

# Pupil premium strategy statement

This report consists of a review of the impact of our strategies in 2018/19 followed by our planned strategies for 2019/20. The planned strategies for 2019/20 are monitored during the year and the plan is updated in Jan '19 and April '19 to summarise that monitoring.

## Review of 2018/19

| Reviewed and agreed September 2019 |              |                               |                 |                                 |                     |
|------------------------------------|--------------|-------------------------------|-----------------|---------------------------------|---------------------|
| Headteacher                        | Mrs E Dormor | School lead for Disadvantaged | Mrs K Gallagher | Governor lead for Disadvantaged | Charlotte Krzanicki |

| 1. Summary information           |                       |                                  |                |                             |          |
|----------------------------------|-----------------------|----------------------------------|----------------|-----------------------------|----------|
| School                           | Prince William School |                                  | Date of review | September 2019              |          |
| Total number of pupils in school | 1065                  | Number of pupils eligible for PP | 160            | Total PP budget for 2018/19 | £136,000 |

| 2. Current attainment (review of 2019 GCSE outcomes)              |                        |            |
|---|------------------------|------------|
|   | Pupils eligible for PP | All pupils |
| % achieving grade 4+ in both English and Maths in 2019            | 53%                    | 72%        |
| % achieving grade 4+ in both English and Maths in 2019 boys/girls | 41% / 65%              | 65% / 78%  |
| Progress 8 score average (estimate)                               | +0.04                  | +0.19      |
| Attainment 8 score average  | 40.87                  | 48.83      |

The strategies used in 2017/18 and 2018/19 have had significant impact. The KS4 results 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, and decreased again to 7.96 in 2019.
- 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, and decreased further to just 0.15 in 2019.
- 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 and just 19% in 2019.
- The estimated progress 8 score of disadvantaged students in 2019 was positive, i.e. they made better progress than all students nationally, on average.

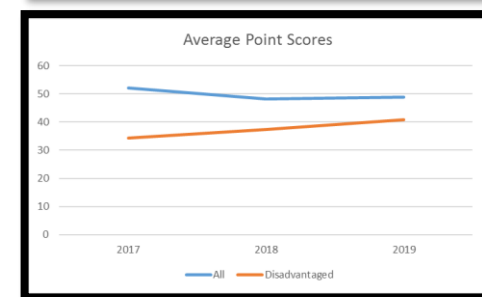
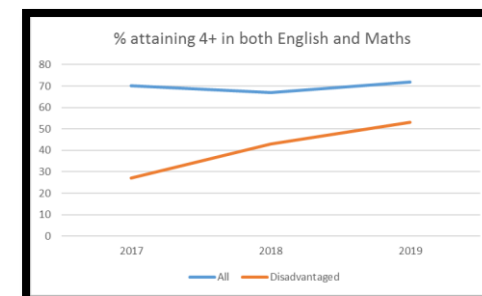
At KS5, though the number of DA students is statistically insignificant, the attainment gaps are also closing.

The DA/non-DA gap in the Level 3 Value Added was -0.37 in 2018 and -0.25 in 2019.

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.

The attendance of students eligible for PP has improved (see table) but this is an area that needs to improve further.

| % attendance      | 2017/18 | 2018/19 |
|-------------------|---------|---------|
| Pupil Premium     | 91.9    | 92.0    |
| Free school meals | 85.8    | 89.3    |



### 3. Review of expenditure in 2018/19

| Strategy   | Target students            | Intended impacts  | Cost           |
|--|----------------------------|---|----------------|
| <b>Quality teaching</b>  |                            |   |                |
| Employing Lead Practitioner to lead on Disadvantaged students  | All Disadvantaged students | Individual profiles for all DA students. Improving staff knowledge of needs of individuals and strategies that help each to improve. Rapid closing of attainment gaps between disadvantaged and non-disadvantaged students.                             | £16,600        |
| Use of VP, T&L time and staff training time/resources/courses to improve quality of teaching, learning & assessment across the school. | All Disadvantaged students | Improved quality first teaching for all and particular strategies to support the disadvantaged. (e.g. best marking for DA students, targeted questioning, introduction of the Prince William Way to support better consistency of teaching and marking) | £18,300        |
| <b>Quality teaching total</b>  |                            |   | <b>£34,900</b> |
| <b>Targeted support</b>  |                            |   |                |
| Use of DP time to meet with DA students' parents. Rewards.   | All Disadvantaged students | Improved attendance of Disadvantaged students   | £5,600         |

|   |   |  |                 |
|---|---|--|-----------------|
| 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.  | £22,900         |
| 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)  | £20,800         |
| Revision sessions and revision materials  | Y11 students  | Extra-curricular revision sessions in term-time and in school holidays – particularly in English and Maths.  | £5,800          |
| 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  | £250            |
| 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.  | £1,920          |
| 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) | £4,300          |
| Motivational speaker and revision techniques workshop   | Year 11   | Students motivated for exam success and equipped with useful revision techniques.  | £1,400          |
| Alternative provision   | Identified students   | Students provided with college courses and similar in order to motivate and engage them with learning.   | £4,500          |
| DA day for students in Y5 – 8 across the cluster  | Identified students   | Motivational and 'team-building' workshop / activities provided for students across the cluster to boost raise aspirations and self-belief in DA students in the area.   | £2,400          |
| <b>Targeted support total</b>   |   |  | <b>£69,870</b>  |
| <b>Other approaches</b>   |   |  |                 |
| 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.  | £1,025          |
| Use of VP to track DA students and discuss intervention strategies to enable them to catch up with their peers. | All DA students   |  | £13,600         |
| Recruitment strategies  | All DA students   | Recruitment drive to ensure no posts are filled with supply teachers from Sept '19. DA students suffer particularly when being taught by supply teachers   | £4,000          |
| Subscription to 4 Matrix, PARS, and PIXL.   | All DA students   | 4Matrix 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.  | £12,640         |
| <b>Other approaches total</b>   |   |  | <b>£31,265</b>  |
| <b>Total expenditure for 2018/19</b>  |   |  | <b>£136,035</b> |

## Pupil Premium Strategy Statement – plans for 2019/20

| Strategy agreed September 2019 |              |                               |                 |                                 |                     |
|--------------------------------|--------------|-------------------------------|-----------------|---------------------------------|---------------------|
| Headteacher                    | Mrs E Dormor | School lead for Disadvantaged | Mrs K Gallagher | Governor lead for Disadvantaged | Charlotte Krzanicki |

| 1. Summary information           |                       |                                  |                        |                              |          |
|----------------------------------|-----------------------|----------------------------------|------------------------|------------------------------|----------|
| School                           | Prince William School |                                  | Planned date of review | October 2020                 |          |
| Total number of pupils in school | 1127                  | Number of pupils eligible for PP | 169                    | Estimated budget for 2019/20 | £152,420 |

| 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 ( <i>desired outcomes and how they will be measured</i> ) | Success criteria  |
|---|---|
| Improved attendance   | Attendance for FSM 93% and all PP 95%+                        |
| Improved progress across the entire curriculum                                | Reduced achievement gaps in all subjects                      |
| 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 2019/20

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. | List of DA students is complete and strategies for support are circulated  | Staff have detailed info about helping individuals overcome barriers and tutors know them especially well.  | Monitor use by staff using drop ins - know DA (and SEND) students                                      | KGA        | Jan'20: Info about all DA students is on provision mapping tool (Edukey). Teachers have information in their class files. Drop in data shows 95.2% teachers have this info and seating plans in lessons. |
|   | 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        | April '20  |
| Continue to ensure 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 quality feedback. | Book scrutinies and lesson drop-ins.   | KGA        | Jan'20: Drop in data and work scrutiny data shows teachers are providing quality feedback to DA students. Will ask HoDs to make sure some DA books are scrutinised at every work scrutiny.               |
|   | 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 '20  |
| Spread best practice  | Analysis of progress of DA students in each subjects area. Most successful departments asked to share successful strategies. |   | Share best practice in meetings. Monitor implementation of strategies though LM meetings and drop ins. | KGA        | Jan'20: Consistent theme from successful depts. was high expectations, know the students, check on them regularly, personalised feedback etc. Strategies shared with all on INSET day.<br><br>April '20  |

| 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. | KHO        | Jan'20:<br>Revision guides provided for all DA for all subjects as available.<br>Croissants and pain au chocolat replaced toast as the breakfast for students before exams.<br>Proved more popular than toast, so more students benefitted.<br><br>April '20 |
|   | 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  | NMA        |  |
|   | 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        |  |
|   | Toast (or similar) 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        |  |
| Students motivated for and equipped with useful revision techniques.                      | Two hour 'how to revise effectively' session   | Improved motivation and a better understanding of how to revise effectively improves exam performance.               | Lead practitioners presented revision session for students and parents.   | AKE        | Jan'20: 'How to revise effectively' session was well received. Anecdotally, students reported revising for mock exams more and more effectively before the first mocks.<br><br>April '20   |
| 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'20: Gap in % on track DA v non-DA is very small in Y7, 8, 9, 10 and 12. P8 gap in Y11 is wider than this time last year. Lead Practitioner allocated to work with Y11 DA, KGA to keep strategic overview.<br><br>April '20                               |
| <b>Total budgeted cost</b>  |  |  |   |            | <b>£30,000</b>   |

## 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  |
|---|--|---|---|------------|---|
| Attendance of students eligible for Pupil Premium, especially those eligible for Free School Meals, improves further. | 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.<br><br>DP meetings with HoH and HoY11 | AKE        | Jan'20: Attendance of FSM and PP students is worse than the equivalent period las year. LP to work with Y11 DA students. AKE is working on other year groups. |
|   | Rewards for good attendance eg. non-uniform Information in planners about importance of good attendance.<br>Y11 reduced ticket to the Prom if attendance is good.        | Shifting the focus onto importance of good attendance and rewards for good attendance.  | DP and governor meetings with some parents/carers   |            | April '20   |
|   | 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 quickly as possible. | 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'20: KGA liaises closely with ZDA about reintegrating DA students back into main school lessons.<br><br>April '20  |
|   | 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'20: LP doing meetings with DA students in Y11 with attendance below 95%. KGA reminding tutors in other year groups.<br><br>April '20                      |
|   | Share strategies with EIP and cluster primary schools.   | Coordinated approach should work better   | Feedback from primary HTs   | EDO        | Jan'20: Next meeting 3 Feb '20<br><br>April '20   |

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>Review of implementation</b>   |
|--|---|--|--|-------------------|---|
| Improved communication with parents/carers   | All tutors to phone parents/carers of DA students to encourage them to attend parent evenings | Parents/carers well-informed about their child's progress and happy to come in to school to discuss.   | Records of attendance at parent evenings           | KGA               | Jan'20: Parental feedback about Edulink is extremely positive.<br>Tutors phone parents/carers of DA students to remind of parent evenings too.<br><br>April '20 |
|  | Introduction of Edulink as an improvement system of communications with parents/carers        | Parents/carers appreciate being well-informed and take more of an interest in their child's progress at school.                                  | Records of all communications sent.                |                   |   |
| Improved working with primary schools especially regarding shared information and transition             | Lead 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 | KGA               | April '20   |
| 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                          | KGA               | Jan'20: Tutor group with NMA. Students using PiXL build up extensively – top 10 of use in country. DCA does extra maths with them.<br><br>April '20:            |
|  | Provide additional Maths and English tutoring in tutor time.                                  | Y11 DA tutor group gets additional support with English and Maths  |  |                   |   |
| 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 '20: 2 DA students have benefitted from EP assessment & support in Autumn term. 1 further DA student is due to be assessed in Spring term<br><br>April '20  |



| 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 a Student Welfare Officer.  | Support with diffusing day-to-day problems that create barriers to learning.  | Tracking of progress data   | AKE        | Jan'20: PCU in post. KGA keeps a list of DA students who use the Hub and tracks their progress. |
|   | 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.   | ZDA        | April '20   |
|   | 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 | ZDA        |   |
| 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 from staff about what is needed for individuals.   | EDO        | Jan'20: £1,773.26 spent Sept – Dec '19 on materials for individuals.<br><br>April '20           |
| 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        | Jan'20: One student benefitting from alternative provision currently.<br><br>April '20          |
| <b>Total budgeted cost</b>  |   |   |   |            | <b>£90,000</b>  |

| <b>iii. Other approaches</b>  |  |   |  |                   |  |
|---|--|---|--|-------------------|--|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>Review of implementation</b>  |
| Communication with parents is easier and more effective. Students can access information about homework etc easily. | Subscription to Edulink. 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'20: Edulink is very popular with parents.<br><br>April '20   |
| 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'20: No advisor has been available.<br><br>April '20  |
| 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'20: Data continues to be closely monitored.<br><br>April '20   |
| 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'20: PiXL resources being used widely, including Build Up in Y11 DA tutor group. DA progress discussed after every data drop. Da v non-DA gap is very small in all year groups except Y11 currently.<br><br>April '20 |
|   | 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               |  |
| Better tracking of incidents (behaviour and safeguarding) from primary through PWS                                  | Use 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'20: Information is used by pastoral team.<br><br>April '20   |
| <b>Total budgeted cost</b>  |  |   |  |                   | <b>£32,000</b>   |



