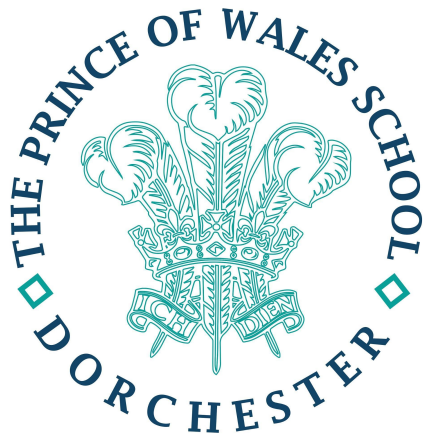


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- Pupil Premium - 2024/2025 -

IMPACT STATEMENT
(SUMMER TERM 2025)

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

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1. Summary Information

School: The Prince of Wales School

Academic Year: 2024/2025

Total Number of Pupils: 154

Percentage Eligible: 18 (12%)

Stage in Cycle: AUTUMN TERM 2024
TARGET SETTING

SPRING TERM 2025
MID-YEAR REVIEW

SUMMER TERM 2025
IMPACT STATEMENT

Summary of Funding:

Pupil Premium FSM (+EVER 6) (£1,480): X 11 Children = £16,280

Post LAC (£2,570): X 5 Child = £12,850

Service (£340): X 2 Children = £680

TOTAL = £29,810

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2. Historic Attainment (2023/2024) -

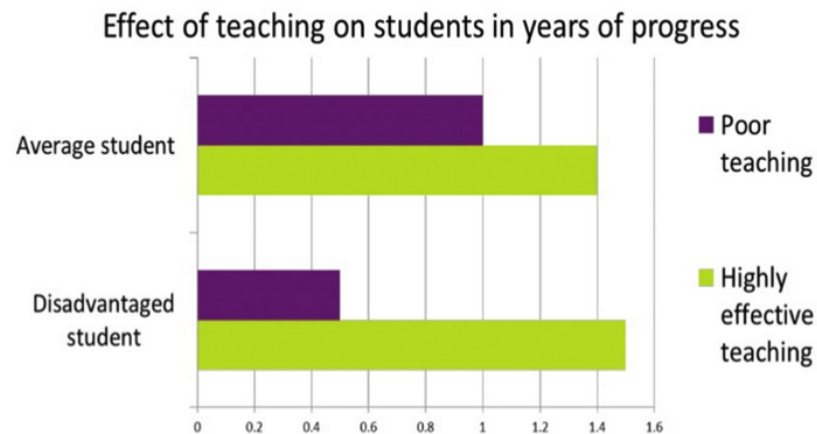
	PP	Non-PP	Difference
% achieving GLD in EYFS (PP = 2 Pupils of 33)	50%	71%	-21%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	25%	79%	-54%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	75%	77%	-2%
% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	27%	-27%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 30)	75%	62%	+13%
% achieving GD in KS1 Writing (PP = 4 Pupils of 30)	25%	23%	+2%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 30)	100%	81%	+19%
% achieving GD in KS1 Maths (PP = 4 Pupils of 30)	0%	31%	-31%

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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 TWO 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
- Engagement with the Jurassic Maths Hub (Maths Mastery Project)
- Launch Mastering Number programme across Reception and Key Stage One

C Children to LOVE READING in all it's forms

Plans To Address -

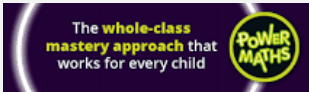
- Embed reading in all it's forms across the curriculum. Ensuring reading stock is challenging, relevant and inspiring!

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5. Planned Expenditure (2024/2025)

EXPENDITURE	£	SUMMARY / INTENDED OUTCOME	SUMMER TERM 2025 REVIEW					
ELSA Intervention A	£15,270	SUMMARY - Deliver OUTSTANDING ELSA provision. INTENDED OUTCOME - Improve children's ability to understand and regulate emotions. Promote a pro-social approach. Ensuring that all children are ready to learn. MONITORING - Baseline questionnaire. Review questionnaire at the end of the intervention. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.	ELSA provision has continued to make a strong contribution to pupils' emotional readiness and stability. Behaviour and attendance for PP pupils remain good, with no suspensions or exclusions recorded. However, despite improved engagement, this has not translated into improved attainment outcomes, suggesting emotional support alone has not been sufficient to close gaps. Next Steps: Continue ELSA provision but strengthen links between emotional regulation strategies and classroom learning through teacher-ELSA collaboration and tighter progress tracking. Recommended To Continue? <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						
Three free clubs a week for all PP children. A	£3,000	SUMMARY - All PP children are entitled to access three free extra-curricula clubs per week. INTENDED OUTCOME - Pupil Premium children accessing a rich range of extra-curricula clubs, weekly. Promotes a pro-social approach. MONITORING - Office and SLT.	Take-up of enrichment opportunities remained high, with disadvantaged pupils fully represented in the broad co-curricular offer. This supported social inclusion and confidence, aligning with Ofsted's recognition of "an exceptional offer for pupils' wider development." However, the data indicate that wider participation has not yet led to improved academic outcomes, particularly in reading and phonics. Next Steps: Maintain entitlement but ensure each PP pupil's enrichment offer is linked to learning goals (e.g. vocabulary-rich clubs, homework support). Recommended To Continue? <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME	SUMMER TERM 2025 REVIEW					
1:1 Teaching A B C	£6,400	SUMMARY - 1:1 teaching available after school through the ROCKET CLUB programme. INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing, Spelling and Maths. MONITORING - SEND Leader will review in discussion with the intervention leader as part of her monitoring of interventions.	Despite targeted after-school tuition, the impact on measurable progress has been limited, with attainment gaps widening across Reading (-23%), Writing (-23%), and Maths (-30%). While sessions improved confidence and engagement, data suggests inconsistency in coverage and follow-up in class. Next Steps: Refocus 1:1 provision on pre-teaching and same-day intervention within school hours, with robust progress monitoring led by class teachers. Recommended To Continue? <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						
 Purchase and develop still further the ‘Power Maths’ Scheme of Work, Training and Supporting Resources B	£1,540 + Maths Hub Matched Funding	SUMMARY - Continue to resource ‘Power Maths’ Scheme INTENDED OUTCOME - Children to master ‘Maths Mastery’. Over time the impact of Power Maths to show accelerated progress for all learners including % of PP children achieving Greater Depth in Y2 Maths to increase by 25%. How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice. Who will measure success? Headteacher / Committee B. Maths Link Governors. When will success be measured? Half-Termly.	Whole-school engagement with Power Maths remains strong and has ensured curriculum consistency. However, disadvantaged outcomes in Maths (ARE -30%) show that implementation has not yet led to equity of progress. Teachers report growing confidence with mastery approaches, but gaps in fluency and retention persist for PP pupils. Next Steps: Continue Power Maths but embed daily retrieval practice and targeted scaffolds; increase focus on formative assessment and early identification of misconceptions. Recommended To Continue? <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						

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N.B - Why Power Maths?

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



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Endowment
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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	SUMMER TERM 2025 REVIEW		
Embed STAR Reading Assessment and Accelerated Reading (AR)* Scheme, <					

* See EEF efficacy trial of Accelerated Reader below -

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Accelerated Reader

This page covers the first (efficacy) trial of Accelerated Reader, which tested whether it could work in schools under best possible conditions. To read about the second (effectiveness) trial - testing a scalable model under everyday conditions in a large number of schools - [click here](#).

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

EEF Projects

Accelerated Reader 16th March, 2018

Broadgreen High School, Thornaby Academy,Tideway		
Independent Evaluator	Durham University	
Pupils	Schools	Grant
349	4	£147,000
Themes		
B Behaviour		
L Language and literacy		
		
+3		



subject
English



key stage

Key Stage 3

EEF Summary

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.

The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

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.

Based on the promising findings from this small study, EEF has now funded an effectiveness trial, to see if the results can be replicated for a larger number of schools.

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.

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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	SUMMER TERM 2025 REVIEW					
Phonics Teaching (Read, Write Inc) A C	£2,300 Contribution (Training and Resources)	SUMMARY - Continue to invest in our approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led advisor days. INTENDED OUTCOME - Improved attainment in phonic understanding. MONITORING - Literacy Leader will review in discussion with intervention leader as part of her monitoring of Read, Write Inc. External scrutiny also provided by Read, Write Inc expert trainer.	Despite sustained investment and fidelity to RWI, PP phonics outcomes fell to 0% at expected standard, compared to 66% non-PP. Y2 retakes show some recovery (85% overall), but disadvantaged pupils continue to underperform. Ofsted confirmed that “most pupils learn to read quickly,” highlighting that remaining gaps are largely among disadvantaged learners. Next Steps: Increase precision teaching for PP pupils through small-group daily tutoring; ensure early identification and intervention by RWI leader; strengthen parental engagement to support phonics practice at home. Recommended To Continue? <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>			YES	YES - With Changes	NO
YES	YES - With Changes	NO						

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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6. IMPACT Attainment (2024/2025)

2023/2024 - HISTORIC DATA				VS	2024/2025 - DATA (SUMMER TERM TWO 2025)				
	PP	Non-PP	Difference			PP	Non-PP	Difference	24-25 SWING
% achieving GLD in EYFS (PP = 2 Pupils of 33)	50%	71%	-21%		% achieving GLD in EYFS (PP = 4 Pupils of 31)	50%	78%	-28%	-7%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 33)	25%	79%	-54%		% achieving ARE in Y1 Phonics (PP = 3 Pupils of 32)	0%	66%	-66%	-12%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 30)	75%	77%	-2%		% achieving ARE in KS1 Reading (PP = 2 Pupils of 32)	50%	73%	-23%	-21%
% achieving GD in KS1 Reading (PP = 4 Pupils of 30)	0%	27%	-27%		% achieving GD in KS1 Reading (PP = X Pupils of Y)	0%	23%	-23%	+4%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 30)	75%	62%	+13%		% achieving ARE in KS1 Writing (PP = X Pupils of Y)	50%	73%	-23%	-36%
% achieving GD in KS1 Writing (PP = 4 Pupils of 30)	25%	23%	+2%		% achieving GD in KS1 Writing (PP = X Pupils of Y)	0%	13%	-13%	-15%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 30)	100%	81%	+19%		% achieving ARE in KS1 Maths (PP = X Pupils of Y)	50%	80%	-30%	-49%
% achieving GD in KS1 Maths (PP = 4 Pupils of 30)	0%	31%	-31%		% achieving GD in KS1 Maths (PP = X Pupils of Y)	0%	20%	-20%	-11%