Pupil premium strategy statement

Review of 2017/18

Reviewed and agreed by:				
Mrs E Dormor	Principal	September 2018	January 2019	
Miss C Abbiss	Lead Practitioner	September 2018	January 2019	
Iona Colvin	Governor		January 2019	

1. Summary information					
School	Prince William School		Date of review	October 2018	
Total number of pupils in school	1064	Number of pupils eligible for PP	142	Total PP budget for 2017/18	£137,978

2. Current attainment (review of 2018 GCSE outcomes)		
	Pupils eligible for PP	All pupils
% achieving grade 4+ in both English and Maths in 2018	43%	67%
% achieving grade 4+ in both English and Maths in 2017 boys/girls	40% / 50%	65% / 69%
Progress 8 score average (estimate)	-0.15	+0.32
Attainment 8 score average	37.2	48.4

The strategies used in 2017/18 had significant impact. The KS4 results of 2018 demonstrate this:

- the gap between the Attainment 8 scores of all students and the disadvantaged students decreased from 17.6 in 2017 to 11.2 in 2018.
- the gap between the Progress 8 scores of all students and the disadvantaged students decreased from 0.92 in 2017 to 0.45 in 2018.
- the gap between the % of all and DA students attaining 4+ in both English and Maths has decreased from 40% in 2017 to 24% in 2018.
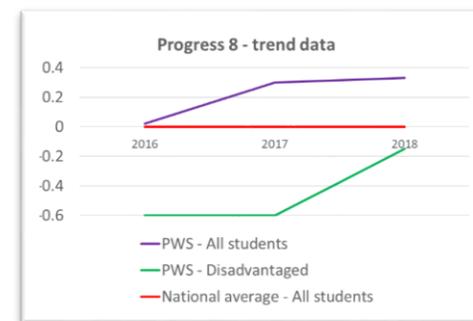
Additionally, internal progress tracking shows that the gaps between the progress of disadvantaged and non-disadvantaged students in other year groups is reducing rapidly – and is negligible in the youngest year groups.

Progress 8 - trend data

2016   2017   2018

—PWS - All students
—PWS - Disadvantaged
—National average - All students

3. Review of expenditure in 2017/18			
Strategy	**Target students**	**Intended impacts**	**Cost**
Quality teaching			
Employing Lead Practitioner to lead on Disadvantaged students	All Disadvantaged students	Individual profiles for all DA students. Rapid closing of attainment gaps between disadvantaged and non-disadvantaged students.	£11,330
Use of VP T&L time to improve quality of teaching, learning & assessment across the school	All Disadvantaged students	Improved quality first teaching for all and particular strategies (e.g. first marking for DA students) to support the disadvantaged.	£13,270
Targeted support			
Employing attendance admin support	All Disadvantaged students	Improved attendance of Disadvantaged students	£4,125
Employment of Mental Health lead and assistant	Students in all years with emotional or mental health needs	Additional support for students with emotional and mental health needs. Facility to reintegrate into 'mainstream' lessons gradually. Referrals to CAMHS and/or Ed Psych as necessary.	£22,265

Employment of 2 Student Welfare Officers	Students in all years needing additional support	Support with diffusing day-to-day problems that create barriers to learning. (Proportion of salaries from PP budget according to proportion of students who are DA)	£20,190
Revision sessions and revision materials	Y11 students	Extra-curricular revision sessions in term-time and in school holidays – particularly in English and Maths.	£5,400
Ensuring students are supported through exam season	Y11 students	Daily text message to DA students to remind them of the exams they have the next day. Provision of toast and exam equipment on every exam day	£110
Creating a tutor group for vulnerable students	Identified Y11 students	Daily monitoring and mentoring for the most vulnerable students in the cohort. Regular contact with home to ensure best possible all-round support.	£1,880
Specialist support	Identified students in all years	Financial support with purchase of materials to aid learning/attendance. For example, items of uniform, ingredients for Food Tech lessons, art materials, music books, kit for D of E expeditions, memory sticks, school trips, revision guides, occasional bus fares to facilitate attendance at revision sessions, etc. (Itemised expenditure available)	£11,540
Motivational speaker and revision techniques workshop	Year 11	Students motivated for exam success and equipped with useful revision techniques.	£1,200
Alternative provision	Identified students	Students provided with college courses and similar in order to motivate and engage them with learning.	£4,500
Other approaches			
Adviser Track Days	Students in Y9, 11 & 13 who are DA and/or at risk of being NEET	DA students and students at risk of being NEET provided with independent guidance and advice over careers and pathways through KS3, KS4 and beyond.	£1,000
Use of VP Student Outcomes to track DA students particularly and discuss intervention strategies to enable them to catch up with their peers.	All DA students		£13,270
Recruitment strategies	All DA students	Use of Recruitment Consultant to support recruitment drive to ensure no posts are filled with supply teachers form Sept '18. DA students suffer particularly when being taught by supply teachers	£16,070
Subscription to 4 Matrix, PARS, and PIXL.	All DA students	4Matirx enables precise tracking of DA students and groups within the DA group to facilitate precise intervention work. PARS enables better communication with home. PIXL provides opportunity to share best practice nationally.	£12,330
			£138,480

Pupil Premium Strategy Statement – plans for 2018/19

1. Summary information					
School	Prince William School		**Planned date of review**	October 2019	
Total number of pupils in school	1064	**Number of pupils eligible for PP**	154	**Estimated budget for 2018/19**	£149,638

2. Barriers to future attainment (for pupils eligible for PP)	
A	Poor prior progress
B	Low attendance
C	Poor organisation skills
D	Poor communication with home
E	Emotional and anxiety issues
F	Equipment and lack of opportunity for enrichment activities

3. Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria
Improved attendance	Attendance for Disadvantaged 95%+
Improved progress	Reduced achievement gaps
Improved emotional/mental wellbeing	Reduced number of repeat referrals
No student disadvantaged because of lack of equipment	DA students have equipment needed.
Improved links with the community – parents/carers and primary schools	Positive feedback; coordinated strategies across the cluster.

4. Planned expenditure for 2018/19
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review of implementation**
Improved quality of teaching and spreading of good practice regarding disadvantaged students.	LP for DA creates student profiles forms for DA students across all year groups	Staff have detailed info about helping individuals overcome barriers and tutors know them especially well.	Evidence of student profiles on shared area by Nov '18. Monitor use by staff using drop ins.	CAB	Jan '19: Y11 & Y10 profiles in place. KS3 in progress. April '19: Tutor monitoring now in place across all years. Termly meetings logged and all staff have access to them. July '19:
	All staff to have print out a seating plan, including information on DA students, available in the classroom at all times	Raising profile of DA students and enabling drop-in staff to know who is DA in the class	Monitoring through drop-ins.	KGA	Jan '19: 51% staff have table plans out; 82% show evidence of personalisation for DA. Needs to be 100%. Drop in sheet changed to recognise a wider range of differentiation /personalisation. April '19: Drop in data shows 83.6% staff files on desk, and 100% differentiation. July '19
	Further training for all staff on using knowledge of students to plan lessons which challenge and support all, especially the Disadvantaged, and encourage good Behaviour for Learning	A consistent approach is needed across the school to ensure all students make good progress.	BfL and AfL sessions led by Lead Practitioners and BfL session led by Deputy Principal. Lesson drop ins will monitor impact.	KGA	Oct '19: Training sessions delivered in Sept. Jan '19: 90.8% good+ BfL April '19: 91.4% good+ BfL July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Consistent approach – the Prince William Way	Lead Practitioners and SLT lead on creating the "Prince William Way" expectations	Consistent approach across the school is emerging, but needs embedding.	Training sessions to launch to all staff in Sept '18. Monitor through drop ins.	KGA	Oct '19: Training sessions delivered in Sept. Jan '19: PW Way introduced and reiterated in assemblies. All staff have it in their class files and displayed in rooms. Drop-in data shows progress.
	Revise the tagline and core values of the school	Reinforce the desired ethos with core values and a tagline which are communicated to all stakeholders	Assemblies for students, letters to parents/carers, posters in classrooms. Constant reference to them in daily practice.		April '19: PW Way continues to be embedded. Work on core values and new tagline to reinforce the ethos complete. 'Launched' end of April. July '19:
Improved quality of feedback for all, especially disadvantaged students.	Revised assessment policy including 'best marking' for disadvantaged students	Marking DA students' books after the first 6 – 8 (once common mistakes have been identified) will ensure they receive the highest	Book scrutinies and lesson drop-ins.	KGA	Jan '19: Monitoring of DA students' books specifically is not happening routinely. Work scrutiny form changed to ensure this is part of process going forward.
	Regular book scrutinies of DA students' work to be part of monitoring procedures	To check on quality and consistency of feedback	Team of staff do scrutinies to get consistent approach to scrutinies.		April '19: Book scrutinies routinely look at books of DA students. Evidence is that they receive good quality feedback and are keeping up with peers. July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Students prepared for exams well and have thorough knowledge of good revision strategies.	Extra-curricular revision sessions in term-time and in school holidays. Revision guides provided as available.	Targeted revision improves performance in exams.	Revision timetable distributed in advance. Attendance recorded. Phone calls to parents to ensure attendance as necessary.	EDO	Jan '19: Revision guides have been issued. Extra-curricular revision TT has been circulated. Advice for parents' session scheduled for 31st Jan. April '19: Revision sessions after school and over Easter in place. Students invited. July '19:
	Member of staff checking on Y11 DA students daily as they go through the exam season.	Giving students a feeling of support and an opportunity to raise concerns, get essential exam equipment (pens, etc.)	Feedback from students and better progress for DA students	CAB	Jan '19: CAB and SLT greeted students before every exam. More DA students completed mocks than previous years. DA/non-DA gap in Y11 mocks: A8 = 9.4 (12.1 in Dec'17) and P8 = 0.13 (0.55 in Dec '17) April '19: Routines for 2nd mocks as above. DA/non-DA gaps: **A8 = 10.8 and P8 = 0.27.** Gaps have widened slightly from 1st mocks, but are still better than 2nd mocks last year (A8 gap =11.75; P8 gap = 0.44) and better than 2018 results (A8 gap = 12.45, P8 gap = 0.48) Aug '19:
	Daily text message to DA students throughout the exam season	Giving students a feeling of support as well as reminding them of revision priorities.	Feedback from students and better progress for DA students	CBY	Review Aug '19
	Toast available for all DA students before each morning exam (mocks and actual)	Students are not hungry during exams	Feedback from students and better progress for DA students	EDO	Jan '19: Toast enjoyed! DA gap closing (see data above) Apr '19: Toast enjoyed! See above for data. Aug '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Students prepared for exams well and have thorough knowledge of good revision strategies (continued).	Y11 DA students to receive an exam pencil case.	Students have all the equipment they need for exams	Feedback from students and better progress for DA students	CAB	Jan '19: CAB checks on DA equipment regularly, and it is not a problem. No one was without equipment during exams. Will make up a few pencil cases and give out as necessary rather than to all. Apr '19: As above Aug '19:
Students motivated for and equipped with useful revision techniques.	Employ motivational speakers.	Improved motivation and a better understanding of how to revise effectively improves exam performance.	Use of speakers who are known and proven to have positive impact. Lead practitioners presented revision session for students and parents.	EDO	Jan '19 : Feedback about 'Maximise' was very positive. Anecdotally, speaker from RAF and Apprenticeships were hugely motivational too. April '19: Revision evening for students and parents was well attended and well-received Aug '19:
Improved progress of all DA students across all years.	Small group work with TAs at lunchtimes etc. after exam season is over.	Small group, intensive work enables catch up on missed/weaker knowledge and builds confidence. Support with HW	Monitor work of TAs (HoDs) and progress data of selected students	SWO	Jan '19: DA/Non-DA gaps (KS3 = % on or above target gaps; KS4 = P8 gaps) Y7 = - 8%; Y8 = - 3%; Y9= - 10%; Y10 = 0.02; Y11 = 0.13 April '19: DA/Non-DA gaps (KS3 = % on or above target gaps; KS4 = P8 gaps) Y7 = +1%; Y8 = -3%; Y9 = +9%; Y10 = -0.07; Y11 = 0.27 July '19:
Total budgeted cost					**£30,000**

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Improved attendance of disadvantaged students.	Letters to parents of students whose attendance is poor. Meetings with parents/carers and DP and governor for those with very poor attendance.	Students need to be in school to make good progress.	Monitoring of attendance data, notes of meetings and other actions taken. DP meetings with HoH and HoY11 DP and governor meetings with some parents/carers	AKE	Jan '19: Strategies have been implemented. Attendance of FSM improved from 86.8% Autumn '17 to 88.8% in Autumn '18. Apr '19: FSM attendance Sept '18 – Apr '19 = 89.03% (compared with 86.46% same period last year) July '19:
	Rewards for good attendance eg. non-uniform Information in planners about importance of good attendance. Y11 free/reduced price ticket to the Prom if attendance is good.	Shifting the focus onto importance of good attendance and rewards for good attendance.			
	Students using The Hub are monitored closely to try to limit the length of time spent in there and encourage them back into 'mainstream lessons' as	Ensuring students are supported to attend better, but also encouraged to return to full timetable of lessons over time.	Monitoring of number using The Hub and their needs and progress toward full re-integration	ZDA	Jan '19: Several individual case studies available to demonstrate impact. April '19: As above. July '19:
	Mentoring meetings with tutor for students with attendance below 95%. Meetings with HoH and AKE if attendance below 90%	Meetings with students (<95%) and parents with students (<90%) to help them realise the importance of good attendance and the consequences of poor attendance	Monitoring of attendance data	AKE	Jan '19: Attendance is improving – see data above – but work continues. April '19: As above July '19:
	Share strategies with EIP and cluster primary schools.	Coordinated approach should work better	Feedback from primary HTs	EDO	Oct '18: Meeting with cluster HTs and NCC attendance officer complete, but documentation from NCC not received Jan '19: CAB chairing Cluster DA group. April '19: As above July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Breakfast club	Toast available for all before school (and free to DA students) from Sept '18	Students who have not had breakfast do not perform well at school. The free toast to Y11s prior to morning exams has been very popular.	Monitor 'sales' and take up of free toast by DA students	EDO	Oct '18: Whole school offer not started due to problems with staffing in canteen, but Y11 tutor group has breakfast Jan '19: Further investigation into Kellogg's funding etc. for breakfast club, but we do not have a high enough proportion of DA students. Also concluded that breakfast club would not be viable as so many students come in by bus and arrive too late for a breakfast club.
Improved communication with parents/carers	Meeting with parents of DA students to explain strategies and planned activities	Good communications with, and partnership working with, parents has hugely positive impact on student progress.	Records of meetings and tracking of students' progress data.	CAB	Jan '19: Open afternoon held and 4 DA students + parents attended. Has built up relationships and had impact on those individuals. April '19: More Open afternoons held, but poor attendance from parents/carers. July '19:
	DA 'open afternoons' for parents to use as 'drop ins' for further support and info	Opportunity to talk to parents/carers individually about what they would most appreciate the school doing to support their child.			
Improved working with primary schools especially regarding shared information and transition	LP for DA to be part of a cluster-wide team	Group creating a programme to support confidence-building and problem-solving for DA students. Building resilience & secure relationships has long-term benefits.	Minutes of meetings Project activities completed	CAB	Jan '19: CAB chairing DA action group for Cluster April '19: Cluster-wide DA project planned for summer term July '19:
	LP for DA to be part of transition process.	Better collating of information about DA students coming up to school, so it can be shared with staff before the beginning of the academic year.	Student profiles in place and circulated to staff	CAB	July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Support Y11 DA group to improve progress.	Y11 DA students in a separate DA tutor group	Tutor gets to know them thoroughly and can support them throughout the year	Tracking of progress data	CAB	Jan '19; DA tutor group in place. In mocks the DA/non-DA gap closed compared with last year April '19: DA/non-DA gaps in 2nd mocks **A8 = 10.8 and P8 = 0.27.** Gaps better than 2nd mocks last year (A8 gap =11.75; P8 gap = 0.44) and better than 2018 results (A8 gap = 12.45, P8 gap = 0.48) Aug '19:
	Provide additional Maths and English tutoring in tutor time.	Y11 DA tutor group gets additional support with English and Maths	Tracking of progress data	CAB	Jan '19: LBA supporting where possible. Students do PiXL maths when not possible for LBA to be there. April '19: 2nd mocks DA/non-DA gaps Maths: A8 = 1.11; P8 = 0.24 (compares with results '18 gaps of A8 = 1.54; P8 = 0.61) Eng: A8 = 0.83; P8 = 0.15 (compares with results '18 gaps of A8 = 0.86; P8 = 0.25) Aug '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Additional support for those with emotional/anxiety/ mental health issues.	Employment of 2 Student Welfare Officers.	Support with diffusing day-to-day problems that create barriers to learning.	Tracking of progress data	AKE	Jan '19: Across all year groups, DA gap is closing April '19: DA gaps in attainment and attendance are closing across all year groups. July '19:
	Employment of Mental Health Lead and Assistant in 'The Hub'	Support with emotional and mental health needs. Referrals to CAMHS, Ed Psych, etc as necessary.	Track number of students who use The Hub and how quickly they reintegrate into lessons.	TNI	Jan '19: Several individual case studies available to demonstrate impact April '19: as above. July '19:
	Analyse school's strengths and weaknesses and meeting students' mental health needs and implementing strategies in response to findings	Growing body of research that students' mental health needs are not being met by schools and that this is affecting attendance and performance of DA students	Use of Targeted Mental Health in School Programme analysis tools & training, and implement strategies in response to findings and recommendations	ABU	Jan '19: Whole staff training on Mental Health Jan '19. 3 staff are mental Health First Aiders. Apr '19: Work continues. Need one member of staff trained as Mental Health Lead by 2020 July '19:
Additional expert support for students who need it. Advice to enable effective intervention and support.	Employment of Educational Psychologist (sessions).	Support with mental health and anxiety issues.	Feedback from students, families and staff.	ABU	Jan '19: Individual case studies available to demonstrate impact April '19: As above July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Financial support with purchase of materials to aid learning/attendance.	Specialist/individual support	No student should be disadvantaged by lack of equipment or opportunity to access enriching activities	EDO to authorise all purchases taking advice form staff about what is needed for individuals.	EDO	Through records of purchases made and progress of those students Apr '19: £3200 spent so far this year
Improved motivation and curriculum offer for specific individuals.	Alternative provision for identified individuals as necessary	Motivation and engagement of identified students so they can experience success and build on it.	EDO to authorise taking advice from staff about what is needed for individuals.	EDO	Ongoing through progress of individual students and overall review Sept '19 Jan '19: Some on reduced TT as no suitable Alternative Provision is available April '19: As above. July '19
				Total budgeted cost	**£80,000**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Communication with parents is easier and more effective. Students can access information about homework etc easily.	Subscription to PARS. Phone calls to disadvantaged students' parents/carers to ensure they are confident in using it.	Gaining parental support is important in motivating students.	Monitor and provide additional staff training as necessary. Monitor use by parents/carers (disadvantaged taking priority).	SWO	Jan '19: ParentView suggests parents find the information provided is good (82% agree) and that the school responds well to concerns raised (82% agree) CBY supports parents with Parent evening appointments etc. Parent evenings are well-attended. April '19: Parentview says parents say 84% agree that information provided is good and 86% agree the school responds well to concerns. July '19:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Students provided with independent guidance and advice over careers and pathways through KS3, KS4 and beyond.	Adviser Track Days	Students motivated by vision of future career pathways. Raised aspirations.	Use of known providers and feedback from students.	MCO	Jan '19: All DA students in Y11 have post-16 plan. April '19: Career advice for all students is being developed across all year groups – including DA July '19:
Rigorous and accurate tracking of data will enable early identification of students in need of intervention.	Subscription to 4 Matrix.	Rigorous tracking enables constant focus on student progress and accurate identification of interventions needed.	Data produced at every data drop inspected at every Line Management meeting by HoDs/SLT.	SWO	Jan '19: In year data shows that DA/non-DA gap is very small across all year groups April '19: Monitoring of DA progress and gaps is rigorous (see many egs in this report) and used to inform interventions. July '19:
Improved progress of disadvantaged students. Achievement gap closing.	Subscription to PiXL and attendance at meetings to acquire new ideas and strategies.	Nationwide sharing of strategies that support rapid progress of disadvantaged students.	Implementation of strategies considered to be the most effective for our students.	SWO	Jan '19: In year data shows that DA/non-DA gap is very small across all year groups April '19: As above. Strategies are working
	Leadership time for SLT and Middle Leaders to track progress and organise interventions.	Constant focus on the progress of disadvantaged promotes focus on quality teaching for this group.	The achievement of disadvantaged students is on the agenda of every Line Management meeting.	EDO	July '19:
Better tracking of incidents (behaviour and safeguarding) from primary through PWS	Introduction of 'My concern'	All incidents are linked to patterns are seen more quickly and dealt with effectively	Incidents & safeguarding linked & analysed through variety of different students groups	AKE	Jan '19: 196 referrals on the system since its implementation in Sept. Easier to coordinate safeguarding and behaviour issues/strategies. April '19: My concern continues to be used to track and strategies are implemented quickly July '19:
				Total budgeted cost	**£40,000**