



# Pupil Premium Strategy Statement:

1. Summary information					
School	Prince of Wales Primary School				
Academic Year	2020/2021	Total PP budget	£320,040*	Date of most recent PP Review	July 2020
Total number of pupils	628	Number of pupils eligible for PP	218 (37%)	Date for next internal review of this strategy	July 2021
*this includes the Pupil Premium Plus funding for PLAC				Due to Covid 19 the most recent SATs data is from the academic year 2018/19.	

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>
% achieving expected standard or above in reading	37 (82%)	26 (68%)
% achieving expected standard or above in writing	43 (96%)	30 (79%)
% achieving expected standard or above in maths	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%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|--|
| <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. |

### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| <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?		When will you review implementation?
<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>This is also to ensure children remain in their Bubbles at unstructured times.</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 5.</p>	<p>Clear rota for support staff with names of key children who require support.</p>		<p>July 2021</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>		<p>July 2021</p>
<b>Total budgeted cost</b>					<p>72 000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>		<b>When will you review implementation?</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.	<ul style="list-style-type: none"> <li>• Timetable of 1:1 sessions</li> <li>• Weekly schedule of Place2talk sessions</li> </ul>		Termly internal review  Yearly external review with Place2Be
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>		July 2021
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>		July 2021
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>		July 2021

<p>To increase the number of children achieving age related expectations in Year 6 for mathematics.</p>	<p>Specialist maths 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>July 2021</p>
<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>Termly review Annual review from the Local Authority</p>
<p>To increase children's reading skills.</p>	<p>Additional adults employed to support Read, Write Inc Sessions in R and year 1.</p>	<p>Additional adults deployed throughout the school from Reception to Year 1 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>July 2021</p>
<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>July 2021</p>

<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>July 2021</p>
<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 Read, Write Inc and Local Authority training programme. New online safeguarding programme that offers training yearly.</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>July 2021</p>
<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 Read, Write Inc (RWI) lead to support the delivery of the delivery of RWI in Year 1, 2, 3 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 Read, Write Inc monitored termly.</li> </ul>		<p>July 2021</p>
<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. Due to Covid 19, the Learning Mentor will initially be based in year 5.</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>		<p>July 2021</p>

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>		July 2021
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>		July 2021
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>		July 2021
To provide early intervention to support the social skills of children in R and year 1.	Language and Social Skills group (LASS) run two afternoons a week by two members of staff.	This is to develop children's play skills, as well as speaking and listening.	<ul style="list-style-type: none"> <li>• Develop confidence in interacting with their peers</li> <li>• Follow instructions in the main classroom</li> <li>• Is confident in speaking to familiar adults</li> </ul>		July 2021
<b>Total budgeted cost</b> <b>Pupil Premium</b> <b>Post Looked After Children (PLAC)</b>					<u>£320040</u> <u>£301000</u> <u>18700</u>