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	1343
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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Elizabeth Dormor
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	
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

> *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.

We have identified 4 key areas of challenge:

- Lack of support at home
- Physical Deprivation
- Lack of Engagement
- Covid - The impact of Covid has been greater on DA students than non-DA students.

The challenges presented within each of the key areas (*together with the evidence, in italics*) are detailed below:

Challenge number	Detail of challenge
LoS	**Lack of support**
LoS1	DA students may have little support from home. They may have no suitable place to complete homework, have no support with organising themselves, completing homework or managing revision, and their parents/carers may show little interest in their progress. *Interviews with DA students revealed that many struggle to organise themselves, especially with revision, and have little support and encouragement from their parent/carers. The proportion of DA students' parents/cares attending parents' evenings is low.*
LoS2	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. *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.*
PD	**Physical Deprivation**
PD1	Some students come to school without having had breakfast and have to wait until break time before eating or drinking, which impacts on concentration. *The initiation of breakfast club part way through 2021-22 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.*
PD2	Some students do not have all the uniform and equipment they need for school. They may not be able to access additional resources such as revision guides and school trips. *The pastoral office reported a high incidence of DA students not having basic school equipment and uniform. Analysis showed that the proportion of DA students accessing school trips and extracurricular activities was low.*
E	**Engagement**
E1	Engagement and participation of DA students in the classroom, ensuring they can access the curriculum and become effective independent learners. *The DA v non-DA progress 8 gap and attainment 8 gap has widened considerably from 2019 to 2022.*
E2	Poor reading comprehension and vocabulary of DA students, which impedes access to the curriculum. *The standardised reading scores for DA students is lower than that of non-DA students, on average, especially in the younger year groups.*
E3	Poor attendance of DA students; high proportion of DA students are Persistently Absent.

	FFT aspire data shows that the attendance of our FSM6 students Sept 2021 to May 2022 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.	
C	**Covid**	
C1	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. *This is evidenced through attendance data and referrals to support such as counselling.*	
C2	Some students have fallen behind because of the pandemic and need targeted academic support to catch up. *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.*	

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.

Challenge	Intended outcome	Success criteria
LoS1	Use of mentoring schemes to support identified individuals in Y11 with revision and metacognition. (23/24) Priority booking given to DA students' parents/carers for parent evenings to encourage more to attend. Provision of a 'late bus' to enable students whose parents/carers cannot collect them from school to attend after school intervention sessions and clubs.	Improved outcomes for DA students and gap between DA and non-DA closing. Increased proportion of DA students' parents/carers attending parent evenings Increased attendance of DA students at after school clubs and events.
LoS2	Employ careers advisor to provide support and advice for DA students. 22/23 The Brilliant Club; 23/24 in-house Scholars' Programme to raise aspirations and motivation. (22/23) All Y9 DA interviewed by DA lead about their GCSE options. All Y11 DA interviewed about mock results & 'pathway to success'.	DA students make plans for their future earlier. DA students report greater levels of motivation and understanding of potential career pathways. Reduction of DA students wanting to change courses in Y10. DA / non-DA gaps closing (A8, P8, % 4+in En & M, % 5+ in En & Ma).

PD1	Provision of breakfast club ensures no students go to lessons hungry.	The number of students accessing breakfast club increases as students accept there is no stigma. Student feedback shows that they enjoy the social aspect of breakfast club and their engagement with school in a wider sense improves.
PD2	Second hand uniform at low cost through finance office. Some free through pastoral. DA students in KS4 are given free revision guides for all their subjects. 22/23 DA lead has stationery to give to DA students as necessary. 22/23 DA students will be actively encouraged to take part in the wider life of the school. 23/24 Priority booking of school trips offered to DA students along with a £45 contribution to the cost of their chosen trip(s).	All DA students have full uniform and all the basic equipment they need, including revision guides at KS4. Higher number of DA students taking part in activities. The proportion of DA students accessing school trips increases.
E1	Further improve progress scores for DA students and further reduce the attainment gap between DA and non-DA students.	Positive progress 8 for DA and P8 gap closing. Attainment 8, % grade 4+ in Eng & Ma, and % grade 5+ in Eng & Ma gaps between DA and non-DA students, within school, is closing.
E2	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 improve. DA students' progress in English (and other subjects) improves. Gaps closing.
E3	Reduce the number of DA students who are PA and improve the attendance of DA students.	DA students attending school at least 90% by the end of this plan. Proportion of DA students Persistently Absent reduces over the period of the plan.
C1	Improve students' mental health and wellbeing through the strategic use of trained staff and the implementation of interventions.	Reduced use of The Hub (mental health and wellbeing) interventions by DA students.
C2	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: £37,192

Activity	Evidence that supports this approach	Challenge addressed
Employment of key staff to devise the strategy and oversee 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.	E1
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 *quality teaching helps every child.'* *'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.'* The EEF Pupil Premium Strategy June 2019 highlights that: *'Teaching should be the top priority, including professional development, training & support for early career teachers, & recruitment & retention.'*	E1
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: *'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.'*	E1
Staff training and development of resources for teaching literacy and the V is for Vocab programme to ensure all can access the curriculum. Reading tests completed so all staff have access to student reading ages.	The EEF Teaching and Learning Toolkit has identified that reading comprehension strategies are *'Very high impact for very low cost'*. Additionally, *'On average, reading comprehension approaches deliver an additional six months' progress.'*	E2

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	
Introduce the use of 'The Day' to enrich oracy opportunities across the curriculum.	

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

Budgeted cost: £ 18,587

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.	C2
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.	PD2
Staff mentoring programme and targeted revision sessions and resources for Year 11.	EEF Teaching and Learning Toolkit research into the effects of Mentoring: *'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'* 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.	LoS1

Activity	Evidence that supports this approach	Challenge number(s) addressed
DA lead interviewing all Y9 DA students about option choices and all Y11 DA students about their mocks and 'pathway to success'.	EEF Teaching and Learning Toolkit research into the effects of Mentoring: This was introduced in 2022-23 and had a positive impact as evidenced by gaps closing in 2023 KS4 results and that in autumn term 2023, no DA Y10s have asked to change their options and all have made a positive start to their KS4 courses. Will therefore continue with these strategies.	LoS2

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

Budgeted cost: £142,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	'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.' *The Link between Absence and Attainment*, DfE, February 2015	E3
Provide opportunities to take part in activities which broaden their personal development eg. Music lessons, trips, revision resources.	EEF Pupil Premium Strategy – June 2019 *'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.'*	PD2
Provide enrichment opportunities in the style of 'Ted Talks' at lunchtimes (accessible to all)		
Provide priority booking and financial support for school trips.		

Provide 'Late Bus'	Enables students whose parents/carers cannot collect them from school to attend after school interventions and clubs	LoS1
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.	EFF research suggests that aspiration interventions may not close the attainment gap unless there is an academic component and/or it supports parental engagement. The Scholar's Programme has an element of parental engagement as well as a clear academic component. The EEF Teaching and Learning Toolkit suggests the following about Parental Engagement: *'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.'*	LoS2
Provide free breakfast foods for DA students before school starts	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.	PD1
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: *'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.'*	C1
Staff training and use of expert therapists to support improvements in SEMH of students		

Total budgeted cost: £ 198,263

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.

Student progress data

It is not useful to compare results in 2022 with those of 2020 and 2021 as they were obtained using different methodology. The DA gaps between DA and non-DA increased in 2022 compared with 2019, reflecting a national picture. However, in 2023 those gaps have closed significantly, and most are now smaller than they were before the pandemic. This is hugely significant evidence of the successful impact of our strategy.

	Attainment 8		
	2019 Result	2022 Result	2023 Result
Disadvantaged	40.4	34.6	42
Non Disadvantaged	50.7	53.5	50.3
Difference	-10.3	-18.9	-8.3

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

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

Reading ages

Year 7 & 8 DA students performed less well than whole cohort overall, but 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 performed better than the whole cohort.

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 93.1% (a rise of 1.3% from last year) and 17.5% of 'all' students were Persistently Absent (down 7% from last year). The attendance of PP students over the same period was 88.76% (a rise of 1.3% from last year) and 32.4% of PP students were Persistently Absent (down 11.1% 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 2022-23, 99.4% of PP students had accessed some form of extra-curricular experience. For 93.8% of them they had accessed 6 or more activities, and whilst some of these activities were during the school day and provided to all students (e.g. sports days and external speakers), the PP students also took part in other activities such as STEM visits, introductory trips to universities, construction site tours, Burghley House visit, PE fixtures and matches to other schools as well as performing arts concerts, shows and theatre trips and visits to museums. This is an improvement from 2021-22 of 29%.

Support with careers

In 2022-23 all students, including DA students continued to access "futures" lessons in year 7, year 9 and year 11. All students in year 11 were provided with a careers interview (some of the PP students receiving subsequent follow up interviews) with an independent advisor. Parental engagement has been undertaken through invitations to

the year 8 evening careers workshop, and the year 10 "take your child to work day". Year 11 students were given workshop sessions on revision techniques, visits to universities and presentational talks from colleges about apprenticeships as part of the academic component 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.