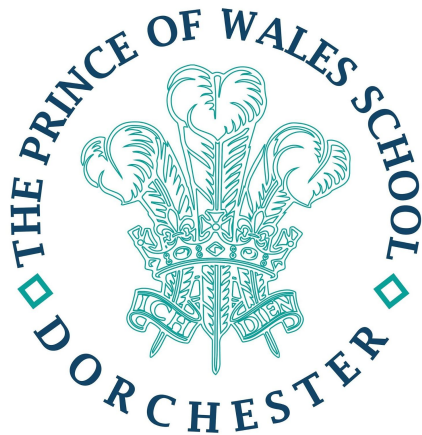


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Pupil Premium - Action Plan - 2018/2019 Mid Year Review

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(Mid Year Review)	

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

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1. Summary Information

School: The Prince of Wales School

Academic Year: 2018/2019

Total Number of Pupils: 156

Percentage Eligible: 18 (11.53%)

Stage in Cycle: AUTUMN TERM 2018

TARGET SETTING

SPRING TERM 2019

MID-YEAR REVIEW

SUMMER TERM 2019

END OF YEAR REVIEW

Summary of Funding:

Pupil Premium FSM (+EVER 6) (£1,320): X 13 Children = £15,840

Post LAC (£1,900): X 1 Child = £1,900

Service (£300): X 4 Children = £1,200

TOTAL = £18,940

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2. Current Attainment (2017/2018)

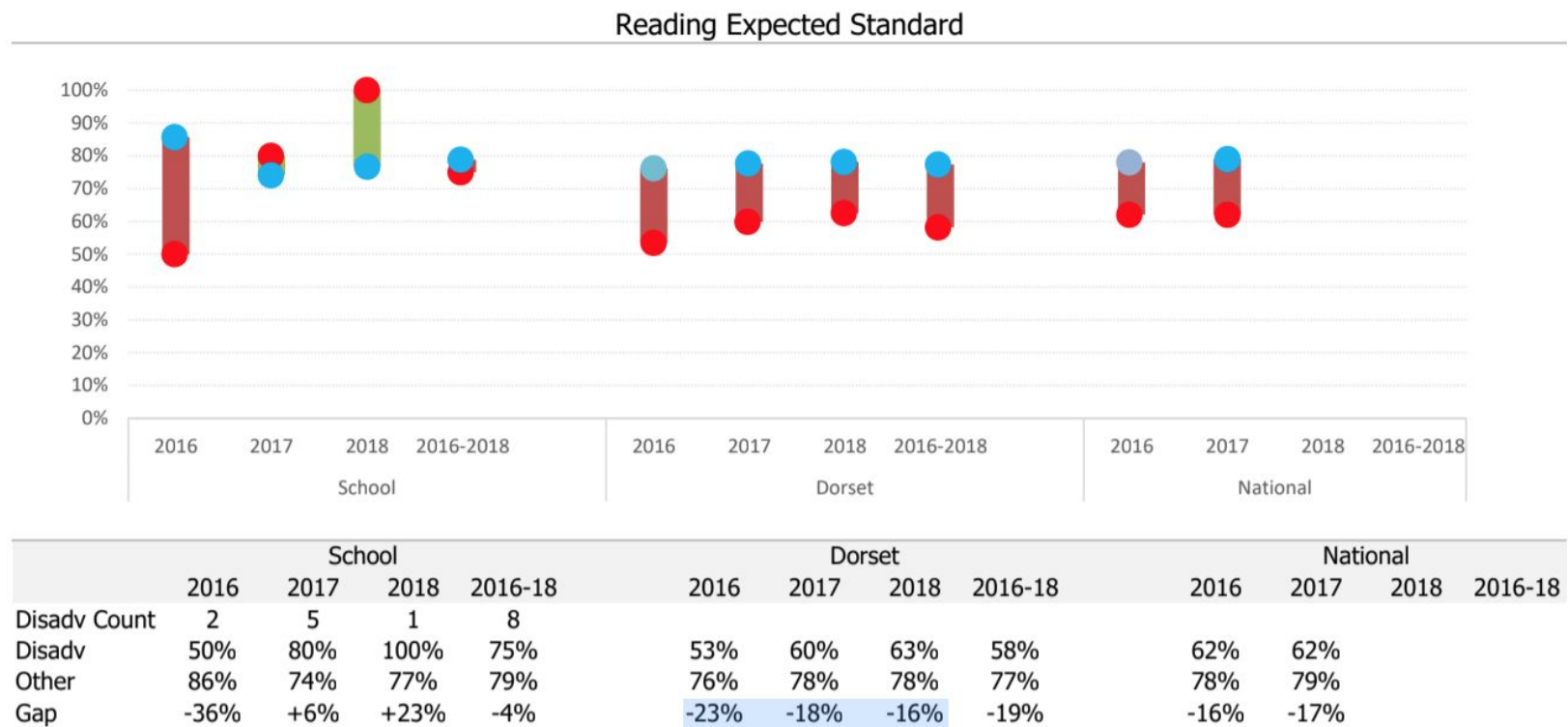
	PP	Non-PP	Difference
% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 30)	100%	75%	+25%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	75%	89.3%	-14.3%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	25%	79.31%	-54.31%*
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	17.24%	-17.24%*
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	0%	64.3%	-64.3%*
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	14.3%	-14.3%*
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	25%	67.9%	-42.9%*
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	10.7%	-10.7%*

*** NOTE BELOW - TWO OF THE FOUR CHILDREN HAD AN EHCP FOR COMPLEX NEEDS**

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3. IMPACT - OVER TIME - READING

Disadvantaged Gap Trend: The Prince of Wales School



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4. IMPACT - OVER TIME - WRITING

Disadvantaged Gap Trend: The Prince of Wales School

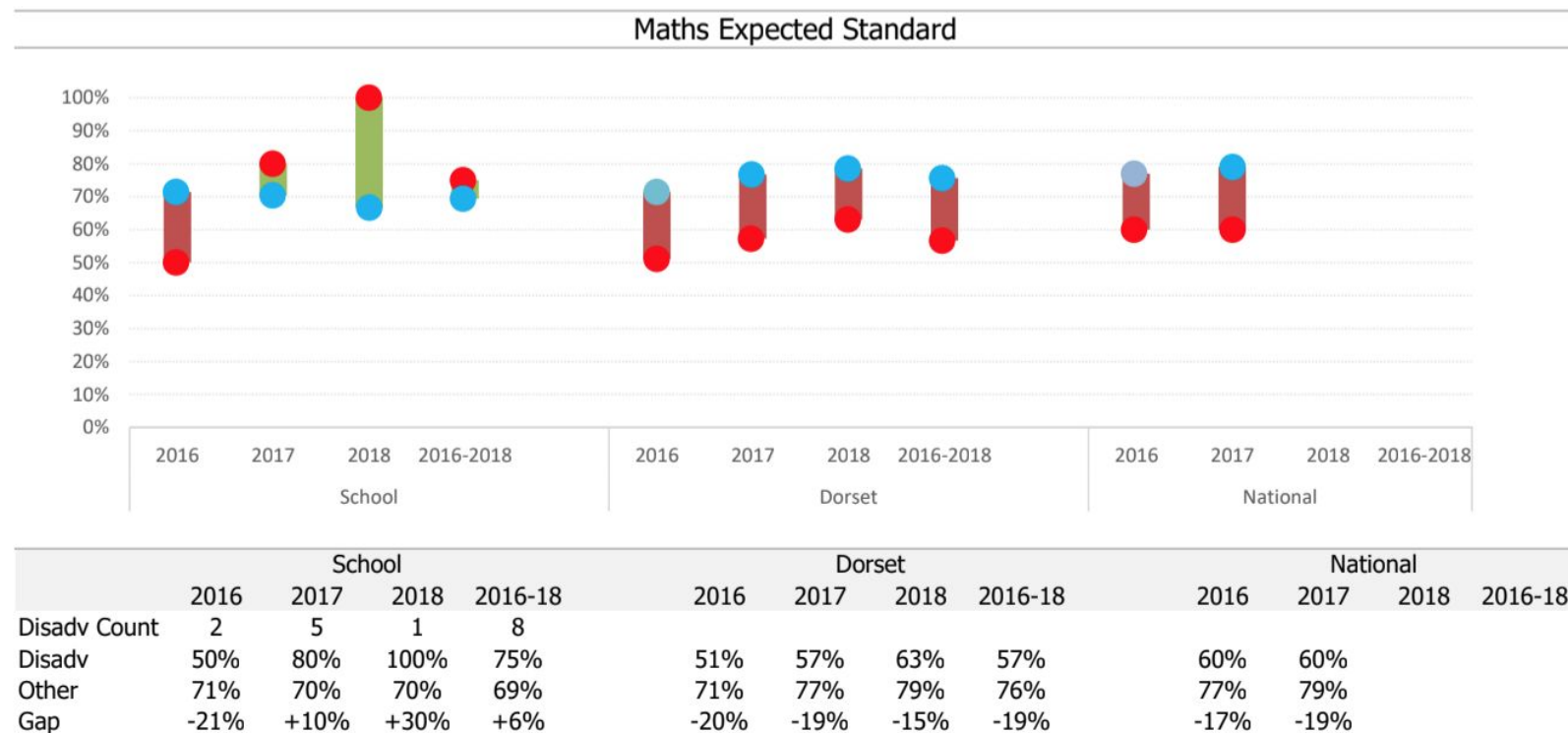


	School				Dorset				National			
	2016	2017	2018	2016-18	2016	2017	2018	2016-18	2016	2017	2018	2016-18
Disadv Count	2	5	1	8								
Disadv	0%	80%	0%	50%	41%	48%	54%	47%	53%	53%		
Other	43%	63%	63%	56%	65%	70%	72%	69%	70%	72%		
Gap	-43%	+17%	-63%	-6%	-24%	-22%	-18%	-22%	-17%	-19%		

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5. IMPACT - OVER TIME - MATHS

Disadvantaged Gap Trend: The Prince of Wales School

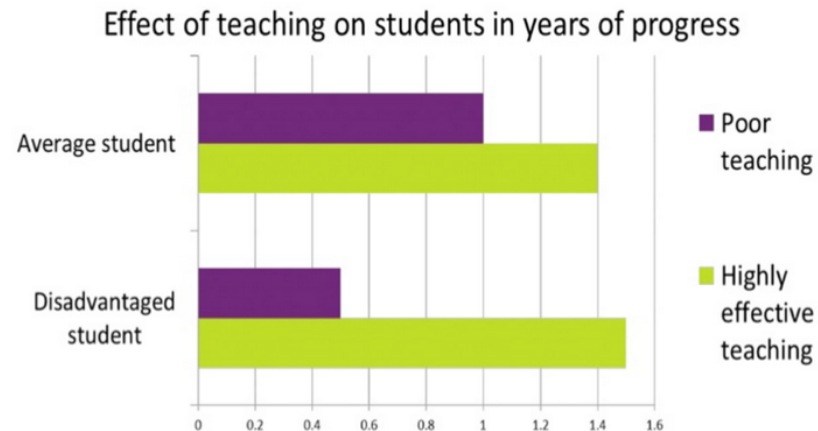


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A CHANGE IN APPROACH -

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 expenditure.

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6. Barriers to Future Attainment

A Increase % children meeting (and exceeding) ARE in KS1 Outcomes

B Increase % children working at a Greater Depth in Maths

C Children to re-discover the love of Reading

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7. Desired Outcomes

A Increase % children meeting (and exceeding) ARE in KS1 Outcomes

Plans To Address -

- Increase Expectation + Increase Challenge of Year 2 Curriculum for ALL CHILDREN.
- Launch SPAG Scheme (Ruth Miskin Spelling Scheme)
- Continue programme of external moderation and challenge.
- Introduce New Approach to Marking and Feedback

B Increase % children working at a Greater Depth in Maths

Plans To Address -

- Engagement with the Jurassic Maths Hub - 'Maths Mastery' Research Project (Funding Secured)
- Engagement with the DASP Maths Project - 'Maths Mastery'
- Refresh approach to 'Reasoning'
- Introduce New Approach to Marking and Feedback

C Children to re-discover the love of Reading

Plans To Address -

- Introduce STAR Reading Assessment and Accelerated Reading (AR) Scheme as part of 'I LOVE READING' Library Re-Launch.

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8. Planned Expenditure (2018/2019)

EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (Mid-Year Review)			
<p>Introduce STAR Reading Assessment and Accelerated Reading (AR)* Scheme as part of ‘I LOVE READING’ Library Re-Launch.</p> <p>A C</p>	<p>£7,000</p>	<p>SUMMARY - Introduce STAR Reading Assessment and Accelerated Reading (AR) Scheme as part of ‘I LOVE READING’ Library Re-Launch.</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 including % of children achieving Greater Depth in Y2 Reading to increase by 15%.</p> <p>How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice.</p> <p>Who will measure success? Headteacher / Committee A. Literacy Link Governors.</p> <p>When will success be measured? Half-Termly.</p>	<div><p>It is still early days for the role out of STAR Reading Assessments and Accelerated Reader.</p><p>STAR Reading Assessments have already provided though a much more reliable source of data in which to analyse the performance of all pupils, including those in receipt of PP.</p><p>In the four months since it’s introduction progress for PP pupils has been on average 3.4 months. 0.6 months behind expected progress.</p><p>However, the data is very mixed with more than one child making more than 7 months progress in 4 months.</p><p>More data and time is needed to fully test the model.</p></div> <div><p>Recommended To Continue?</p><table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table></div>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				

* See EEF efficacy trial of Accelerated Reader below -

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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.

For more information, tools & supporting resources, please visit:
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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (Mid-Year Review)
ELSA Intervention A	£2,000	SUMMARY - One thirty minute session, per child, per week. INTENDED OUTCOME - Improvement ability to understand and regulate emotions. 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.	<div>ELSA Intervention continues to benefit PP children.</div> <div>ELSA programme is reviewed half-termly by SENCO and Headteacher. Impact is long-term.</div> <div>Recommended To Continue?</div> <div> <div>YES</div> <div>YES - With Changes</div> <div>NO</div> </div>
1:1 Teaching A B	£1,500	SUMMARY - 1:1 teaching before school, twice a week. INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing and Spelling. MONITORING - SEND Leader will review in discussion with intervention leader as part of her monitoring of interventions.	<div>Approach continues to benefit PP children.</div> <div>Programme is reviewed half-termly by SENCO and Headteacher. Changes to be made from Spring Term 2 in Year 3 and Year 4.</div> <div>Recommended To Continue?</div> <div> <div>YES</div> <div>YES - With Changes</div> <div>NO</div> </div>
Free School Meals (Year 3 and Year 4) SEMH	£3,000	SUMMARY - Provision of hot school meals. INTENDED OUTCOME - Pupil Premium children accessing free school meals every day. MONITORING - Lunchtime supervisors, office and SLT.	<div>Research proven approach.</div> <div>Recommended To Continue?</div> <div> <div>YES</div> <div>YES - With Changes</div> <div>NO</div> </div>

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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (Mid-Year Review)
<div>Phonics Teaching (Read, Write Inc)</div> <div>A</div>	<div>£5,000 Contribution</div> <div>(Training and Resources)</div>	<div>SUMMARY - Entirely new approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led training days.</div> <div>INTENDED OUTCOME - Improved attainment in phonic understanding.</div> <div>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.</div>	<div>Read, Write Inc. Phonics approach continues to benefit PP children. All PP children on track to pass Y1 Phonics Test.</div> <div>Recommended To Continue?</div> <div><div>YES</div><div>YES - With Changes</div><div>NO</div></div>
<div>ICT Equipment, following external ICT Assessment</div> <div>SEMH</div>	<div>£3,000</div>	<div>SUMMARY - Provide appropriate equipment for pupil to access and record his learning effectively.</div> <div>INTENDED OUTCOME - Access to appropriate specialist equipment that the school is currently unable to provide.</div> <div>MONITORING - SEND Leader will monitor success of equipment provided in discussion with class teacher and 1:1 TA as part of termly monitoring.</div>	<div>Range of specialist equipment has been purchased, often to support specialist physical needs of children in the UNIT BASE PROVISION.</div> <div>Recommended To Continue?</div> <div><div>YES</div><div>YES - With Changes</div><div>NO</div></div>
<div>Targeted UNIT ROLE support (personalised and often 1:1 staffing).</div> <div>A B C SEMH</div>	<div>£8,000</div>	<div>SUMMARY - Extra focussed support in class for PP UNIT ROLE children. 1:1 to support physical need, as appropriate.</div> <div>INTENDED OUTCOME - UNIT ROLE PP CHILDREN receiving extra support linked to their individual learning needs. UNIT ROLE PP children making at appropriate and personalised progress comparable to non-PP children.</div> <div>MONITORING - Class teacher will monitor progress as part of their half-termly data tracking. Assessment co-ordinator and SEND Leader will monitor as part of their tracking systems.</div>	<div>We are in ongoing discussions with the Local Authority about our UNIT ROLE offer and how this is funded.</div> <div>Recommended To Continue?</div> <div><div>YES</div><div>YES - With Changes</div><div>NO</div></div>

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9. IMPACT Attainment (2018/2019)

2017/2018				VS	2018/2019			
	PP	Non-PP	Difference			PP	Non-PP	Difference 17-18 GAP
% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 30)	100%	75%	+25%		% achieving GLD in EYFS July 2018 (PP = X Pupils of XX)			
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	75%	89.3%	-14.3%		% achieving ARE in Y1 Phonics (PP = X Pupils of XX)			
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	25%	79.31%	-54.31%*		% achieving ARE in KS1 Reading (PP = X Pupils of XX)			
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	17.24%	-17.24%*		% achieving GD in KS1 Reading (PP = X Pupils of XX)			
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	0%	64.3%	-64.3%*		% achieving ARE in KS1 Writing (PP = X Pupils of XX)			
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	14.3%	-14.3%*		% achieving GD in KS1 Writing (PP = X Pupils of XX)			
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	25%	67.9%	-42.9%*		% achieving ARE in KS1 Maths (PP = X Pupils of XX)			
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	10.7%	-10.7%*		% achieving GD in KS1 Maths (PP = X Pupils of XX)			

* NOTE BELOW - TWO OF THE FOUR CHILDREN HAD AN EHCP FOR COMPLEX NEEDS