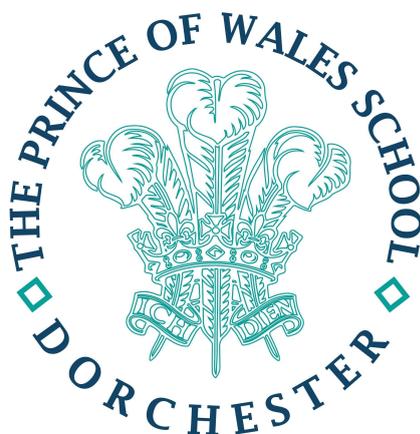


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Pupil Premium Strategy Statement

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.

It has produced using the information already provided via -

[Pupil Premium - ACTION PLAN - 2021/2022](#)

[COVID-19 Catch-Up Premium - Mid-Fund Review - 2020-2022](#)

School Overview

Detail	Data
School name	The Prince of Wales School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	13 (8.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	Termly (February 2022)
Statement authorised by	Full Governing Body
Pupil premium lead	Gary Spracklen
Governor / Trustee lead	Emma Moysey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,725
Recovery premium funding allocation this academic year	£5,232
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	£22,957

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 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 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.

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.

Challenges

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

Number	Challenge Detail
Pupil Premium -	
Short-Term (One Year)	
1	<i>Continue to respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)</i>
2	Monitor closely impact on attendance following emergence from COVID-19 impact
Long-Term (Three Year)	
3	Increase % children meeting (and exceeding) ARE in KS1 Outcomes
4	Increase % children working at a Greater Depth in Maths
5	Children to re-discover the love of Reading
COVID Catch-Up	
6	<i>Continue to respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)</i>
7	Create enhanced opportunities (time) for specific intervention programmes (with a specific focus on writing)
8	Teachers having adequate technology to support their role (especially in light of potential second lockdown)

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)
<p>Increase provision to ELSA, five mornings per week.</p> <p><i>INTENDED OUTCOME - Improvement ability to understand and regulate emotions. Focus on response to COVID-19.</i></p>	<ul style="list-style-type: none"> - New ELSA Space established. - ELSA available five mornings per week. - Entry/Exit Questionnaires show progress for individual children
<p>Continued provision of hot school meals.</p> <p>INTENDED OUTCOME - Pupil Premium children accessing free school meals every day.</p>	<ul style="list-style-type: none"> - Hot school meals provided free of charge for PP families in Y3 and Y4 (in addition to UIFSM).

<p>1:1 teaching available before school. Building on COVID-19 response.</p> <p>INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing and Spelling for targeted children.</p>	<p>- Targeted children make enhanced progress. See Intervention Folders.</p>
<p>Continue to resource 'Power Maths' Scheme.</p> <p>INTENDED OUTCOME - Children to master 'Maths Mastery'. Over time the impact of Power Maths to show accelerated progress for all.</p>	<p>- % of PP children achieving Greater Depth in Y2 Maths to increase by 15% from 2020/2021 to 2021/2022.</p>
<p>Continue to embed STAR Reading Assessment and Accelerated Reading (AR) Scheme.</p> <p>INTENDED OUTCOME - Children to re-discover the love of reading. Over time Accelerated Reader STAR Reading Tests show accelerated progress for all learners.</p>	<p>- % of PP children achieving ARE in Y2 Reading to increase by 15% from 2020/2021 (Y1 Baseline) to 2021/2022.</p>
<p>Continue to invest in our approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led advisor days.</p> <p>INTENDED OUTCOME - Improved attainment in phonic understanding.</p>	<p>- 98% of Y1 children to pass the 2021/2022 Phonics Screening Check.</p>

Intended Outcome (COVID)	Success Criteria (COVID)
<p>Increase provision to ELSA, five mornings per week.</p> <p>INTENDED OUTCOME - Improvement ability to understand and regulate emotions. Focus on response to COVID-19.</p>	<ul style="list-style-type: none"> - New ELSA Space established. - ELSA available five mornings per week. - Entry/Exit Questionnaires show progress for individual children
<p>Provision of summer school to support both academic and pastoral needs (Summer 2020).</p> <p>INTENDED OUTCOME - To support all children's effective return to school in September 2020.</p>	<ul style="list-style-type: none"> - Summer School Provided - Entry/Exit Questionnaires show progress for individual children

<p>Provide appropriate equipment for teachers to enhance online learning. Focus on video and audio production.</p> <p>Provide devices for ALL children who need them to support home learning in periods of lockdown and/or isolation.</p> <p><i>INTENDED OUTCOME - Higher quality output (learning materials).</i></p>	<p>- High quality output visible through the school website and social media channels.</p>
<p>Provision of Mighty Writer resource for Reception, Year One and Year Two classrooms as well as an additional resource for Year Three and Year Four to share (for intervention).</p> <p><i>INTENDED OUTCOME - To support all pupils to develop sentence creation and storytelling.</i></p>	<p>- Increased % of children achieving ARE in Writing (Rec, Y1 and Y2).</p>

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: **£5,525**

Activity <small>Challenge Addressed</small>	Evidence that supports this approach
<p>Read, Write, Inc. Phonics</p> <p>3, 5 and 7</p>	<p>EEF Toolkit -</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>
<p>Accelerated Reader</p> <p>3, 5 and 7</p>	<p>EEF Toolkit -</p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p>
<p>Power Maths</p> <p>3, 4 and 7</p>	<p>EEF Toolkit -</p> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>

<p>Mighty Writer 3, 5 and 7</p>	<p>EEF Toolkit - Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>
<p>Technology for Teachers 3, 4, 5, 7 and 8</p>	<p>EEF Toolkit -</p> <p>Education Endowment Foundation</p> <p>USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING Summary of recommendations</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 24%;"> <p>1</p> <p>Consider how technology will improve teaching and learning before introducing it</p> <ul style="list-style-type: none"> New technology can often appear exciting. However, it can become a solution in search of a problem unless it is introduced in response to an identified need. It is often useful to link the introduction of new technology to wider planning, for example, a review of assessment policy. Schools should consider the pedagogical rationale for how technology will improve learning. The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn. Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available. Decisions about whether to introduce technology should also include an analysis of the costs of implementing the technology, alongside the expected benefits. This should include both the upfront costs and any ongoing requirements. </div> <div style="width: 24%;"> <p>2</p> <p>Technology can be used to improve the quality of explanations and modelling</p> <ul style="list-style-type: none"> Technology has the potential to help teachers explain and model new concepts and ideas. However, how explanations and models are conveyed is less important than their clarity, relevance and accessibility to pupils. Introducing a new form of technology will not automatically change the way teachers teach. The introduction of interactive whiteboards provides an example that highlights the need to consider the pedagogical rationale for adopting a form of technology, and for carefully planning the training required to enable teachers to use it effectively. Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling. </div> <div style="width: 24%;"> <p>3</p> <p>Technology offers ways to improve the impact of pupil practice</p> <ul style="list-style-type: none"> Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. </div> <div style="width: 24%;"> <p>4</p> <p>Technology can play a role in improving assessment and feedback</p> <ul style="list-style-type: none"> Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it supplements, but is aligned to, other forms of feedback. </div> </div>

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

Budgeted cost: **£3,500**

Activity Challenge Addressed	Evidence that supports this approach
<p>1:1 Teaching 3, 4, 5 and 7</p>	<p>EEF Toolkit =</p> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>
<p>Summer School 3, 4, 5 and 7</p>	<p>Summer schools</p> <p>Moderate impact for moderate cost based on limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+3</p>

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

Budgeted cost: **£13,932**

Activity <small>Challenge Addressed</small>	Evidence that supports this approach
<p>ELSA Intervention & New ELSA Space</p> <p>1, 2 and 6</p>	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £  +4</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £  +7</p> <p>Mentoring Low impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £  +2</p>
<p>Free School Meals</p> <p>1, 2 and 6</p>	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £  +4</p>

Total budgeted cost: £22,957

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.

2. Attainment (2020/2021) - UNOFFICIAL - TEACHER ASSESSMENT DATA			
	PP	Non-PP	Difference
% achieving GLD in EYFS July 2020 (PP = 4 Pupils of 31)	85%	50%	-35%
% achieving ARE in Y1 Phonics (PP = 2 Pupils of 32)	100%	93%	+7%
% achieving ARE in KS1 Reading (PP = 2 Pupils of 29)	50%	88%	-38%
% achieving GD in KS1 Reading (PP = 2 Pupils of 29)	0%	44%	-44%
% achieving ARE in KS1 Writing (PP = 2 Pupils of 29)	50%	74%	-24%
% achieving GD in KS1 Writing (PP = 2 Pupils of 29)	0%	26%	-26%
% achieving ARE in KS1 Maths (PP = 2 Pupils of 29)	50%	81%	-31%
% achieving GD in KS1 Maths (PP = 2 Pupils of 29)	0%	37%	-37%

N.B - 1 of 2 Y2 PP Pupils in Y2 was also a Unit Roll child with complex SEND needs.

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
Mighty Writer	Mighty Writer

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We have a designated teacher for service pupils - Miss Alissa White.</p> <p>We work with 'Little Troopers at School' to provide workshops for military children -</p>  <p>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.</p> <p>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.</p> <p>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</p>

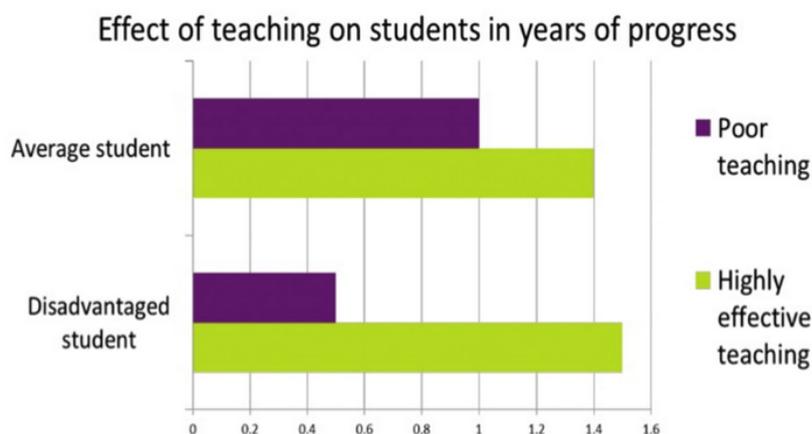
	<p>where there are no limits to curiosity and there is a thirst for new experiences and knowledge.</p> <p>We use Learning Powers to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Community involvement is an 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.</p> <p>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.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All service pupil premium children (4) are working at ARE (Age-Related Expectation) or Greater Depth in Reading, Writing and Maths.</p> <p>All service pupil premium children (4) are making at least 'good progress'.</p>

Further information (optional)

Background -

Following the Headteacher's attendance of the 2018 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.