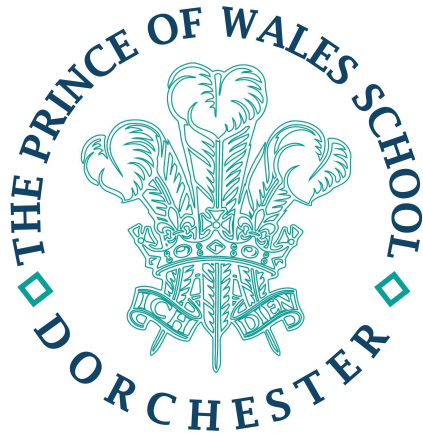


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- Pupil Premium - 2025/2026 -

ACTION PLAN

(AUTUMN TERM 2025)

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

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

Overall Summary and Reflection – Summer 2025

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.

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1. Summary Information

School: The Prince of Wales School

Academic Year: 2026/2026

Total Number of Pupils: 156

Percentage Eligible: 20 (13%)

Stage in Cycle:

AUTUMN TERM 2025

SPRING TERM 2026

SUMMER TERM 2026

TARGET SETTING

MID-YEAR REVIEW

IMPACT STATEMENT

Summary of Funding:

Pupil Premium FSM (+EVER 6) (£1,515): X 13 Children = £19,595

Post LAC (£2,630): X 5 Child = £13,150

Service (£350): X 2 Children = £700

TOTAL = £33,545

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2. Historic Attainment (2024/2025) -

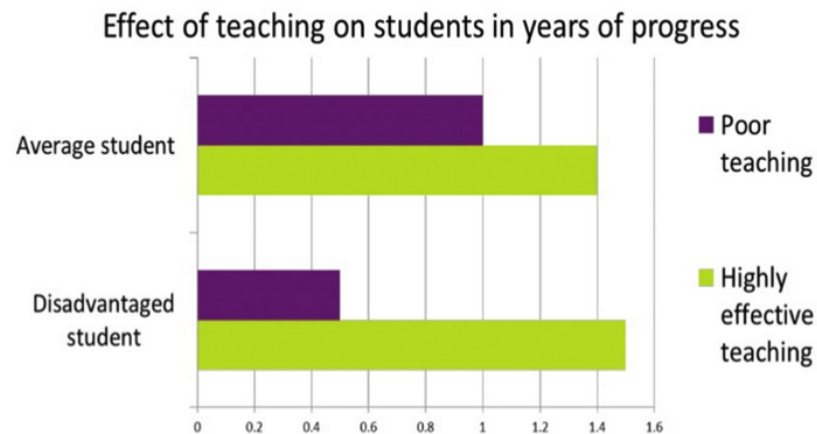
	PP	Non-PP	Difference
% achieving GLD in EYFS (PP = 2 Pupils of 33)	50%	78%	-28%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	0%	66%	-66%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	50%	73%	-23%
% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	23%	-23%
% achieving ARE in KS1 Writing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

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A CHANGE IN APPROACH -

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 expenditure.

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3. Barriers to Future Attainment

- THREE YEAR (YEAR THREE OF THREE): LONG-TERM -

A Increase % children meeting (and exceeding) ARE in all outcomes measures

B Increase % children working at a Greater Depth in Maths

C Children to LOVE READING in all it's forms

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4. Desired Outcomes

A Increase % children meeting (and exceeding) ARE in all outcome measures

Plans To Address -

- Use of ELSA to promote a pro-social approach. Ensuring that all children are ready to learn.
- Increase Expectation + Increase Challenge of the curriculum for ALL CHILDREN.
- Embed SPAG Scheme (Ruth Miskin Spelling Scheme)

B Increase % children working at a Greater Depth in Maths

Plans To Address -

- Develop Maths provision still further with expert support
- Launch Mastering Number programme across Reception and Key Stage One

C Children to LOVE READING in all it's forms

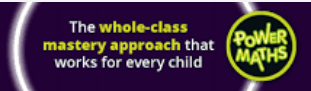
Plans To Address -

- Embed reading in all it's forms across the curriculum. Ensuring reading stock is challenging, relevant and inspiring!

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5. Planned Expenditure (2025/2026)					
EXPENDITURE	£	SUMMARY / INTENDED OUTCOME	SPRING TERM 2026 REVIEW (PENDING)		
ELSA Intervention A	£13,500	Summary: Continue to deliver high-quality ELSA provision, with a renewed focus on linking emotional readiness with classroom learning and academic progress. Intended Outcome: Improve pupils’ capacity to self-regulate and transfer emotional literacy skills into improved focus, resilience and outcomes in core subjects. Monitoring: Baseline and post-intervention assessments via Motional; joint reviews between ELSA and class teachers to track academic impact. Review Intent: Strengthen triangulation between ELSA data, attendance, and attainment to ensure measurable gains for disadvantaged pupils.			
			Recommended To Continue?		
			YES	YES - With Changes	NO
Three free clubs a week for all PP children. A	£2,500	Summary: Maintain access to up to three free enrichment clubs per week, but align provision more closely with individual learning goals. Intended Outcome: Increase participation in activities that develop cultural capital, confidence, and curriculum-linked skills (e.g. vocabulary, teamwork, resilience). Monitoring: Club registers, PP engagement tracker, pupil voice surveys. Review Intent: Assess the balance between social and academic enrichment; evaluate contribution to motivation and attendance.			
			Recommended To Continue?		
			YES	YES - With Changes	NO

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME	SPRING TERM 2026 REVIEW (PENDING)		
1:1 Teaching ROCKET CLUB A B C	£7,600	Summary: Shift from after-school 1:1 tutoring to in-school precision teaching and small-group intervention, focusing on early identification of gaps. Intended Outcome: Accelerate progress in reading, writing, and maths for disadvantaged pupils through structured, evidence-informed support. Monitoring: Termly pupil progress meetings; intervention impact logs reviewed by SENDCo and PP Lead. Review Intent: Measure gains using standardised assessments and teacher judgements; ensure clear progression evidence in books.			
			Recommended To Continue?		
			YES	YES - With Changes	NO
 Purchase and develop still further the 'Power Maths' Scheme of Work, Training and Supporting Resources B	£1,700 + Maths Hub Matched Funding	Summary: Continue Power Maths but strengthen fluency, retrieval and adaptive teaching strategies for disadvantaged learners. Intended Outcome: Narrow the attainment gap in Maths by increasing confidence, fluency and retention for all pupils, particularly those in receipt of PP. Monitoring: Lesson observations, book scrutiny, and analysis of summative assessments; participation in Jurassic Maths Hub networks. Review Intent: Evaluate impact termly; monitor PP pupil outcomes and confidence through pupil voice.			
			Recommended To Continue?		
			YES	YES - With Changes	NO

N.B - Why Power Maths?

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We chose to adopt 'Power Maths' following our 2018/2019 involvement with the Maths Hubs Teaching for Mastery Programme. This programme made us eligible to claim textbook match-funding.

The scheme suited our setting because it is a whole-class mastery programme designed to spark curiosity and excitement (key ingredients for success at The Prince of Wales School). We believe Power Maths will nurture confidence in maths for all our learners.

At the heart of Power Maths is the belief that all children can achieve. The programme is built around a child-centred lesson design that models and embeds a growth mindset approach to maths.

We also chose to adopt 'Power Maths' as we feel it best reflects the research informed guidance outlined by the EEF in 'Improving Mathematics in Key Stage Two and Three: Guidance Report' (2017) →

IMPROVING MATHEMATICS
IN KEY STAGES TWO AND THREE
Guidance Report



EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SPRING TERM 2026 REVIEW (PENDING)		
Embed STAR Reading Assessment and Accelerated Reading (AR)* Scheme, C	£1,300	Summary: Sustain Accelerated Reader but embed its use in daily guided reading sessions and intervention planning. Intended Outcome: Improve reading fluency, comprehension and stamina for PP pupils, linking AR data directly to targeted teaching. Monitoring: STAR Reading data, teacher assessments, and reading logs reviewed by Literacy Lead. Review Intent: Evaluate termly to ensure accelerated progress for PP pupils, with increased comprehension scores and reading age gains.			
			Recommended To Continue?		
			YES	YES - With Changes	NO

* See EEF efficacy trial of Accelerated Reader below -

EEF Projects
Accelerated Reader 16th March, 2018

B Broadgreen High School, Thornaby Academy, Tidesway



Pupils	Grants
349	£147,000

C Independent Evaluator Durham University

D Language and Literacy

E Behaviour

F Themes

subject
English

Key Stage 3

Accelerated Reader is widely used in England, but much of the evidence for the approach comes from the US. The EEF funded this evaluation to see if it could have an impact in English secondary schools. This is one of a number of small trials developed by EEF and designed to improve outcomes for struggling readers at the transition from primary to secondary school.

For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit; if they are not independent readers.

For more information, tools & supporting resources, please visit:
<https://educationendowmentfoundation.org.uk/>

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Research Results

Outcome/Group	Impact - the size of the difference between Accelerated Reader pupils and other pupils	Security - how confident are we in this result?
Reading	+3 Months' Progress	   
Reading (FSM)	+5 Months' Progress	N/A

Were the schools in the trial similar to my school?

The project involved four urban, mixed gender, secondary schools. Three of them were rated by OFSTED as "requiring improvement", while the final school was rated as "good".

Around 35% of the pupils in the project schools were eligible for free school meals.

Could I implement this in my school?

Accelerated Reader is available from Renaissance Learning.

For the intervention tested here, 15 staff (teachers, TAs and literacy co-ordinators) from each school attended one day of training.

Accelerated Reader requires space in the timetable for independent reading and schools may also need to increase the number of books in the school library.

delivered by
Teachers

participant group
Individuals

intervention length
22 Weeks

How much will it cost?

Accelerated Reader costs £450 per year for 50 pupils, or £9 per pupil per year. This covers the annual licence needed for each participating pupil (the minimum subscription is for 50 pupils), one day of teacher training and year-long access to a free hotline telephone service.

Cost per pupil
£ £9

Training time per staff member
1 Day

Schools 4	Pupils 349	Key Stage Key Stage 3
Start date January 2012	End date January 2015	Type of trial Efficacy Trial

Evaluation Conclusions

1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.

For more information, tools & supporting resources, please visit:
<https://educationendowmentfoundation.org.uk/>

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EEF Projects
Accelerated Reader 16th March, 2018

2. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.
3. Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.
4. Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SPRING TERM 2026 REVIEW (PENDING)		
Phonics Teaching (Read, Write Inc) A C	£3,100 Contribution (Training and Resources)	Summary: Continue investment in Read Write Inc. with sharper focus on fidelity and early intervention for the lowest 20%. Intended Outcome: Close the phonics attainment gap by ensuring consistent delivery, rapid catch-up tutoring and strong parental engagement. Monitoring: Weekly RWI fidelity checks, group tracking grids, and half-termly phonics assessments. Review Intent: Measure PP attainment against national benchmark; adjust teaching groups as needed to secure early reading success.	Recommended To Continue? YES YES - With Changes NO		
NEW Motional Licence and Training A	£900	Summary: Introduce Motional (online emotional well-being assessment and tracking tool) to complement ELSA provision and measure whole-school emotional progress. Intended Outcome: Provide measurable insight into pupils’ readiness to learn, linking social-emotional development to academic performance. Monitoring: Baseline and termly updates via Motional reports; cross-referenced with attendance and attainment data. Review Intent: Use findings to inform targeted interventions and pastoral planning for PP pupils.	Recommended To Continue? YES YES - With Changes NO		
NEW Inclusive Peripatetic Music Lessons A	£2,945	Summary: Use PP funding to subsidise 1:1 and small-group instrumental lessons for disadvantaged pupils to ensure equitable access to the school’s rich musical offer. Intended Outcome: Enhance inclusion, confidence, and cultural capital through sustained participation in music-making, supporting the school’s wider development goals. Monitoring: Lesson attendance and progress tracking via peripatetic staff; pupil reflections gathered termly.	Recommended To Continue? YES YES - With Changes NO		

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6. IMPACT Attainment (2025/2026)

2024/2025 - HISTORIC DATA				VS	2025/2026 - DATA (SUMMER TERM TWO 2026)				
	PP	Non-PP	Difference			PP	Non-PP	Difference	25-26 SWING
% achieving GLD in EYFS (PP = 2 Pupils of 33)	50%	78%	-28%		% achieving GLD in EYFS (PP = 4 Pupils of 31)				
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	0%	66%	-66%		% achieving ARE in Y1 Phonics (PP = 3 Pupils of 32)				
% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	50%	73%	-23%		% achieving ARE in KS1 Reading (PP = 2 Pupils of 32)				
% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	23%	-23%		% achieving GD in KS1 Reading (PP = X Pupils of Y)				
% achieving ARE in KS1 Writing (PP = 4 Pupils of 30)	50%	73%	-23%		% achieving ARE in KS1 Writing (PP = X Pupils of Y)				
% achieving GD in KS1 Writing (PP = 4 Pupils of 30)	0%	13%	-13%		% achieving GD in KS1 Writing (PP = X Pupils of Y)				
% achieving ARE in KS1 Maths (PP = 4 Pupils of 30)	50%	80%	-30%		% achieving ARE in KS1 Maths (PP = X Pupils of Y)				
% achieving GD in KS1 Maths (PP = 4 Pupils of 30)	0%	20%	-20%		% achieving GD in KS1 Maths (PP = X Pupils of Y)				