

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Data 2022 to 2023	Data 2023 to 2024
School name	Prince of Wales Primary School	Prince of Wales Primary School	Prince of Wales Primary School
Number of pupils in school	594 including Nursery	585 including Nursery	600 including Nursery
Proportion (%) of pupil premium eligible pupils	41% (226 pupils)	51% (267)	49% (269)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 to July 2024	September 2021 to July 2024	September 2021 to July 2024
Date this statement was published	December 2021	December 2022	December 2023
Date on which it will be reviewed	December 2022	December 2023	December 2024
Statement authorised by	Mr Jan Bless	Mr Jan Bless	Mr Jan Bless
Pupil premium lead	Ms Susan Paddon	Ms Susan Paddon	Ms Susan Paddon
Governor / Trustee lead	Mr Stephen Way	Mrs Laraine Hodgson	Mrs Laraine Hodgson

### Funding overview

<b>Detail</b>	<b>Amount – 21/22</b>	Amount – 22/23	Amount – 23/24
Pupil premium funding allocation this academic year	£325,110	£355,890	£397,530
Recovery premium funding allocation this academic year	£34,510	£36,830	£37,928
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
<b>Total budget for this academic year</b> 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	£392,722	£397,530
<b>School contribution</b>	N/A	£9,928.14	£8,413.52

## 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	Impact of year 1 spend	Impact of year 2 spend																																																
To achieve national average progress scores at the end of KS2 in Reading.	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> <li>- End of KS2 SATs results show that an increasing number of</li> </ul>	<b>KS2 SATs 2022</b> <table border="1"> <thead> <tr> <th>%</th> <th>PoW 2022</th> <th>National 2022</th> <th>PoW 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85.33</td> <td>74</td> <td>75.9</td> </tr> <tr> <td>Writing</td> <td>73.33</td> <td>69</td> <td>87.95</td> </tr> <tr> <td>Maths</td> <td>78.66</td> <td>71</td> <td>91.56</td> </tr> <tr> <td>SPaG</td> <td>72</td> <td>72</td> <td></td> </tr> <tr> <td>combined</td> <td>69.33</td> <td></td> <td>73.49</td> </tr> </tbody> </table> <p><u>Pupil Premium children (34):</u></p> <p>82.3% of PP achieved ARE or above in writing</p>	%	PoW 2022	National 2022	PoW 2019	Reading	85.33	74	75.9	Writing	73.33	69	87.95	Maths	78.66	71	91.56	SPaG	72	72		combined	69.33		73.49	<b>KS2 SATs 2023</b> <table border="1"> <thead> <tr> <th>%</th> <th>PoW 2023</th> <th>National 2023</th> <th>PoW 2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69</td> <td>73</td> <td>85.33</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>71</td> <td>73.33</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>73</td> <td>78.66</td> </tr> <tr> <td>SPaG</td> <td>70</td> <td></td> <td>72</td> </tr> <tr> <td>combined</td> <td>48</td> <td>59</td> <td>69.33</td> </tr> </tbody> </table> <p><b><u>Pupil Premium 2022 to 2023:</u></b> 50% of the year 6 children were eligible for Pupil Premium funding.</p>	%	PoW 2023	National 2023	PoW 2022	Reading	69	73	85.33	Writing	60	71	73.33	Maths	60	73	78.66	SPaG	70		72	combined	48	59	69.33
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### Pupil Premium Progress

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No. of PP	27	32	25	33	27	27
<b>Reading</b>						
% on track or higher PP	56	66	68	58	93	85
% on track or higher non PP	79	55	80	73	94	83
<b>Writing</b>						
% on track or higher PP	41	72	56	52	93	85
% on track or higher non PP	54	58	71	73	94	83
<b>Maths</b>						
% on track or higher PP	44	78	68	58	74	74
% on track or higher non PP	77	58	80	77	89	88

What the data means:

- There are 27 PP in Year 1 and 56% are on track or higher for reading; 41% are on track or higher for writing and 44% are on track or higher for maths.
- Apart from Year 5 and 6, PP children are doing less well than non-PP in reading, writing and maths.

	<p>children achieve national expectations or above, in each subsequent year.</p>	<p>64.7% of PP achieved ARE in reading 67.6% of PP achieved ARE in maths</p> <p>61.7% of PP children achieved ARE in reading, writing and maths</p>	<p style="color: green; text-align: center;"><b>Pupil Premium Progress</b></p> <table border="1"> <thead> <tr style="background-color: #008000; color: white;"> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>No. of PP</td> <td>27</td> <td>32</td> <td>25</td> <td>33</td> <td>27</td> <td>27</td> </tr> <tr style="background-color: #008000; color: white;"> <td colspan="7"><b>Reading</b></td> </tr> <tr> <td>% on track or higher PP</td> <td>56</td> <td>66</td> <td>68</td> <td>58</td> <td>93</td> <td>85</td> </tr> <tr> <td>% on track or higher non PP</td> <td>79</td> <td>55</td> <td>80</td> <td>73</td> <td>94</td> <td>83</td> </tr> <tr style="background-color: #008000; color: white;"> <td colspan="7"><b>Writing</b></td> </tr> <tr> <td>% on track or higher PP</td> <td>41</td> <td>72</td> <td>56</td> <td>52</td> <td>93</td> <td>85</td> </tr> <tr> <td>% on track or higher non PP</td> <td>54</td> <td>58</td> <td>71</td> <td>73</td> <td>94</td> <td>83</td> </tr> <tr style="background-color: #008000; color: white;"> <td colspan="7"><b>Maths</b></td> </tr> <tr> <td>% on track or higher PP</td> <td>44</td> <td>78</td> <td>68</td> <td>58</td> <td>74</td> <td>74</td> </tr> <tr> <td>% on track or higher non PP</td> <td>77</td> <td>58</td> <td>80</td> <td>77</td> <td>89</td> <td>88</td> </tr> </tbody> </table> <p><small>What the data means:</small></p> <ul style="list-style-type: none"> <li>• There are 27 PP in Year 1 and 56% are on track or higher for reading; 41% are on track or higher for writing and 44% are on track or higher for maths.</li> <li>• Apart from Year 5 and 6, PP children are doing less well than non-PP in reading, writing and maths.</li> </ul>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	No. of PP	27	32	25	33	27	27	<b>Reading</b>							% on track or higher PP	56	66	68	58	93	85	% on track or higher non PP	79	55	80	73	94	83	<b>Writing</b>							% on track or higher PP	41	72	56	52	93	85	% on track or higher non PP	54	58	71	73	94	83	<b>Maths</b>							% on track or higher PP	44	78	68	58	74	74	% on track or higher non PP	77	58	80	77	89	88
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	<p>gaps in learning and plan interventions to accelerate their progress.</p> <ul style="list-style-type: none"> <li>- End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.</li> </ul>		
<p>To achieve national average progress scores at the end of KS2 in Mathematics.</p>	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> <li>- End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.</li> </ul>	<ul style="list-style-type: none"> <li>- See above</li> </ul>	<ul style="list-style-type: none"> <li>- See above</li> </ul>

<p>To improve current phonics score to be in line with local and national expectations. (2019 this was 72%)</p>	<p>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</p> <p>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</p> <p>-Year 1 phonics score to show year on year increase and is in line with National and local average.</p>	<p style="text-align: center;"><i>Year 1 phonics</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="text-align: center;">86 pupils</th> </tr> <tr> <td style="text-align: center;">Pass</td> <td style="text-align: center;">49</td> <td style="text-align: center;">56.97%</td> </tr> <tr> <td style="text-align: center;">Didn't pass</td> <td style="text-align: center;">33</td> <td style="text-align: center;">38.37%</td> </tr> <tr> <td style="text-align: center;">Disapplied</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4.65%</td> </tr> <tr> <td></td> <td style="text-align: center;">86</td> <td style="text-align: center;">99.99%</td> </tr> </table> <p>- Year 1 children made considerable progress as in December 2021 only 18% were on track.</p> <p style="text-align: center;"><i>Year 2 phonics</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="text-align: center;">41 children retake</th> </tr> <tr> <th></th> <th style="text-align: center;">Children</th> <th style="text-align: center;">%</th> </tr> <tr> <td style="text-align: center;">Pass</td> <td style="text-align: center;">12</td> <td style="text-align: center;">29.26%</td> </tr> <tr> <td style="text-align: center;">Didn't pass</td> <td style="text-align: center;">25</td> <td style="text-align: center;">60.97%</td> </tr> <tr> <td style="text-align: center;">Disapplied</td> <td style="text-align: center;">4</td> <td style="text-align: center;">9.75%</td> </tr> <tr> <td></td> <td style="text-align: center;">41</td> <td style="text-align: center;">99.98%</td> </tr> </table> <p>• In December 2021 38% of the cohort were on track. In July 2022 the total percentage of children who had passed the phonics screener was 67%.</p>	86 pupils			Pass	49	56.97%	Didn't pass	33	38.37%	Disapplied	4	4.65%		86	99.99%	41 children retake				Children	%	Pass	12	29.26%	Didn't pass	25	60.97%	Disapplied	4	9.75%		41	99.98%	<p>Figures for 2022 to 2023</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: left;">Pupils in Year 1</td> <td style="text-align: right;">82</td> </tr> <tr> <td style="text-align: left;">Pass</td> <td style="text-align: center;">65</td> <td style="text-align: right;">79%</td> </tr> <tr> <td style="text-align: left;">Didn't pass</td> <td style="text-align: center;">9</td> <td style="text-align: right;">11%</td> </tr> <tr> <td style="text-align: left;">Disapplied</td> <td style="text-align: center;">8</td> <td style="text-align: right;">10%</td> </tr> </table> <p>35% of year 1 children were on track in December 2022 (31/83 children)</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: left;">Pupils in Year 2</td> <td style="text-align: right;">86</td> <td style="text-align: right;">Children to re sit = 40/86</td> </tr> <tr> <td style="text-align: left;">Pass</td> <td style="text-align: center;">25</td> <td style="text-align: right;">63%</td> <td></td> </tr> <tr> <td style="text-align: left;">Didn't pass</td> <td style="text-align: center;">7</td> <td style="text-align: right;">18%</td> <td></td> </tr> <tr> <td style="text-align: left;">Disapplied</td> <td style="text-align: center;">7</td> <td style="text-align: right;">18%</td> <td></td> </tr> </table>	Pupils in Year 1		82	Pass	65	79%	Didn't pass	9	11%	Disapplied	8	10%	Pupils in Year 2		86	Children to re sit = 40/86	Pass	25	63%		Didn't pass	7	18%		Disapplied	7	18%	
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<p>To reduce persistent absenteeism by 2%, in Pupil</p>	<p>- Persistent Absenteeism to be below 13%, across the school with a 2%</p>	<p>- Unfortunately, due to parents / carers ongoing concerns with regards to COVID and families going abroad in term time the</p>	<p>- Persistent Absence was 24.3%. There has been a 5% decrease compared to the previous academic year.</p>																																																													

<p>Premium families, currently at 11.77%.</p>	<p>decrease in Pupil Premium families.</p>	<p>Persistent Absence was at 29% by the end of July 2022.</p> <ul style="list-style-type: none"> <li>- Families who took their child(ren) out during term time were issued a fixed penalty notice letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Families who took their child(ren) out during term time were issued a fixed penalty notice letter.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant reduction in behaviour incidents</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>- School is continuing to increase the number of clubs on offer to pupils.</li> <li>- Last year pupils had the opportunity to attend Lego, library (KS1 and KS2), recorder and dance club (KS1 and KS2) with a specialist teacher at lunch time. After school pupils have the opportunity to attend an after school football and netball club.</li> </ul>	<ul style="list-style-type: none"> <li>- We continue to increase the number of clubs on offer. This year we have on offer:</li> <li>- boys and girls football and netball</li> <li>- Skipping club</li> <li>- Harry Potter club</li> <li>- Lego club</li> <li>- Library club (lunch time)</li> <li>- Gym club (lunch time)</li> </ul>



## 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: £30,560

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. 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.</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: £171863.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small maths intervention groups 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.
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.
Additional support for embedding Read, Write Inc across EYFS, KS1 and lower KS2.	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 fa-	EEF shows that pupils involved in interventions led by TAs makes on average four months progress.	1, 3 and 4.

miliar adults and improves their ability to follow instructions. 2 x PMs per week x 2 staff x 39 weeks		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200,227.04

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 children are ready to learn and promote positive social interactions, especially in unstructured times.	EEF shows that pupils involved in social and emotional interventions makes on average four months progress.	1, 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.
Music CPD using a validated scheme.	Staff to be supported in delivering high quality music lessons.	1, 2, 3, 4 and 5

More pupils having the opportunity to access music lessons.	Offering Disadvantaged children, an opportunity to access additional music lessons.	1, 2, 3, 4 and 5
Weekly 30 minute board games sessions	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 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.	Research shows that eating breakfast is linked to healthy body 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.	2, 3 and 5

**Total budgeted cost: £402,650.14**

## 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
Widget	Widget online