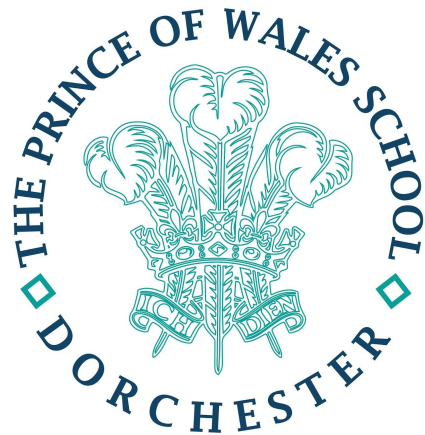


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- Pupil Premium -
Action Plan - 2019/2020
IMPACT STATEMENT

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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: 2019/2020

Total Number of Pupils: 158

Percentage Eligible: 18 (11.39%)

Stage in Cycle: AUTUMN TERM 2019

TARGET SETTING

SPRING TERM 2020

MID-YEAR REVIEW

SUMMER TERM 2020

END OF YEAR REVIEW

Summary of Funding:

Pupil Premium FSM (+EVER 6) (£1,320): X 12 Children = £15,840

Post LAC (£2,300): X 1 Child = £2,300

Service (£300): X 3 Children = £900

TOTAL = £19,040

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2. Current Attainment (2018/2019) - [END OF YEAR REVIEW = HISTORIC DATA - SEE PAGE 18 FOR UPDATE](#)

	PP	Non-PP	Difference
% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 30)	50%	86%	-36%~
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	100%	93%	+7%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	33%	93%	-60%^
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	30%	-30%^
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	33%	90%	-57%^
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	13%	-13%^
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	0%	83%	-83%^
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	23%	-23%^

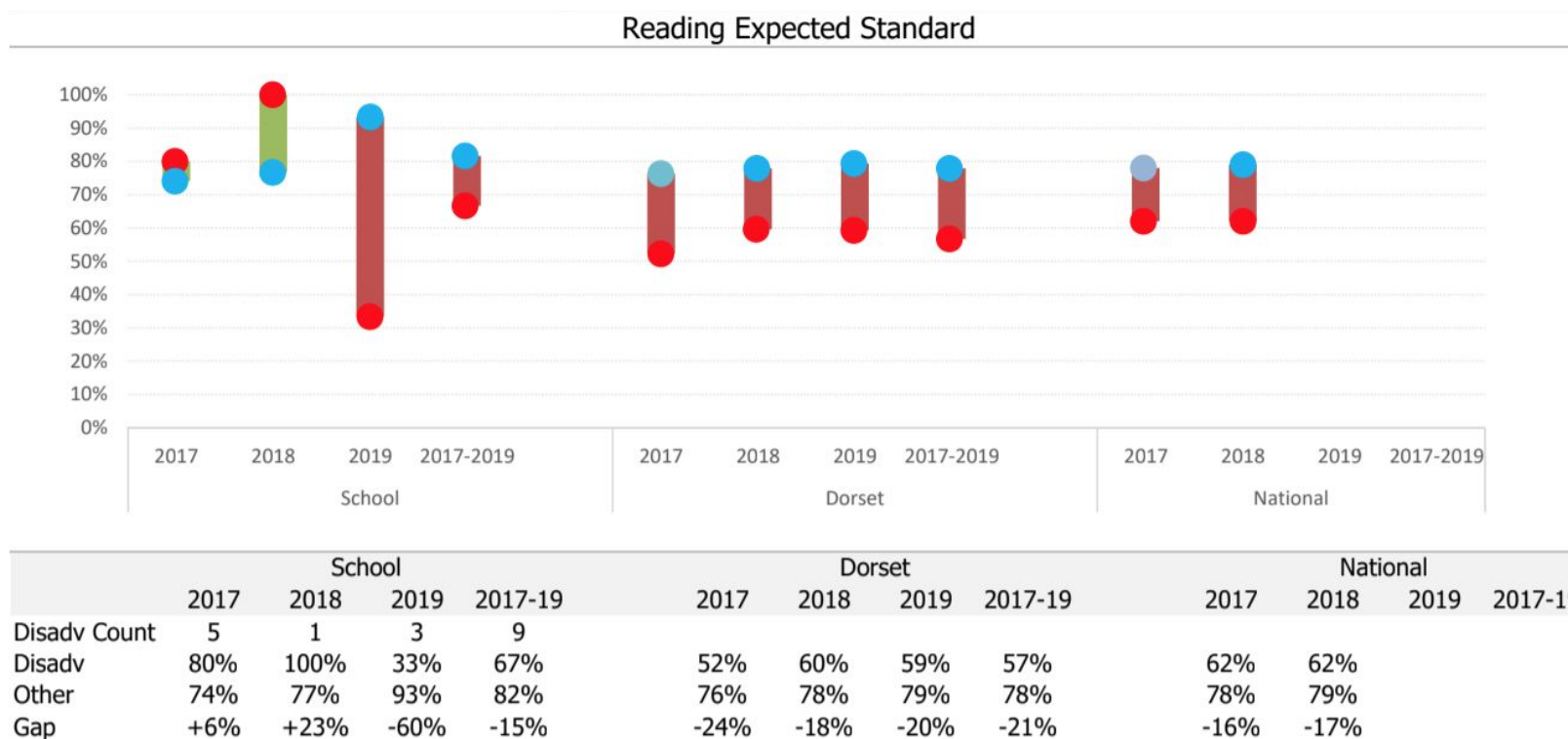
~ NOTE BELOW # 1 - ONE OF THE TWO CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

^ NOTE BELOW # 2 - ONE OF THE THREE CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

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3. IMPACT - OVER TIME - READING -

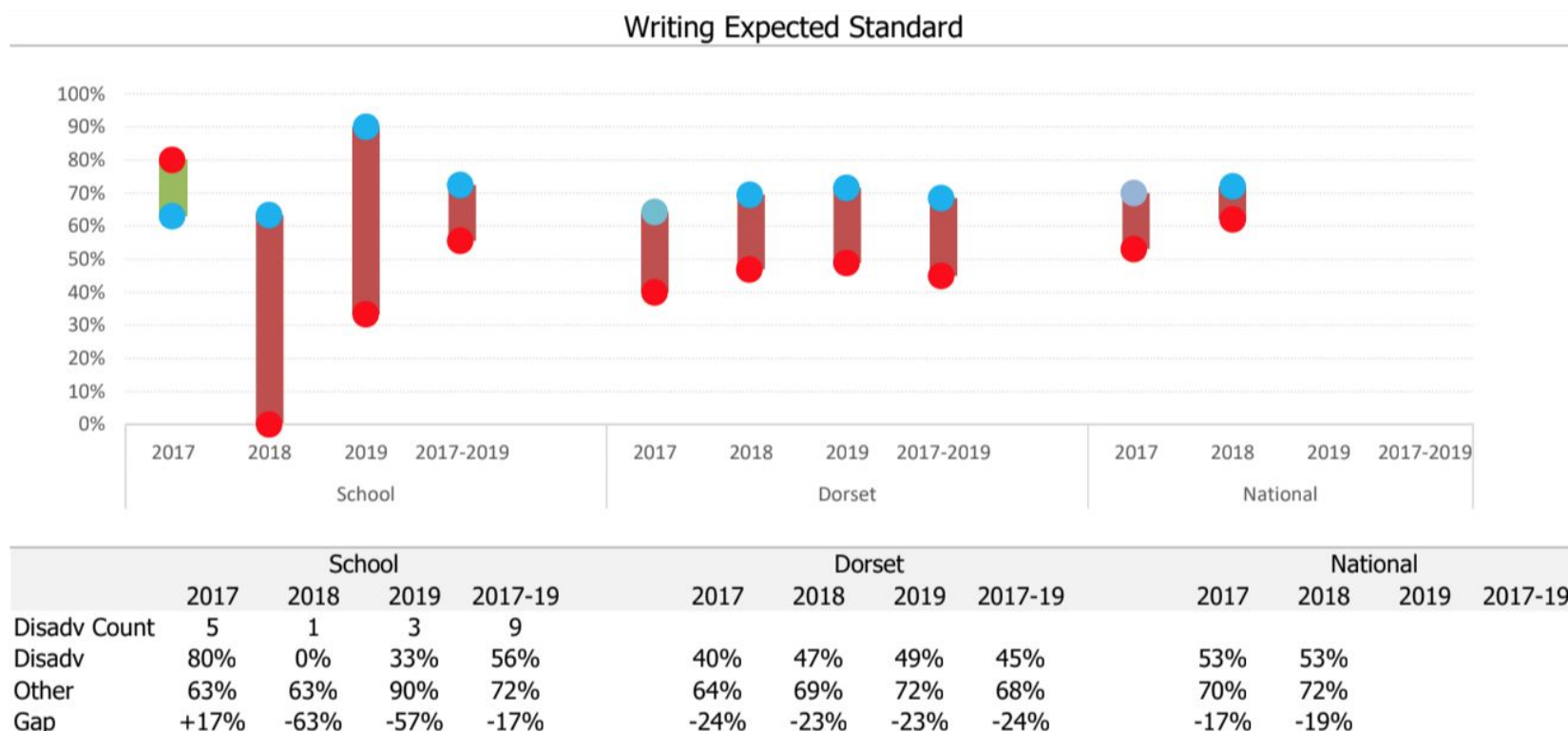
Disadvantaged Gap Trend: The Prince of Wales School



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4. IMPACT - OVER TIME - WRITING -

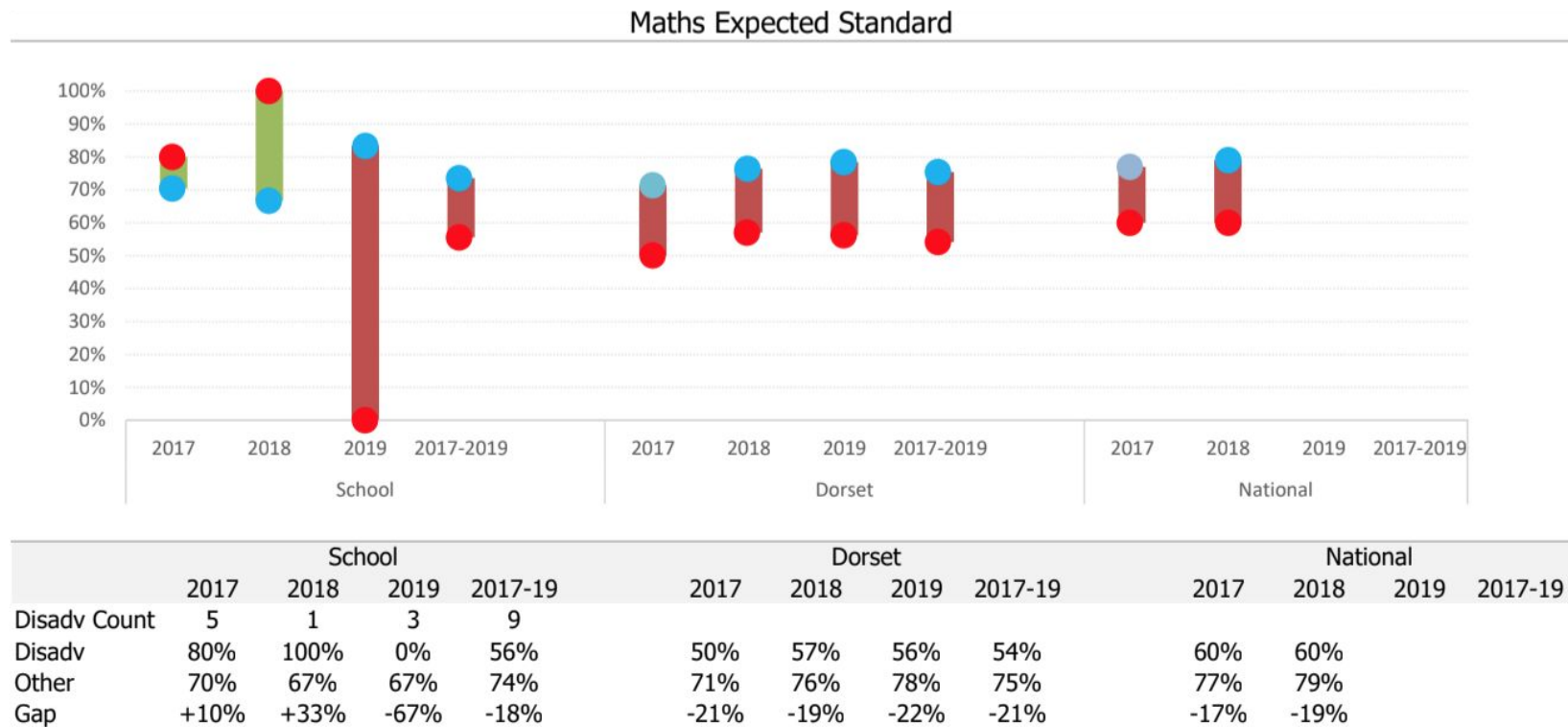
Disadvantaged Gap Trend: The Prince of Wales School



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5. IMPACT - OVER TIME - MATHS -

Disadvantaged Gap Trend: The Prince of Wales School

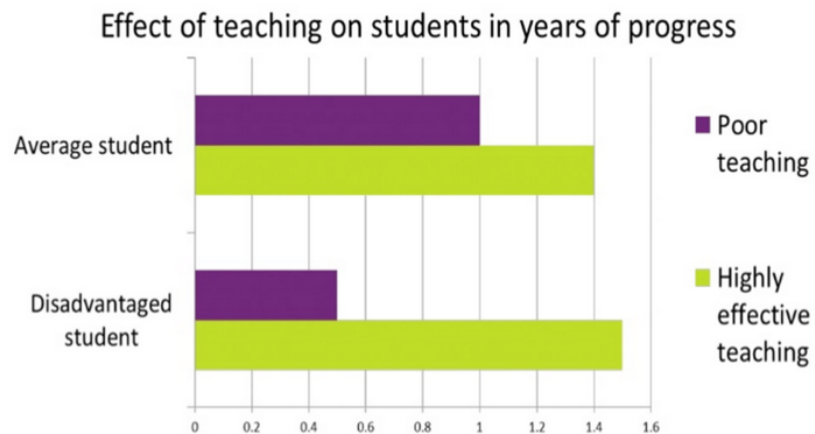


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A CHANGE IN APPROACH -

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 'Power Maths' scheme of work and purchase supporting resource
- Embed SPAG Scheme (Ruth Miskin Spelling Scheme)
- Continue programme of external moderation and challenge.
- Embed new approach to Marking and Feedback

B Increase % children working at a Greater Depth in Maths

Plans To Address -


- Launch 'Power Maths' scheme of work and purchase supporting resource
- Engagement with the DASP Maths Project - 'Maths Mastery'
- Embed new approach to Marking and Feedback

C 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)

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8. Planned Expenditure (2019/2020)						
EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (N/A - AUTUMN TERM - TARGET SETTING)			
<div></div> <div>Purchase and implement 'Power Maths' Scheme of Work, Training and Supporting Resources</div> <div>A B</div>	<div>£4,500</div> <div>+ Maths Hub Matched Funding</div>	<div>SUMMARY - Introduce 'Power Maths' Scheme</div> <div>INTENDED OUTCOME - Children to master 'Maths Mastery'. Over time 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%.</div> <div>How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice.</div> <div>Who will measure success? Headteacher / Committee B. Maths Link Governors.</div> <div>When will success be measured? Half-Termly.</div> <div>REVIEW - Pre COVID-19 - School had a strong launch to Power Maths supported by externally-led CPD and the purchase of all necessary resources.</div>	<div>REVIEW - Power Maths was further supported by an advisor visit (Maths Mastery Research Project) where a number of recommendations were made and acted upon.</div> <div>It's too early to measure the long-term impact of the scheme at POW and in particular the long-term impact for PP children. Maths lead and SLT watching this closely and making changes as required.</div> <div>Recommended To Continue?</div> <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				

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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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (N/A - AUTUMN TERM - TARGET SETTING)			
<div>Embed STAR Reading Assessment and Accelerated Reading (AR)* Scheme,</div> <div>A C</div>	£5,000	<div>SUMMARY - Embed STAR Reading Assessment and Accelerated Reading (AR) Scheme.</div> <div>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%.</div> <div>How will success be measured? Through analysis of half-termly data reports and external visits. Use of Pupil Voice.</div> <div>Who will measure success? Headteacher / Committee A. Literacy Link Governors.</div> <div>When will success be measured? Half-Termly.</div>	<div>REVIEW - Accelerated Reader continues to have a significant impact in supporting children’s love of and accelerated progress with reading.</div> <div>Data pre COVID-19 lockdown points to PP children making accelerated progress (when compared to non-PP pupils).</div> <div>Recommended To Continue?</div> <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				

* See EEF efficacy trial of Accelerated Reader below -

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EEF Projects
Accelerated Reader 16th March, 2019

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 349	Schools 4
Grant £147,000	
Themes B. Behaviour	L. Language and literacy
+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.

For more information, tools & supporting resources, please visit:
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EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT (N/A - AUTUMN TERM - TARGET SETTING)			
ELSA Intervention A	£2,000	<p>SUMMARY - One thirty minute session, per child, per week.</p> <p>INTENDED OUTCOME - Improvement ability to understand and regulate emotions.</p> <p>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.</p> <p>REVIEW - ELSA approach has been fundamental in our response to COVID-19 -</p> <div><div>#InspiredToLearn COVID-19 RESPONSE DATA CORRECT AS OF - 17/06/2020</div><div> OVER 2,200 WELFARE CALLS IS THERE ANYTHING YOU NEED?</div><div> OVER 50 'SPECIAL' VIDEOS SINGING / DANCING / QUIZZES</div><div> OVER 350 LIVE BROADCASTS 3 SHOWS DAILY - EVERY DAY INDIA DAY / VE DAY / RHINOS / RNLI / DOG AGILITY SHOWS / AUTHORS / HISTORIANS / ARCHAEOLOGISTS / STORY TIME / FARM VISITS / WELSH HARPISTS / DISCOS</div><div> OVER 1,400 HOME VISITS (SOCIALLY DISTANCED)</div><div> OVER 2,200 PARCELS EVERY CHILD / EVERY WEEK</div><div> KEY FACEBOOK STATISTICS - REACH = 556,224 ENGAGEMENT = 70,867</div><div> KEY YOUTUBE STATISTICS - IMPRESSIONS = 146,304 VIEWS = 16,733</div></div>	<p>REVIEW - ELSA approach has been fundamental in our response to COVID-19. PP and Vulnerable families have had an enhanced package of support led by ELSA TA. See infographic below.</p> <p>Recommended To Continue?</p> <table><tr><td>YES</td><td>YES - With Changes*</td><td>NO</td></tr></table> <p>* Proposal to increase ELSA TA hours to four days per week in September 2020 in response to COVID-19 led need across the Pre-School and School.</p>	YES	YES - With Changes*	NO
YES	YES - With Changes*	NO				

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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> REVIEW - Targeted support has been timely and effective. Programme was extended throughout the summer holidays in response to COVID-19. </div> <div> Recommended To Continue? </div> <div> YES YES - With Changes NO </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> REVIEW - Targeted support has been timely and effective. We have also delivered fresh food packs (as well as vouchers) to families throughout COVID-19. </div> <div> Recommended To Continue? </div> <div> YES YES - With Changes NO </div>
Phonics Teaching (Read, Write Inc) A	£1,000 Contribution (Training and Resources)	SUMMARY - Entirely new approach to teaching phonics (using Read, Write Inc Resources) supported by two externally led training 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.	<div> REVIEW - Read, Write Inc. approach continued to sustain positive impact. Y1 were on track for 97% pass rate (100% PP) prior to COVID-19 lockdown. </div> <div> Recommended To Continue? </div> <div> YES YES - With Changes NO </div>
ICT Equipment, following external ICT Assessment SEMH	£2,039	SUMMARY - Provide appropriate equipment for pupils to access and record his learning effectively. INTENDED OUTCOME - Access to appropriate specialist equipment that the school is currently unable to provide. MONITORING - SEND Leader will monitor success of equipment provided in discussion with class teacher and 1:1 TA as part of termly monitoring.	<div> REVIEW - Equipment provided in a timely and effective manner. 74 Chromebook (including 1:1 for PP children) devices were loaned out during COVID-19 lockdown. </div> <div> Recommended To Continue? </div> <div> YES YES - With Changes NO </div>

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9. IMPACT Attainment (2019/2020) - OFFICIAL

2018/2019				VS	2019/2020 - OFFICIAL				
	PP	Non-PP	Difference			PP	Non-PP	Difference	19-20 GAP
% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 30)	50%	86%	-36%~		% achieving GLD in EYFS July 2018 (PP = 2 Pupils of 31)			N/A DUE TO COVID-19	
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	100%	93%	+7%		% achieving ARE in Y1 Phonics (PP = 3 Pupils of 30)			N/A DUE TO COVID-19	
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	33%	93%	-60%^		% achieving ARE in KS1 Reading (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	30%	-30%^		% achieving GD in KS1 Reading (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	33%	90%	-57%^		% achieving ARE in KS1 Writing (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	13%	-13%^		% achieving GD in KS1 Writing (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	0%	83%	-83%^		% achieving ARE in KS1 Maths (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	23%	-23%^		% achieving GD in KS1 Maths (PP = 3 Pupils of 33)			N/A DUE TO COVID-19	

~ NOTE BELOW # 1 - ONE OF THE TWO CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

^ NOTE BELOW # 2 - ONE OF THE THREE CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

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10. IMPACT Attainment (2019/2020) - UNOFFICIAL - TEACHER ASSESSMENT DATA

2018/2019				VS	2019/2020 - UNOFFICIAL - TEACHER ASSESSMENT DATA				
	PP	Non-PP	Difference			PP	Non-PP	Difference	19-20 GAP
% achieving GLD in EYFS July 2019 (PP = 2 Pupils of 30)	50%	86%	-36%~		% achieving GLD in EYFS July 2018 (PP = 0 Pupils of 31)	N/A	59%	N/A	N/A
% achieving ARE in Y1 Phonics (PP = 4 Pupils of 32)	100%	93%	+7%		% achieving ARE in Y1 Phonics (PP = 2 Pupils of 31)	100%	94%	+6%	-1%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	33%	93%	-60%^		% achieving ARE in KS1 Reading (PP = 3 Pupils of 32)	67%	85%	-18%	+42%
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	30%	-30%^		% achieving GD in KS1 Reading (PP = 3 Pupils of 32)	33%	25%	+8%	+38%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	33%	90%	-57%^		% achieving ARE in KS1 Writing (PP = 3 Pupils of 32)	100%	75%	+25%	+82%
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	13%	-13%^		% achieving GD in KS1 Writing (PP = 3 Pupils of 32)	0%	11%	-11%	+2%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	0%	83%	-83%^		% achieving ARE in KS1 Maths (PP = 3 Pupils of 32)	100%	86%	+14%	+97%
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	23%	-23%^		% achieving GD in KS1 Maths (PP = 3 Pupils of 32)	33%	21%	12%	+35%

~ NOTE BELOW # 1 - ONE OF THE TWO CHILDREN HAD AN EHCP FOR COMPLEX NEEDS

^ NOTE BELOW # 2 - ONE OF THE THREE CHILDREN HAD AN EHCP FOR COMPLEX NEEDS