- Pupil Premium -

Action Plan - 2022/2023

ACTION PLAN

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

1. Summary Information

School:	The Prince of Wales School
Academic Year:	2022/2023
Total Number of Pupils:	158
Percentage Eligible:	16 (10.12%)

Stage in Cycle:	**AUTUMN TERM 2022**	**SPRING TERM 2023**	**SUMMER TERM 2023**
	TARGET SETTING	MID-YEAR REVIEW	END OF YEAR REVIEW

Summary of Funding:	**Pupil Premium FSM (+EVER 6) (£1,345):**	X 9 Children = £12,105
	Post LAC (£2,345):	X 4 Child = £9,380
	Service (£310):	X 3 Children = £930
		TOTAL = £22,415

2. Attainment (2021/2022) -

	PP	Non-PP	Difference
% achieving GLD in EYFS July 2022 (PP = 4 Pupils of 31)	40%	72%	-32%
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	50%	93%	-43%
% achieving ARE in KS1 Reading (PP = 2 Pupils of 31)	0%	90%	-90%
% achieving GD in KS1 Reading (PP = 2 Pupils of 31)	0%	45%	-45%
% achieving ARE in KS1 Writing (PP = 2 Pupils of 31)	50%	72%	-22%
% achieving GD in KS1 Writing (PP = 2 Pupils of 31)	0%	17%	-17%
% achieving ARE in KS1 Maths (PP = 2 Pupils of 31)	50%	90%	-40%
% achieving GD in KS1 Maths (PP = 2 Pupils of 31)	0%	24%	-24%

3. IMPACT - OVER TIME - READING -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School



	School				Dorset				National			
	2017	2018	2019	2017-19	2017	2018	2019	2017-19	2017	2018	2019	2017-19
Disadv Count	5	1	3	9								
Disadv	80%	100%	33%	67%	52%	60%	59%	57%	62%	62%		
Other	74%	77%	93%	82%	76%	78%	79%	78%	78%	79%		
Gap	+6%	+23%	-60%	-15%	-24%	-18%	-20%	-21%	-16%	-17%		

4. IMPACT - OVER TIME - WRITING -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School

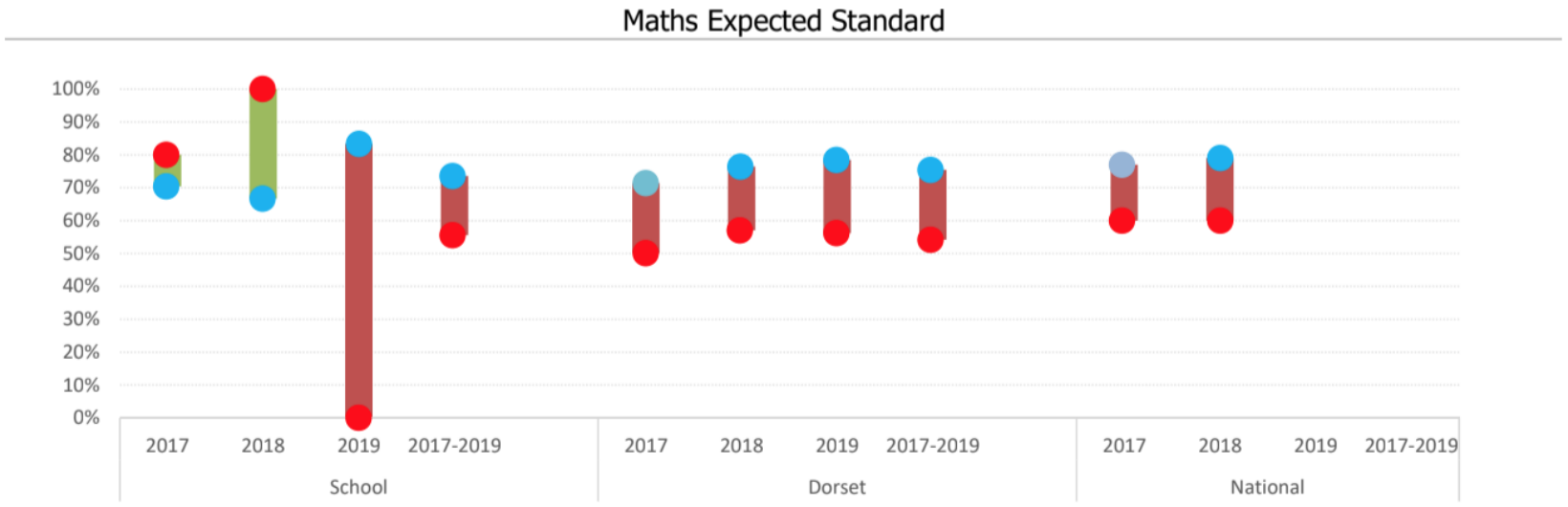


	School				Dorset				National			
	2017	2018	2019	2017-19	2017	2018	2019	2017-19	2017	2018	2019	2017-19
Disadv Count	5	1	3	9								
Disadv	80%	0%	33%	56%	40%	47%	49%	45%	53%	53%		
Other	63%	63%	90%	72%	64%	69%	72%	68%	70%	72%		
Gap	+17%	-63%	-57%	-17%	-24%	-23%	-23%	-24%	-17%	-19%		

5. IMPACT - OVER TIME - MATHS -

MORE RECENT DATA IN THIS FORMAT LIMITED DUE TO IMPACT OF COVID

Disadvantaged Gap Trend: The Prince of Wales School

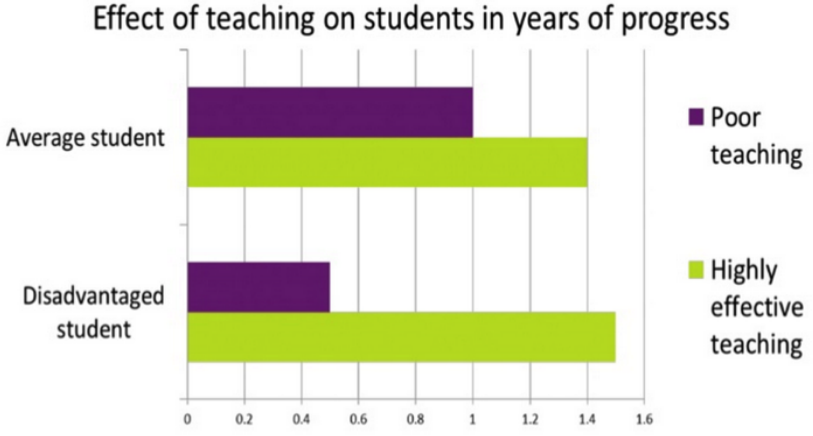


	School				Dorset				National			
	2017	2018	2019	2017-19	2017	2018	2019	2017-19	2017	2018	2019	2017-19
Disadv Count	5	1	3	9								
Disadv	80%	100%	0%	56%	50%	57%	56%	54%	60%	60%		
Other	70%	67%	67%	74%	71%	76%	78%	75%	77%	79%		
Gap	+10%	+33%	-67%	-18%	-21%	-19%	-22%	-21%	-17%	-19%		

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.

6. Barriers to Future Attainment

- 1 YEAR: SHORT -TERM (CONTINUED) -

A	Continue to respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)
B	Monitor closely impact on attendance following emergence from COVID-19 impact

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

C	Increase % children meeting (and exceeding) ARE in KS1 Outcomes
D	Increase % children working at a Greater Depth in Maths
E	Children to re-discover the love of Reading

7. Desired Outcomes

A Respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)

Plans To Address -

- Increase provision of ELSA in school (NEW - GROW TEAM)
- Senior ELSA TA to lead a continued programme of support for children and families in response to the challenges of COVID-19.

B Monitor closely impact on attendance following emergence from COVID-19 Lockdown

Plans To Address -

- Weekly attendance meetings - supported by admin team
- Use of DASP Attendance Scheme / Link to ELSA TA critical when looking at hard-to-reach families

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

Plans To Address -

- Increase Expectation + Increase Challenge of Year 2 Curriculum for ALL CHILDREN.
- Embed SPAG Scheme (Ruth Miskin Spelling Scheme)
- Continue programme of external moderation and challenge.

D **Increase % children working at a Greater Depth in Maths**

Plans To Address -

- Re-launch 'Power Maths' scheme of work and purchase supporting resource
- Engagement with the DASP Maths Project - 'Maths Mastery'

E **Children to re-discover the love of Reading**

Plans To Address -

- Embed STAR Reading Assessment and Accelerated Reading (AR) Scheme - use of dedicated TA time to support this (new for September 2019)

8. Planned Expenditure (2021/2022)			
EXPENDITURE	**£**	**SUMMARY / INTENDED OUTCOME / MONITORING**	**IMPACT - MID-YEAR REVIEW**
ELSA Intervention & NEW TEAM MEMBER **C**	**£17,315**	**SUMMARY -** Increase provision by adding new team member. **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.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**
Free School Meals (Year 3 and Year 4) **A B**	**£3,000**	**SUMMARY -** Continued provision of hot school meals. **INTENDED OUTCOME -** Pupil Premium children accessing free school meals every day. **MONITORING -** Lunchtime supervisors, office and SLT.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**
1:1 Teaching **A B**	**£1,500**	**SUMMARY -** 1:1 teaching available before school . Also build on COVID-19 response. LINK TO ELSA. **INTENDED OUTCOME -** Improved confidence and attainment in Reading, Writing and Spelling. **MONITORING -** SEND Leader will review in discussion with the intervention leader as part of her monitoring of interventions.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**

The whole-class mastery approach that works for every child **Purchase and implement 'Power Maths' Scheme of Work, Training and Supporting Resources** **C D**	**£600** **+ 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 15%. **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.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**

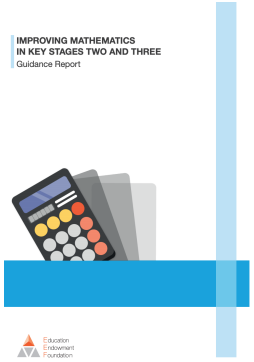
N.B - Why Power Maths?

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) →



EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT - MID-YEAR REVIEW
Embed STAR Reading Assessment and Accelerated Reading (AR)* Scheme, **C E**	**£300**	**SUMMARY -** Continue to embed STAR Reading Assessment and Accelerated Reading (AR) Scheme. **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 PP children achieving ARE in Y2 Reading to increase by 15%. **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 A. Literacy Link Governors. **When will success be measured?** Half-Termly.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**

*** 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.

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.

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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	Pupils	Key Stage
4	349	Key Stage 3
Start date	**End date**	**Type of trial**
January 2012	January 2015	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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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	IMPACT - MID-YEAR REVIEW
Phonics Teaching (Read, Write Inc) **A**	**£325 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.	**Recommended To Continue?** **YES** / **YES - With Changes** / **NO**

9. IMPACT Attainment (2022/2023)

2021/2022 - DATA				VS	2022/2023 - DATA				
	PP	Non-PP	Difference			PP	Non-PP	Difference	20-21 GAP
% achieving GLD in EYFS July 2022 (PP = 4 Pupils of 31)	40%	72%	-32%		% achieving GLD in EYFS July 2018 (PP = 4 Pupils of 31)				
% achieving ARE in Y1 Phonics (PP = 2 Pupils of 32)	50%	93%	-43%		% achieving ARE in Y1 Phonics (PP = 2 Pupils of 32)				
% achieving ARE in KS1 Reading (PP = 2 Pupils of 29)	0%	90%	-90%		% achieving ARE in KS1 Reading (PP = 2 Pupils of 29)				
% achieving GD in KS1 Reading (PP = 2 Pupils of 29)	0%	45%	-45%		% achieving GD in KS1 Reading (PP = 2 Pupils of 29)				
% achieving ARE in KS1 Writing (PP = 2 Pupils of 29)	50%	72%	-22%		% achieving ARE in KS1 Writing (PP = 2 Pupils of 29)				
% achieving GD in KS1 Writing (PP = 2 Pupils of 29)	0%	17%	-17%		% achieving GD in KS1 Writing (PP = 2 Pupils of 29)				
% achieving ARE in KS1 Maths (PP = 2 Pupils of 29)	50%	90%	-40%		% achieving ARE in KS1 Maths (PP = 2 Pupils of 29)				
% achieving GD in KS1 Maths (PP = 2 Pupils of 29)	0%	24%	-24%		% achieving GD in KS1 Maths (PP = 2 Pupils of 29)				