



The Prince of Wales School - Where we are all #InspiredToLearn

Mr Gary Spracklen, BA Hons, NPQH - Headteacher (@Nelkcarps)
01305 257120 Maiden Castle Road, Dorchester, Dorset. DT1 2HH
www.princeofwales.dorset.sch.uk office@princeofwales.dorset.sch.uk

Pupil Premium Strategy Statement

ACTION PLAN VERSION - AUTUMN TERM 2025

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.

It has produced using the information already provided via -

[Pupil Premium - ACTION PLAN \(2025/2026\)](#)

[Pupil Premium - IMPACT STATEMENT \(2024/2025\)](#)

School Overview

Detail	Data
School name	The Prince of Wales School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	20 (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (third year of three year plan)
Date this statement was published	October 2025
Date on which it will be reviewed	Termly (February 2026)
Statement authorised by	Full Governing Body
Pupil premium lead	Gary Spracklen
Governor / Trustee lead	Simon Pearce and Martin Butcher



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,545
Recovery premium funding allocation this academic year	£0
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	£33,545

Part A: Pupil Premium Strategy Plan

Statement of Intent

“We aim to raise the attainment of disadvantaged children through high quality teaching and by meeting individual needs”

At The Prince of Wales School, our Pupil Premium Strategy for 2025/2026 builds on our strong foundations of inclusion, belonging, and pastoral care. Following a year in which disadvantaged pupils continued to thrive socially but not yet academically, our renewed approach prioritises the use of assessment, precision teaching, and emotional literacy to drive measurable gains in attainment.

Every child is recognised as a unique individual, and our mission remains to provide first-hand learning experiences that nurture resilience, independence, and a love of learning. We will continue to use our Learning Powers and Therapeutic Thinking framework to develop positive attitudes, confidence, and self-regulation — ensuring that emotional readiness leads directly to improved learning outcomes.

Community and culture remain central to our vision. Through engagement with music, the arts, and the local community, we will ensure that all pupils, including those eligible for Pupil Premium, experience rich, inspiring opportunities that build self-worth and ambition. Our goal is for every disadvantaged learner to leave our school achieving in line with their peers — academically confident, emotionally secure, and ready for the next stage of their education.



Challenges

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

Number	Challenge Detail
Pupil Premium - Long-Term (Three Year) - <u>THIS IS THE THIRD YEAR OF THIS THREE YEAR PLAN</u>	
1	Attainment Gap (between PP and Non-PP pupils), especially when seeking to secure Greater Depth judgements in KS1 (Non)Statutory Assessment Tests.
2	(Building on the above) Maths Attainment - in particular a confidence in MATHS FLUENCY that will (if developed) ultimately secure more Greater Depth judgements in KS1 (Non)Statutory Maths Assessment Tests.
3	Embedding a TRUE LOVE of Reading in ALL PUPILS.

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 (PP)	Success Criteria (PP)
Increase % children meeting (and exceeding) ARE in all outcomes measures.	Attainment Gap (between PP and Non-PP pupils), especially when seeking to secure Greater Depth judgements in KS1 (Non)Statutory Assessment Tests narrows, leading long-term to <u>NO GAP</u>.
Increase % children working at a Greater Depth in Maths.	% of PP children achieving Greater Depth in Y2 Maths to increase by 25% (in 2025/2026).
Children LOVE READING in all it's forms across the curriculum.	Children to re-discover the love of reading. Over time Accelerated Reader STAR Reading Tests show accelerated progress for all learners including % of PP children achieving ARE in Y2 Reading to increase by 10%.



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: **£7,000**

Activity Challenge Addressed	Evidence that supports this approach
Read, Write, Inc. Phonics 1 and 3	EEF Toolkit - Phonics High impact for very low cost based on very extensive evidence £ £ £ £ £ £ £ £ £ £ +5
Accelerated Reader 1 and 3	EEF Toolkit - Reading comprehension strategies Very high impact for very low cost based on extensive evidence £ £ £ £ £ £ £ £ £ £ +6
Power Maths 1 and 2	EEF Toolkit - Mastery learning High impact for very low cost based on limited evidence £ £ £ £ £ £ £ £ £ £ +5
Motional 1, 2 and 3	EEF Toolkit - Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ £ £ £ £ £ +7

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

Budgeted cost: **£7,600**

Activity Challenge Addressed	Evidence that supports this approach
1:1 Teaching 1, 2 and 3	EEF Toolkit = One to one tuition High impact for moderate cost based on moderate evidence £ £ £ £ £ £ £ £ £ £ +5



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

Budgeted cost: **£16,000**

Activity Challenge Addressed	Evidence that supports this approach
ELSA Intervention 1, 2 and 3	EEF Toolkit = Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ + 4 Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ + 7 Mentoring Low impact for moderate cost based on moderate evidence £ £ £ £ £ + 2
Three free clubs a week for all PP children 1, 2 and 3	EEF Toolkit = Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ + 4
Inclusive Peripatetic Music Lessons 1, 2 and 3	EEF Toolkit = Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ + 7

Total budgeted cost: £33,545



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 2024 to 2025 academic year.

2024/2025			
	PP	Non-PP	Difference
% achieving GLD in EYFS (PP = 2 Pupils of 33)	50%	78%	-28%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	0%	66%	-66%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	50%	73%	-23%
% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	23%	-23%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 30)	50%	73%	-23%
% achieving GD in KS1 Writing (PP = 4 Pupils of 30)	0%	13%	-13%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 30)	50%	80%	-30%
% achieving GD in KS1 Maths (PP = 4 Pupils of 30)	0%	20%	-20%

N.B - Despite the school's continued commitment to inclusion, enrichment and emotional well-being, 2024/25 outcomes show that these strengths have not yet translated into improved academic attainment for disadvantaged pupils. This reflects a wider national challenge, with disadvantaged attainment gaps widening post-pandemic, particularly in early reading and phonics. The school's 'Outstanding' judgements for Behaviour, Personal Development and Early Years (Ofsted, June 2025) demonstrate that the foundations for success—engagement, attendance and belonging—are securely in place. However, academic equity remains the key priority moving forward. In 2025/26, the focus will be on ensuring that high-quality teaching, early intervention and precise use of assessment data drive rapid gains for disadvantaged learners, supported by robust monitoring through pupil progress reviews and strengthened teacher accountability.

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
Read, Write, Inc. Phonics	Ruth Miskin Ltd (Training) Oxford University Press (Resources)
Accelerated Reader	Renaissance Learning
Power Maths	Pearson
Motional	Motional

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?	We have a designated teacher for service pupils - Miss Alissa White. We work with 'Little Troopers at School' to provide workshops for military children -  Day to day, we link our service pupil premium allocation to pupil premium. As already stated in this document, this premium is used to raise the



	attainment of all children through high quality teaching and by meeting individual needs. Our service pupil premium strategy is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Every service pupil premium child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Powers to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Service pupil premium children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.
What was the impact of that spending on service pupil premium eligible pupils?	All service pupil premium children (2) are working at ARE (Age-Related Expectation) or Greater Depth in Reading, Writing and Maths. All service pupil premium children (2) are making at least 'good progress'.

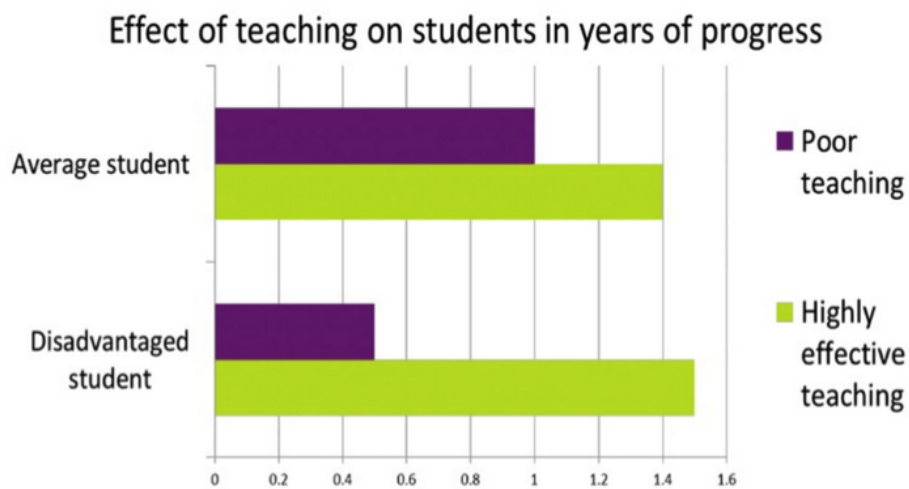


Further information (optional)

Background -

Following the Headteacher's attendance of the 'Dorset Pupil Premium Conference', the Senior Leadership Team have reflected considerably on their approach to the spending of Pupil Premium Funding.

At the conference, Sir John Dunford (Formally National Pupil Premium Champion) advocated for the importance of 'relentlessly focusing on the quality of Teaching and Learning'. Sir John made reference to the Sutton Trust (2011) research -



Source: Sutton Trust (2011)

This has challenged our thinking and has helped shape our approach to Pupil Premium (and COVID Catch Up Premium) expenditure.