

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 of Wales Primary School
Number of pupils in school	594 including Nursery
Proportion (%) of pupil premium eligible pupils	41% (226 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr Jan Bless
Pupil premium lead	Ms Susan Paddon
Governor / Trustee lead	Mr Stephen Way

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,110
Recovery premium funding allocation this academic year	£34,510
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	£359,620

Part A: Pupil premium strategy plan

Statement of intent

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.

One of our key focuses is early reading and for all children to develop a love of reading.

Challenges

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

Challenge number	Detail of challenge
1	Mobility – we have a high number of pupils that enter Prince of Wales after the Reception year and high number that join us throughout each year group.
2	Attendance – we have a high number of children who are persistently absent from school. This impacts on children's attainment.
3	Low starting points – a number of pupil premium children enter the school with lower basic numeracy and communication and language skills than their peers, which affect attainment across other areas of the curriculum in EYFS, KS1 and KS2.
4	Above average EHCPs – it has been recognised by OFSTED in November 2021, that we have an above number of children with EHCPs within the school. We also have a high number of pupils who have high needs and require an EHCP to be able to access school.
5	Well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
To achieve national average progress scores at the end of KS2 in Reading.	<ul style="list-style-type: none"> - Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. - Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress. - End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.
To achieve national average progress scores at the end of KS2 in Writing.	<ul style="list-style-type: none"> - Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. - Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress. - End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.
To achieve national average progress scores at the end of KS2 in Mathematics.	<ul style="list-style-type: none"> - Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. - Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress. - End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.
To improve current phonics score to be in line with local and national expectations. (2019 this was 72%)	<ul style="list-style-type: none"> - Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. - Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress. <p>-Year 1 phonics score to show year on year increase and is in line with National and local average.</p>
To reduce persistent absenteeism by 2%, in Pupil Premium families, currently at 11.77%.	<ul style="list-style-type: none"> - Persistent Absenteeism to be below 13%, across the school with a 2% decrease in Pupil Premium families.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in behaviour incidents - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £37,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school has a duty to ensure that all staff who provide support and intervention have the necessary skills, knowledge and understanding to carry out their roles effectively. This is achieved by providing staff with the relevant training. This includes RWI, Resilience training and Local Authority training programme. Staff must be kept up-to-date with the latest developments and resources (eg speech sound screener).</p>	<p>EEF- Good teaching is the most significant devices schools have to improve outcomes for disadvantage pupils. The Pupil Premium being used to improve teaching quality benefits all pupils and has a predominantly positive effect on children eligible for Pupil Premium.</p>	<p>1, 3 and 4.</p>
<p>Buyback to LA training and advice from School Improvement Service. We have a nurture group within the school funded by LA. This buyback ensures that staff have access to appropriate training in order to be able to support the children in the nurture group. The SIS enables staff to access expert guidance and curriculum audits.</p>	<p>EEF- Good teaching is the most significant devices schools have to improve outcomes for disadvantage pupils. The Pupil Premium being used to improve teaching quality benefits all pupils and has a predominantly positive effect on children eligible for Pupil Premium.</p>	<p>1, 3 and 4.</p>

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

Budgeted cost: £153,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small intervention groups for maths and phonics for disadvantaged pupils from year 2 to year 6.	EEF shows that pupils involved in interventions led by TAs makes on average four months progress.	1, 3 and 4.
Establish small intervention groups, and 1 to 1 support for speech and language	Helps protect and promote the wellbeing and education of children with communication and interaction needs. Improvements with communication have a knock on effect of improving children's social, emotional and mental health and their self-esteem as well as enabling them to better access the education being offered.	2, 3, 4 and 5
Provide additional opportunities to embed key mathematic and literacy skills through before and after school and holiday clubs.	EEF shows that pupils involved in an extended school day makes on average three months progress.	1, 3 and 5.
Accelerated Reading	EEF shows that pupils involved in reading comprehension program on average six months progress.	1, 3 and 4.
Subscriptions to websites to provide additional support and learning opportunities. E.g., Purple Mash, Mathletics, Spag.com. Target Tracker provides	Staff can easily monitor and compare children's progress against national standards. Extends the school day as provides opportunities for home learning as sites can be accessed remotely.	3

detailed assessment data.		
Additional support for embedding Read, Write Inc across EYFS, KS1 and lower KS2, and ensuring that we have sufficient, up-to-date RWI resources for all of the children requiring them.	EEF shows that pupils involved in a phonics programme makes on average five months progress.	1, 3 and 4.
Provides early intervention to support the development of social skills, through play, speaking and listening, in children in reception and year 1. Children develop confidence in their interaction with their peers and familiar adults and improves their ability to follow instructions. 2 x PMs per week x 2 staff x 39 weeks	EEF shows that pupils involved in interventions led by TAs makes on average four months progress.	1, 3 and 4.

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

Budgeted cost: £196,115.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide emotional well-being support for vulnerable children through the Place2Be service.	EEF shows that pupils involved in social and emotional interventions makes on average four months progress.	1, 2, 3 and 4.
To provide emotional support for children to transition back into class after unstructured (lunch times), ensuring	EEF shows that pupils involved in social and emotional interventions makes on average four months progress.	1, 2, 3 and 4.

children are ready to learn and promote positive social interactions, especially in unstructured times.		
Additional hours for keyworkers in EYFS	Hours were extended from 32 to 35 per week to enable better assessment and support of the EYFS children. Impacts on planning and preparation of activities.	2, 3 and 4
Additional time from the Educational Psychology Service.	We are able to identify children's needs more effectively and be able to put in the appropriate provision.	1, 2, 3 and 4.
Targeted attendance strategies from attendance officer, PSA and EWO to work with families to improve school attendance	Poor attendance negatively impacts learning which in turn negatively impacts future opportunities in terms of higher education and gainful employment. Studies have shown that high levels of absenteeism are more likely to be seen for children who are already disadvantaged through socio-economic causes and/or due to SEND, thus they are even further disadvantaged by missing school. High absence levels from school are linked to a higher chance of living in poverty, poor health outcomes and involvement in criminal offences in later life.	2
Weekly Music CPD by expert teacher	Weekly CPD for all teachers through timetabled music lessons by specialist music teacher. Teachers are present in the lesson to first learn from, then team teach and finally lead music lessons. This will ensure high quality music being taught in all classes across the school.	1, 2, 3, 4 and 5
More pupils carry on learning a musical instrument	Offering Disadvantaged children a subsidised recorder to purchase and join weekly enrichment club.	1, 2, 3, 4 and 5
Weekly 30 minute board games sessions (staff are trained on board games they may be unfamiliar with at dedicated staff insets)	Each class is allocated a different boardgame to learn and master during a half term. Each half term classes swap so that by the end of each year 6 games are learnt. Benefits of playing weekly boardgames include strategic thinking, memory, language development, building relationships with peers and staff, resilience	1, 2, 3, 4 and 5
Running an in-house Breakfast Club to	Research shows that eating breakfast is linked to healthy body	2, 3 and 5

<p>support the needs of local working parents and to give their children an enhanced learning and social experience before the start of the school day. Breakfast Club ensures that children start their day ready to learn. It gives the opportunity for children to develop positive relationships with staff and to socialise with children from other year groups. For children who have disrupted home lives, the club gives an added element of structure and much needed time to prepare themselves for the busy school day ahead.</p>	<p>weight, improved academic performance and memory functioning, and increased school attendance. Schools with Breakfast Clubs report better attendance and less disciplinary interventions. Children are observed to be more alert and better able to pay attention and process information when they have eaten a filling breakfast.</p>	
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Total budgeted cost: £386,595.60

School contribution: £26,975.60

PP/Recovery: £359,620.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Place2Be continued to support children and their families despite the Lockdown. Place2Be and Place2Talk sessions took place virtually via Teams, with parental / guardian permission.

Support staff ran interventions on line for targeted children, which contributed to the progress that children made. This was less than the expected progress of six steps, however most year groups made three or four steps of progress.

Pupils were able to access on line activities, e.g. Time Tables Rockstars to help them continue to develop their knowledge in this area.

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
TT Rockstars	Maths Circle
Read, Write Inc	Ruth Miskin
IDL Literacy	IDLS group