



# Pupil Premium Strategy Statement:

1. Summary information					
<b>School</b>	Prince of Wales Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£327 960*	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils incl Nursery</b>	622	<b>Number of pupils eligible for PP</b>	229 (43%)	<b>Date for next internal review of this strategy</b>	July 2020
<b>*this includes the Pupil Premium Plus funding for PLAC</b>					

The aim of pupil premium funding is to enable disadvantaged students to have the same ambition and life opportunities as others.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools are required to publish a Pupil Premium Statement. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the statement will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school, we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

1. Current attainment and Progress		
<b><u>Attainment for: 2018-2019 at the end of KS2</u></b>	<b><i>Pupils eligible for PP 45</i></b>	<b><i>Pupils not eligible for PP 38</i></b>
<b>% achieving expected standard or above in reading</b>	37 (82%)	26 (68%)
<b>% achieving expected standard or above in writing</b>	43 (96%)	30 (79%)
<b>% achieving expected standard or above in maths</b>	43 (96%)	33 (87%)
<b><u>Attainment for 2018 – 2019 at the end of KS1</u></b>	<b><i>Pupils eligible for PP 28</i></b>	<b><i>Pupils not eligible for PP 50</i></b>

% achieving expected standard or above in reading	14 (50%)	33 (66%)
% achieving expected standard or above in writing	10 (36%)	24 (48%)
% achieving expected standard or above in maths	12 (43%)	34 (68%)
<b><u>Attainment for 2018 – 2019 for Year 1 Phonics</u></b>	<b><i>Pupils eligible for PP 38</i></b>	<b><i>Pupils not eligible for PP 44</i></b>
% achieving expected standard or above in phonics	28 (74%)	35 (80%)
<b><u>Attainment for 2018 – 2019 for the end of Reception</u></b>	<b><i>Pupils eligible for PP 44</i></b>	<b><i>Pupils not eligible for PP 34</i></b>
% achieving expected standard (GLD) or above in reading	71%	67%
% achieving expected standard (GLD) or above in writing	68%	67%
% achieving expected standard (GLD) or above in maths	71%	67%
% achieving expected standard (GLD) or above in all areas	65%	65%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Low levels on entry of PP pupils particularly in communication, literacy and language
<b>B.</b>	A large majority of pupil premium children are also EAL or SEN pupils
<b>C.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance rates – in particular lateness. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Some home learning environments lack support for pupils' communication and literacy skills

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate progress of all PP pupils	PP pupils make above the expected 2 steps progress each term.
<b>B.</b>	Improve language skills for pupils eligible for PP. Improve the number of children achieving the expected level in writing at KS1	Outcomes at the end of EYFS,KS1 and KS2 in reading and writing show a 10% increase on 2016 data
<b>C.</b>	PP children's maths improves in line with non-pupil premium children	PP children make better progress in maths PP children achieve more in line with non-PP children.
<b>D.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Reading/ maths data shows that most able PP pupils are in line with most able nationally
<b>E.</b>	The attendance of PP children improves. Increased attendance rates for pupils eligible for PP. Reduce PA level of PP pupils	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Use of Parent Support Adviser to support early intervention with these families Attendance for the children is in line with national at 96%

#### 4. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	
<p>To decrease the number of detentions, escorted lunches and exclusions.</p> <p>To ensure that children with additional needs enter their class calm and ready to learn after lunch time.</p>	<p>Additional time for T/A's during lunchtimes. To support the transition of vulnerable children into lunch and back into class. Each T/A has reduced lunch time from one hour to 30 minutes.</p>	<p>There is a high level of children in school that struggle to manage lunch times appropriately. There is an especially a high number of children in Year 3.</p>	<p>Clear rota for support staff with names of key children who require support.</p>	
<p>Additional hours for keyworkers in early Years Foundation Stage</p>	<p>Keyworkers (non teaching staff) have extended their working hours to support the assessment of children in the EYFS</p>	<p>Children's achievements and progress can be discussed in more depth and how this impacts on planning and preparing activities.</p>	<p>Clear programme of tasks to support the progress of all the children.</p>	
<b>Total budgeted cost</b>				48 000

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
To decrease the number of detentions, escorted lunches and exclusions.	Place2Be Purchased one year contract which provides full time member of staff and a volunteer. One to one counselling provided for children. Resources purchased to support the programme from same budget.	There is a high number of children who experience emotional difficulties in their lives, whether is a death of a family member, moving house, separation of parents, etc. Place2Be offers them a listening ear.	<ul style="list-style-type: none"> <li>• Timetable of 1:1 sessions</li> <li>• Weekly schedule of Place2talk sessions</li> </ul>
To increase the percentage of children passing the phonics test.	Identified year 1 and 2 pupils receive weekly small group phonics and other intervention ( E.g. 1:1 Read, Write, Inc (RWI) ) sessions with an additional teacher.	To ensure the children have a good knowledge of phonics to help with their reading fluency and spelling.	<ul style="list-style-type: none"> <li>• Timetable</li> <li>• Regular monitoring and feedback</li> </ul>
To increase the number of children working at age expected for maths.	HLTA - works with small groups of children on success at arithmetic	To ensure the children have a good understanding of the four operations and can begin to apply these to problems.	<ul style="list-style-type: none"> <li>• Timetable</li> <li>• Regular monitoring and feedback</li> </ul>
To decrease the number of detentions, escorted lunches and exclusions.	Music Therapy Tree One to one (or paired / small group depending on need) therapy through playing musical instruments to help boost confidence and self-esteem.	There is a high number of children who experience emotional difficulties in their lives, whether is a death of a family member, moving house, separation of parents, etc.	<ul style="list-style-type: none"> <li>• Clearly timetabled</li> <li>• Carried out regularly</li> </ul>

<p>To increase the number of children achieving age related expectations in Year 2 and Year 6 for mathematics.</p>	<p>Numbers count teacher</p>	<p>Daily 1:1 maths sessions to accelerate children's maths skills to age appropriate and beyond for targeted children in Year 2.</p> <p>Additional math group in Year 6 at least four times a week.</p>	<ul style="list-style-type: none"> <li>Weekly timetable that is flexible to ensure the children do not always miss the same lessons</li> </ul>	
<p>To reduce the number of detentions, escorted lunches and exclusions for key pupils. To ensure the early identifications of pupils with social, emotional and behaviour difficulties.</p>	<p>Additional full time support for KS1 pupils in Rainbow class</p>	<p>To help support vulnerable pupils identified in R and KS1 be more confident and participate appropriately in the school community.</p>	<ul style="list-style-type: none"> <li>Rainbow timetable and planning linked (where appropriate) to the Key Stage curriculum for the chronological age of the pupils.</li> </ul>	
<p>To increase children's reading skills.</p>	<p>Additional adults employed to deliver the Daily Supported Reading (DSR) and Daily Guided Reading (DGR).</p>	<p>Additional adults deployed throughout the school from Reception to Year 2 to enable children to read in small groups.</p>	<ul style="list-style-type: none"> <li>A greater number of pupils reaching age expected outcomes</li> </ul>	
<p>To increase the number of pupils in Year 6 achieving age related expectations or above.</p>	<p>Contracted staff work in holidays to support children in achieving highest possible results in English and Maths.</p>	<p>Regular holiday clubs, targeted at specific pupils as identified through assessment by the teachers in Year 6.</p>	<ul style="list-style-type: none"> <li>List of pupils invited and attended each holiday club.</li> <li>Analysis of the progress they are making and overall impact at the end.</li> </ul>	

<p>To extend children's learning beyond the school day and during holidays.</p>	<p>Year 6 children to be able to access home learning activities on devices at home or in the local library. The activities can be pre-set.</p> <p>Other year groups, including Year 6 to access Purple Mash</p>	<p>Subs bought for Mathletics. Pupils complete activities that can be accessed at home and teachers assess progress according to national standards.</p>	<ul style="list-style-type: none"> <li>• Monitored by class teachers and Achievement Leader</li> </ul>	
<p>To ensure that all staff have the opportunity to participate in regular CPD and to ensure that staff are kept up to date with latest developments and / resources e.g. speech sound screener.</p>	<p>To ensure that all staff who provide support and intervention have the necessary skills, knowledge and understanding through relevant training. This includes Daily Supported Reading and Local Authority training programme</p>	<p>This is to ensure all staff have the appropriate training to carry out their role effectively.</p>	<ul style="list-style-type: none"> <li>• INSET timetable</li> <li>• Regular updates to Governors through the Head Teacher's report</li> </ul>	
<p>To increase the number of pupils in Key Stage 1 achieving Age Related Expectation in reading.</p>	<p>An addition teacher employed as a Reading Recovery teacher to support the delivery of the Reading Recovery programme and promote the delivery of Daily Supported Reading in Year 1 and Reception.</p>	<p>To accelerate children's reading to their reading age and beyond.</p>	<ul style="list-style-type: none"> <li>• Clear timetable devised.</li> <li>• Impact of Reading Recovery monitored termly.</li> </ul>	
<p>To promote positive social interactions in the playground and to develop a positive attitude to learning in the classroom.</p>	<p>A Learning Mentor to work with specific individuals in the classroom, run small groups and support sanctions in place.</p>	<p>To support vulnerable children both in class and in the playground</p>	<ul style="list-style-type: none"> <li>• Clear timetable of support shared with all relevant staff</li> </ul>	

To increase the number of children accessing music lessons.	Pay for music lessons for children who receive Free School Meals (FSM).	To allow access to music lessons for those children unable to pay themselves	<ul style="list-style-type: none"> <li>• Timetable of children participating</li> <li>• Opportunities for the children to demonstrate what they have learnt to an audience</li> </ul>	
To ensure Education Psychology (EP) support is available.	Money allocated to fund additional EP visits.	This is to ensure children who have additional needs are understood by the staff working with them and staff working with them have a better understanding of how to support them to reach their full potential.	<ul style="list-style-type: none"> <li>• Increased number of EHCPs</li> <li>• Accelerated progress in one or more area</li> <li>• A reduction in the number of detentions and escorted lunches</li> </ul>	
To ensure staff have access to specific training to support the children they are working with in the Nurture Group.	Buyback to LA training and advice. We have a nurture group within the school funded by LA.	This is to ensure staff have the specialised knowledge need to support the vulnerable children that they work with.	<ul style="list-style-type: none"> <li>• Reintegration in to main class is positive</li> <li>• Children have specific plan of support to help them be successful in the mainstream class</li> </ul>	
<b>Total budgeted cost</b> <b>Pupil Premium</b> <b>School Contribution</b>				<u>£328500</u> <b>£327 960</b> <b>£540</b>



## 5. Review of expenditure

Previous Academic Year		2018 / 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Evaluation	Cost
Increase the number of children who achieve GLD at the end of the Foundation stage in reading.	<p>Additional hours for keyworkers in early Years Foundation Stage</p> <p>Keyworkers (non teaching staff) have extended their working hours to support the assessment of children in the EYFS</p>	<p>Pupils at Prince of Wales start well below where they are expected. Using this strategy in the past two years has seen the number of pupils at the 'exceeding' level of achievement nearly doubled, from 15.5% last year to 29.4% this year.</p>	<ul style="list-style-type: none"> <li>38% cohort are our Pupil Premium children. Our PP boys do less well - 63% of our non pupil premium boys achieved a GLD compared to 33% of our PP boys achieved a GLD</li> <li>88% of our non pupil premium girls achieved a GLD</li> <li>63% of our PP girls achieved a GLD</li> </ul>	12000
<p>To decrease the number of detentions, escorted lunches and exclusions.</p> <p>To ensure that children with additional needs enter their class calm and ready to learn after lunch time.</p>	<p>Additional time for T/A's during lunchtimes.</p> <p>To support the transition of vulnerable children into lunch and back into class. Each T/A has reduced lunch time from one hour to 30 minutes.</p>	<p>There is a high level of children in school that struggle to manage lunch times appropriately. There is an especially a high number of children in Year 4.</p> <p>32 000</p>	<p>This will continue next year as it helps the children to have a good transition from the playground to the classroom, with familiar staff to support them. It also ensures that for some children who are overwhelmed by the playground have a quiet place to go to.</p>	32000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Evaluation (and whether you will continue with this approach)</b>	<b>Cost</b>
To decrease the number of detentions, escorted lunches and exclusions.	Place2Be Purchased one year contract which provides full time member of staff and a volunteer. One to one counselling provided for children. Resources purchased to support the programme from same budget.	There is a high number of children who experience emotional difficulties in their lives, whether is a death of a family member, moving house, separation of parents, etc. Place2Be offers them a listening ear.	In July 2017 the number of detentions were: 517  And Escorted lunches were: 237  In July 2018 this had decreased to, 238 for detentions and 345 or escorted lunches.  In July 2019 this had decreased to, 362 for detentions and 252 for escorted lunches.	26 000
To decrease the number of detentions, escorted lunches and exclusions.	Music Therapy Tree One to one therapy through playing musical instruments to help boost confidence and self-esteem.	There is a high number of children who experience emotional difficulties in their lives, whether is a death of a family member, moving house, separation of parents, etc.	In July 2017 the number of detentions were: 517  And Escorted lunches were: 237  In July 2018 this had decreased to, 238 for detentions and 345 or escorted lunches.  July 2018 Out of a total of 7 pupils, one left the school and the other 6 no longer need to access this intervention. Music Therapy as an intervention was therefore successful for these children.	9000

To increase the number of children accessing music lessons.	Pay for music lessons for children who receive Free School Meals (FSM).	To allow access to music lessons for those children unable to pay themselves	Discussions with music lead over individual pupils. Instrumental teachers present progress reports to music lead.	1000
To increase the number of children achieving age related expectations for maths in Year 2.	HLTA-works with KS1 children who are working below age related expectations. First class@number KS1	To ensure the children develop a good understanding of key math skills e.g. place value and operations.	Average progress of all children = 14.5 months Pupil premium progress =13.5 months non pupil premium =15.5 months	2000
To increase the number of pupils attending clubs after school.	Additional clubs take place due to staff taking groups such as cooking club, netball club,	To give the opportunity for children to participate in after school activities and have the potential to represent the school in a variety of sporting events, as well as developing life skills.	<p>The children were able to participate in a range of after school activities that included Spanish, Turkish, cooking, Kurling, sewing, gardening. The after school activities were popular with the children with the majority of children opting to stay for a club most days.</p> <p>In addition, children in Year 3 and Year 4 won a silver medal at the London Youth Games for Kurling. The Netball team came first in the league for Enfield. The football team came joint second. The District Sport team came second. Year 5/6 gymnastics team came first in the open competition. The KS1 gymnastics team came second.</p>	2000