA students report greater levels of motivation and understanding of potential career pathways.
Improved engagement with the parents/careers of DA students to improve behaviour and outcomes.	The number of parents/carers of DA students accessing reports and parents' evenings increases over the period. The number of DA students accessing learning outside the classroom increases. The number of parents/carers of DA students engaging with the pupil passports process increases.

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: £85,000

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. More department meetings to enable embedding of 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>	1

	<p>Every Lesson Counts – Allison and Tharby – used as a basis for staff training on strategies to raise attainment for all students.</p> <p>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>'</p>	
<p>Staff supported to develop their knowledge of DA students to be able to support their learning effectively.</p> <p>Use of Edukey Passports to identify appropriate strategies based on barriers identified for each student.</p>	<p>The EEF Pupil Premium Strategy June 2019 suggests that:</p> <p><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>	1
<p>Staff training and development of resources for teaching literacy and the Vital Vocab programme to ensure all can access the curriculum.</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>	2
<p>Reading tests completed so all staff have access to student reading ages.</p> <p>Staff training on effective use of reading ages.</p>		
<p>Expand resources to support wider reading and encourage research skills</p>		
<p>Small group work on accelerating reading skills for identified students</p>		

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

Budgeted cost: £ 21,000 (+ in school tutoring using existing staff, funded separately)

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.	8
Business mentoring programme and targeted revision sessions and resources for Year 11.	<p>EEF Teaching and Learning Toolkit research into the effects of Mentoring:</p> <p><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></p>	5
Identifying and contacting parents/careers who do not engage with parents evening or reports	<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>	6

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Attendance Officer 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

<p>Identify gaps in student experience and provide opportunities to take part in activities which broaden their personal development eg. Music lessons, trips, revision resources.</p>	<p>EEF Pupil Premium Strategy – June 2019 <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>	4
<p>Provide resources for identified individuals to enable them to access curricular and extra-curricular activities</p>		
<p>Provide free breakfast foods for DA students before school starts</p>	<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 money at break and are then also hungry by the afternoon lesson.</p>	7
<p>Employ pastoral and mental health staff and student welfare officers to support the emotional needs of students. Provide accredited training for Mental Health Lead.</p>	<p>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></p>	3
<p>Staff training and use of expert therapists to support improvements in SEMH of students</p>		

Total budgeted cost: £ 221,000

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 2020 to 2021 academic year.

The Teacher Assessed Grades indicate that the progress of Disadvantaged (DA) students in year 13 in 2020-21 was excellent, with DA students achieving a higher proportion of A*/A grade and A* - E grades than their non-disadvantaged peers. However, the number of DA students was small, representing 8% of the cohort.

The Teacher Assessed Grades indicate that the progress of DA students in year 11 in 2020-21 was 0.08; similar to the progress of year 11 DA students in 2019. However, the attainment gap between DA students and their non-disadvantaged peers widened.

The achievement gap between DA students and their non-disadvantaged peers has widened a little during the course of the pandemic across most year groups but has widened particularly in Key Stage 4. The mental and emotional impact of the national lockdowns appears to have had a particularly negative effect on students in these year groups, and there is much work to do to reverse the impact that the pandemic has had on the educational progress of these students.

However, it is a reflection of the impressive work of our staff and the positive impact they have with our DA students in normal circumstances that the consequence of not being able to work with them directly during lockdowns has had such a noticeable effect on the progress of these students.

Improving the attendance of DA students is a key priority, and our work in this area was significantly hindered by the pandemic because of the impact the pandemic has had on the mental and emotional health of the DA students in particular. The gap between the attendance rate of Pupil Premium and non-Pupil Premium has widened by 0.85% to 4.15% but the gap between the attendance rate of students eligible for Free School Meals and those who are not has actually decreased by 0.2% to 6.65%. However, this gap is not acceptable and our strategies over the next 3 years aim to close the gap for both attendance measures.

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.